



ADVERSITY QUOTIENT AS DETERMINANT FACTORS INFLUENCING THE COMPLETION OF STUDY OF THE ENGLISH DEPARTMENT STUDENTS

Rahmi Rivalina¹⁾ and I. Aeni Muharromah²⁾
Universitas Pamulang: English Department
Tangerang Selatan: Indonesia

dosen00053@unpam.ac.id and dosen00034@unpam.ac.id

| Article History | Abstract |
|---|--|
| Submitted date: 2021-11-27 Accepted date: 2021-12-04 Published date: 2021-12-28 Keywords: Adversity Quotient; thesis; obstacle | One of the obstacles of students in completing their study in higher education is writing a thesis. The writing of a thesis requires perseverance, motivation, ability to write scientific paper, and Adversity Quotient. The study aims to determine the Adversity Quotient and students' constraints in writing the thesis. The study was conducted in a qualitative approach and survey methods at English Department students. Data collection techniques used were online questionnaires and purposive sampling. The collected data is analyzed using Adversity Response Profile (ARP). Data analysis shows that the Adversity Quotient of students who are undergoing the thesis consultation are in the camper category with an average value of 132.5. Meanwhile, the students' obstacles in writing a thesis are intrinsic motivation and ability to write scientific papers. The determinant factor influencing the students' completion of study is in writing thesis are relatively low intrinsic motivation, and their ability to write scientific paper as well. This factor can be further elaborated into some activities, namely: (1) determining the research topic, (2) exploring ideas and relevant theoretical concepts, (3) looking for references, (4) overcoming laziness, (5) communicating with the lecturers, (6) understanding the lecturer explanations (7) managing available time to read and write, and (8) mastering the scientific writing skills and English structure. Thus, the Adversity Quotient and the ability to write scientific papers are needed to improve and support students' acceleration in completing their education. |
| Kata Kunci: Adversity Quotient; skripsi; kendala | Adversity Quotient Sebagai Faktor Penentu yang Mempengaruhi Penyelesaian Studi Mahasiswa Jurusan Bahasa Inggris Salah satu kendala mahasiswa dalam menyelesaikan studi di perguruan tinggi adalah penulisan skripsi. Penulisan skripsi membutuhkan ketekunan, motivasi, keterampilan menulis karya ilmiah, dan Adversity Quotient. Penelitian ini bertujuan untuk mengetahui Adversity Quotient dan kendala mahasiswa dalam penulisan skripsi. Penelitian dilakukan dengan pendekatan kualitatif dan metode survey pada mahasiswa Jurusan Bahasa Inggris. Teknik pengumpulan data yang digunakan adalah kuesioner online dan purposive sampling. Data yang terkumpul dianalisis menggunakan Adversity Response Profile (ARP). Analisis data menunjukkan bahwa Adversity Quotient mahasiswa yang sedang menjalani konsultasi skripsi berada pada kategori camper dengan nilai rata-rata 132,5. Sedangkan kendala mahasiswa dalam menulis skripsi adalah motivasi intrinsik dan kemampuan menulis karya ilmiah. Faktor penentu yang mempengaruhi ketuntasan studi mahasiswa dalam menulis skripsi adalah motivasi intrinsik yang relatif rendah, dan kemampuan menulis karya ilmiah yang juga rendah. Faktor ini dapat dijabarkan lebih lanjut ke dalam beberapa kegiatan, yaitu: (1) menentukan topik penelitian, (2) menggali ide dan konsep teoritis yang relevan, (3) mencari referensi, (4) mengatasi rasa malas, (5) berkomunikasi dengan dosen, (6) memahami penjelasan dosen (7) mengatur waktu yang tersedia untuk membaca dan menulis, dan (8) menguasai keterampilan menulis ilmiah |

| | |
|--|---|
| | dan struktur bahasa Inggris. Dengan demikian, Adversity Quotient dan kemampuan menulis karya ilmiah sangat dibutuhkan untuk meningkatkan dan mendukung percepatan mahasiswa dalam menyelesaikan pendidikan. |
|--|---|

Introduction

Recently, higher education is in great demand by high school graduates. The increasing interest of graduates to study in universities is suspected, they want to get knowledge and skills, better jobs and social status in society. In addition, most of the world of work requires more Strata 1 (S1) graduates.

In Indonesia, there are about 3.7 million high school graduates every year. About 1.9 million went on to college. As many as 1.8 million graduates compete with 1.3 million university graduates, both undergraduate and diploma, in finding work (CNN Indonesia, 2020). Meanwhile, the number of students reached 7 million people (2.5 million in PTN and 4.5 million in PTS) in 2018. Then, in 2019, the number of students rose 5.01%. So, the number is 7.3 million people (2.9 million in PTN and 4.4 million in PTS) (Lokadata, 2019).

Due to intense competition to study in college and the demands of economic needs, many high school graduates take shortcuts to be able to work directly with competencies that do not meet the requirements for work. Consequently, many high school graduates work in the informal sector (Rivalina, 2017). Then, most of these high school graduates who have worked continue their education in private universities. This condition often occurs in several developing countries. Surprisingly, it has also occurred in America where students study after getting a job (VOA Indonesia, 2020).

Their motivation for continuing their education to a higher level can be appreciated because they realize their limitations (Rivalina & Setyowati, 2021). They hope by going to college, they can improve their knowledge, skills and competencies. Furthermore, it will be easy to apply for better jobs than they have at the time.

The fact is, students who are also working have a double workload. Psychologically, physