Adversity Learning and Student's Performance at Islamic Boarding School in Indonesia

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ABSTRACT

Islamic boarding school (pesantren) is the oldest educational institution of Islam to survive in Indonesia (since the 1800s) and it has been legally sanctioned by the Indonesian government. Throughout history, it has made valuable contribution to the country, example of which ranges from education, dakwah (Islamic proselytization), to social activities; not to mention its significant role in the fight against colonialism. The survival ability of Islamic Boarding School indicates the potentials of Islamic boarding schools to be a breeding place for what is called Adversity Quotient. That is a concept of intelligence, formulated by Paul G. Stolz, which influences one's capacity to survive, and is defined by toughness, endurance, ability to withstand difficulties, and the ability to get out of difficulties in learning, including life. This article wants to examine Adversity Quotient among students of Islamic boarding school, especially one that is related to the learning process. This type of research is filed research with a qualitative approach. The data collection method is done by participatory observation, depth interviews, and documentation. The data validity tests are confirmability, transferability, reliability and triangulation. The analysis used is intractive analysis. This study finds out that, according to their Adversity Quotient, there are three types of students in Islamic Boarding Schools. They are (1). Student Quitters - those who refused to live in the boarding house, (2) Student Campers - those who tried to stay but failed or did not finish their study, (3) Student Climbers - those who successfully completed their study in Islamic Boarding Schools. Adversity Quotient of the Islamic Boarding School's students can be detected from the initial response of their living in the dormitory, their lifestyle, their learning environment, their response to change, their contribution, language, and ability to overcome difficulties.

Keywords: Adversity quotient, Islamic boarding school, adversity learning student

1. INTRODUCTION

Adversity Quotient (AQ) is defined as the ability to overcome life's difficulties, and turn each challenge into an opportunity for personal success [1]. Several current research findings argue that this Adversity Quotient is a success factor in managing self competence, especially in personnel management and human resources. The underlying idea is that people who have high AQ are able to overcome difficulties in daily life both at work, at school / campus, and society. People who have high AQ are those who tend to succeed and bring positive results in learning, organizations and companies.

Fighting, personal toughness and mental strength of a person can be viewed from the level of Adversity Quotient (AQ). Adversity Quotient At least can be used with reference to 9 things, namely (1) fighting power, (2) motivation, (3) empowerment, (4) creativity, (5) productivity, (6) knowledge, (7) energy, (8) hope, (9) happiness in responding to circumstances. Because, social dynamics run dynamically with a variety of problems and challenge change requires every personal never to back down, the problem is each individual has a varied response to this condition.

Therefore, Adversity Quotient (AQ) has an important role to predict one's ability to survive when facing difficulties. Stoltz (2012) as the originator of the adversity quotient theory defines that the Quotient adversity is an instrument owned by someone in the form of persistence to solve and overcome various obstacles to achieve the desired goal. "Adversity quotient is the intelligence that a person has in overcoming adversity and survival" [2].

Several studies have been conducted around this conceptualization. However, the findings from this study tend to be different and inconsistent. On the one hand, there are studies which state that AQ and academic achievement are not related, and that one does not affect the other [2]. On the other hand, there is research

conducted which states that AQ and all its components show a positive relationship with academic achievement. In addition, the results of other studies also show that AQ has a positive correlation with academic performance, but it is only weak, and other studies emphasize that only one component of AQ, the construct of Control, negatively influences student academic achievement [3]. In a recent study by, AQ was found to only contribute 0.9% change in academic achievement score variants such as the results of research conducted on Malaysian polytechnic students [1] , [3].

Taking into account the differences in the current literature on AQ and academic achievement, this study was initiated with the hope of achieving clarity, and more importantly, to describe the relationship between AQ and academic performance between certain groups of students, third year and fourth year students in the context of multicultural universities. In a study conducted by Shen showed that AQ varied significantly with age and seniority [4]. That is, students with higher academic levels tend to score higher on AQ compared to students at lower academic levels. Also, in another study conducted by Xiangui [5] AQ levels of students from ordinary universities are lower compared to students from universities with many setbacks for students. Therefore this study aims to understand the factors that increase the Adversity Quotient of students in Islamic boarding schools. Because of the long history of the Islamic Boarding Schoola, it certainly cannot be separated from its Adverting Quotient (AQ) [1] , [5]. In addition, the purpose of this research is to understand the Adversity Learning that occurs in Islamic Boarding Schoola that integrate Intellegence Quotient (IQ), Emotional Quotient (EQ) [1] [5], Emotional Quotient (EQ) [6] and Adversity Quotien (AQ) for students in Islamic boarding schools. What is the process of Adversity Learning (AL) carried out by them while in Islamic boarding schools.

2. DISCUSSION

2.1. The Adversity Quotient Dimension

Adversity Quotien (AQ) is formulated based on three dimensions. *First*, AQ is a conceptual framework that is useful in measuring and predicting all of one's potential success with an idea that integrates several aspects, namely one's cognitive and psychology with a new paradigm through measurement instruments to predict and prepare for success in dealing with problems. *Second*, AQ is a barometer to measure a person's resistance and responsibility to face and resolve difficulties. *Third*, AQ is an instrument or equipment that contains a scientific basis to improve one's response to difficulties. The combination of these three components, namely new knowledge, barometer, and practical equipment, is an internal condition of someone who has high complexity as part of

the core components to solve various difficulties in dealing with daily life [1] , [6].

According to him, this Adversity Quotient consists of four constructs, namely control, origin & ownership, reach, and endurance which are more familiarly known as CORE, namely C = Control, O = Owner, R = Reach (reach) and E = endurance [1] , [6].

Adversity quotient has four main dimensions which form the basis for the preparation of measuring instruments based on the CORE dimension. These are as follows According to him, this Adversity Quotient consists of four constructs, namely control, origin & ownership, reach, and endurance which are more familiarly known as CORE, namely C = Control, O = Owner, R = Reach (reach) and E = endurance. influence the situation, to change difficult situations, and to become a person who is not easy to give up. A person with high AQ does not easily give up and has control ability over the situation at hand.

1. O is ownership.

To what extent is a person responsible for correcting the situation at hand. Someone who has high AQ will have the ability to be responsible for repairing things that are not in line with what is expected to be as expected.

2. R is reach

The extent to which difficulties or problems faced affect the other aspects of life. A person with high AQ is able to control the difficulties faced so that it does not affect other aspects of one's life.

3. E is endurance

It is the ability of persons to endure and cope with the problems they faced. Someone with good AQ, can cope his/her problems and have clear heart and mind to solve their problems.
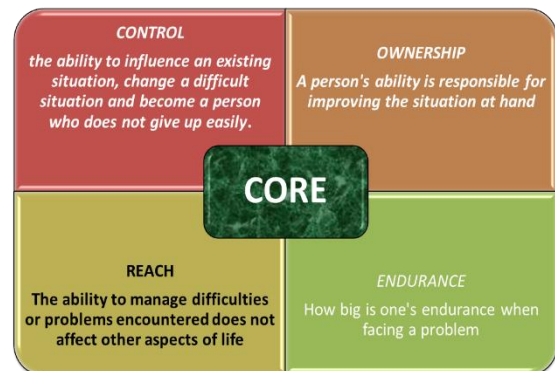
Picture: CORE on Adversity QUotient (AQ)

These four aspects become instruments to measure how tough a person is in overcoming learning and life difficulties. He also identified three types of people's responses and reactions to life's difficulties, namely Quiters, Campers and Climbers. Paul Stoltz concept supports Huijuan study in which the researcher has concluded that gender differences do not affect the results

for respondents' difficulties but are courses that determine differences in levels of Adversity Quotient [1] , [6]. Adversity quotient in this study shows a significant relationship with students' academic performance [1] , [6].

2.2. Typology of Adversity Quotient

Stolz classifies a person's typology into three groups namely (1) Quiters, (2) Campers and (3). Climbers.

2.2.1. Quitter

Is a typology of someone who is like climbing in life to reach the peak of life success. However, this group stops to continue climbing even before they reach the peak phase, more than that this group does not want to try or even refuse to do the climb by instead deciding to remain silent with what is achieved now.

2.2.2. Campers

This type of Camper is a group that does not continue climbing for reasons of self incapacity and is sufficient with the achievements they have lived. This group assumes that the climbing process has been maximized and is considered sufficient with the process that they have been through in their business.

2.2.3. Climbers

This group is called the Climbers type (Climbers) who reach the peak of success because they continue to carry out the climbing process until it is complete at the peak of the climb. This type of climbers ignores fatigue, fatigue and fatigue despite having to sacrifice energy, mind and wealth. In his view, Integrity, commitment and totality are a necessity that must be passed. Therefore, for him all obstacles and challenges passed with pleasure do not even feel as a challenge because of the challenges that mace is a stepping stone to boost himself into a true winner.
When described in the form of a pyramid, the three typologies are illustrated in the pyramid as follows:

Picture: Adversity Quotient typology

2.3. Level of Difficulty of Adversity Quotient (AQ)

2.3.1. Social Adversity

Stoltz has given three difficulty models which are pyramid shapes that start from top to bottom difficulty. At the top lies Social Difficulties. At the secondary level comes the Workplace Difficulties and at the lowest level lies the Individual Difficulties as shown in the figure below:

Picture: Adversity Level

Society changes quickly. Stolz felt that the difficulty was vulnerable in the community. Social crimes such as drug abuse, alcoholism, human trafficking, juvenile delinquency, child abuse, teen pregnancy, suicide, domestic violence, the threat of sexual predators, moral degradation are the "misfortunes" of the general public throughout the world. Besides this the flow of technology and information has added misery. Television, internet and entertainment children ultimately drag them away from family ties, relationships, values that they can be separated from parents' guidance. The orientation of pursuing their careers not only spends the valuable time they used to spend with their children but also alienates husbands and wives who ultimately threaten to increase divorce rates because they find it difficult to find quality time to spend together. The environment is increasingly unsafe to live in. Natural resources are dwindling, important species have become extinct, air pollution, air, soil, and forest fires cut down arbitrarily disrupt existing ecosystems, consequently landslides, storms and tsunamis threaten populations and plus global warming has become a boomerang that uncontrollable. Crime, intolerance towards other religions and minority groups can be seen throughout the world. All of these are indicators of the emergence of community difficulties.

2.3.2. *Workplace Adversity*

Some studies say that change is something that is constant. Change is always happening in the workplace in various parts of the world. Employees are required to be always active to keep up with environmental changes. The era of work has always demanded a lifetime, the continuation of social security, regular salaries and bonuses, pensions, old age benefits is a challenge and an instrument that haunts them. The current work competition creates new problems, even the work environment with tight competitors is partly very insecure and uncomfortable, especially since there are still salary deductions for Termination (PHK), employee efficiency / downsizing, restructuring, re-engineering, mergers, acquisitions, expropriations, multiple competitions etc. is a work challenge that must be faced. They must overcome and be demanded to be able to adapt changing technology, upgrade their skills and knowledge into demands so that they are always updating their skills so they can survive in the organization, workplace, industry. Then they are even challenged by some work rules, a code of ethics in the workplace. Women face bias, discrimination and sexual harassment at work. Some of these things must be balanced with high adversity Quotient (AQ) so that each individual can compete well in the world of work.

2.3.3. *Individual Adversity*

A type of difficulty that starts at the community level, Individual Adversity seeps into the workplace and eventually becomes a burden for individuals. Any difficulty at the community level finally reaches the level of difficulty in each individual. For example, racial crime which is a community crime eventually leads to losing individual lives and leaving the family sadness in family members. Corruption in government offices makes ordinary people fight for their own rights. Environmental degradation, with the entry of pesticides into the food chain causes diseases such as asthma, cancer, skin diseases etc. in individuals. Therefore, we can say that every individual is vulnerable to problems that lead to difficulties whether difficulties can be faced or not?

Departing from this description, the framework of thinking that was developed in the study is the input factor consists of the initial ability possessed by students to be a factor (given) as the basis for the formation of Adversity Quotient (AQ) consisting of gender, age, previous educational background and IQ which Affects the ability of absorption. These factors are combined with the values or components that are the domain of Adversity Quotient (AQ). The second factor is the process, which is the variable that Affects the formation of the Adversity Quotient (AQ) of each student. Because of the factors that guide the orientation, activities and learning motivation of students. Third, the output is the goal in conditioning the learning environment, namely students who have Adversity Quotient (AQ) with the typology of Climbers

and achieve maximum learning outcomes so that the quality of education becomes better
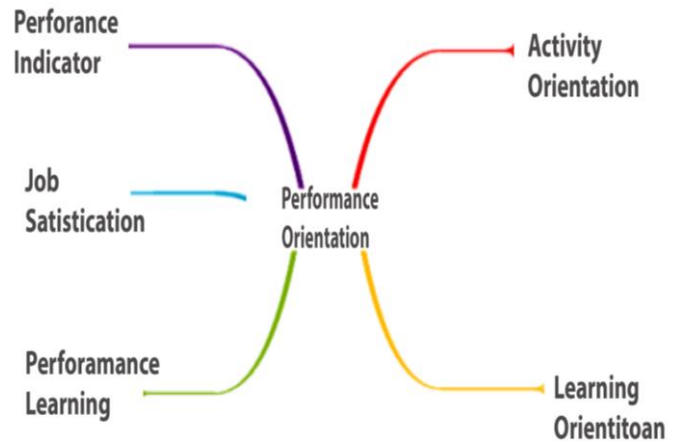
Picture: Performance Orientation

Application of Adversity Quotient Among Student in Islamic Boarding School

2.3.3.1. *Adversiting Learning*

Students who have great interest in learning will be encouraged to learn many things in Islamic boarding school. Generally, students of Islamic boarding schools are given various challenges and opportunities in order to form their independence, resilience, resistance to life's difficulties [1] , [6]. All dimensions of life in boarding schools are
Structured as a laboratory in which students are given opportunities to experience real life, as a preparation for their future [1] , [6]. This way, learning activities for students are focused more on a "humanistic school" of learning patterns that emphasize human needs as religious beings, social beings and individual subjects. Increasing students will continue to improve their abilities, potentials and self-resilience by continuing to learn from life realities (life-based learning). Islamic Boarding School will continue to help students to be able to compare their profile with the opportunity to study in Islamic boarding schools. Student of the climber type has the desire to be a true human learner, with self motivation to instill his/her adversity quotient by way of forming attitudes, motivations, and traits that encourage continuous improvement [1] , [6].
The learning situation of the Student in Islamic boarding school can be seen from the following aspects:
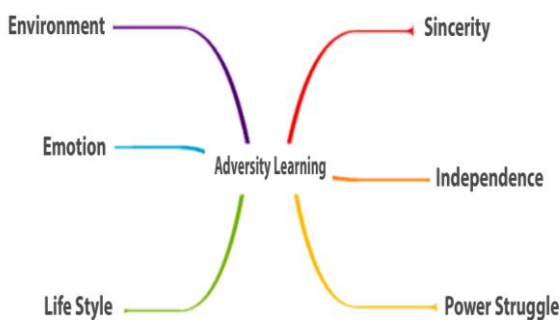
1. Environment

In everyday life, students of an Islamic boarding school live in narrow rooms with many residents inside. For many people it is difficult to sleep together with many people in a very small room. Some Student may not stand life like this. But for the Student climbers they take this opportunity to practice patience, fortitude, and to build *ukhuwah* (brotherhood) between Student.

2. Emotions

Errors and failures deliberately carried out beyond the control of the *Student*, become stories that cannot be separated from the *Student* life. The life of Student is the same as ours in the real world. Even the mistake of the *Kiai* (Islamic Boarding Schoola's spiritual leader) in the Islamic boarding school is part of the life of the Student. However, it is sometime difficult to measure and difficult to understand, when students are angry of their Kiai, they remain silent, will bow their heads in front of the Kyai, out of respect. Even, anger of the *Kiai* is regarded by the students as gifts containing *baraka* (grace) and must be faced with patience. This way of thinking teaches the Student to learn about values of patience, fortitude, self-control and self-ego [1] , [6].

3. Lifestyle

The pattern of life of Student in Islamic Boarding School is always used to being full of sincerity and simplicity. Although the descendants of the rich are, but if they live in Islamic Boarding School they are subject to a common norm to learn simplicity. Both clothes, eating patterns both in quality and quantity. This pattern of life trains and teaches Student not to be redundant, zuhud, even wara 'with no glare at the sparkling world. So that later when returning to society it is not too ambitious to seek the world [1] , [6].


3. CONCLUSION

Adversity Learning must continue to be carried out in student learning, this is done through the establishment of a learning environment that meets the AQ level, learning orientation in increasing the AQ capacity of students to become strong individuals, have a high morale and get the learners' attitudes to continue to struggle, achieve goals - ideals and high struggle with the practice of sincerity, patience, fortitude and simplicity.

The results of this study indicate that there are three typologies of students, namely Quitters, those who stop climbing long before reaching the top or even refuse to climb and decide to remain silent. Student Campers are students who tend to stop traveling (Climb) on the grounds that they are unable or sufficient. They consider that stopping the climb is a sign of having made various efforts and sacrifices. And the Typology of Student Climber they are students who continue to survive the climb until the climb really climbed to the top. They never give up, have a fighting spirit and high endurance. therefore, he enjoys all forms of obstacles and obstacles as challenges that will jack him up to become a true hero.
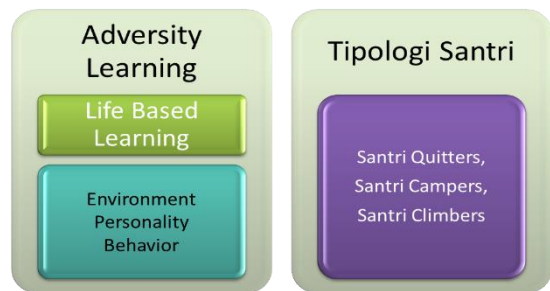
Picture : Adversity learning and typology of student

ACKNOWLEDGMENT

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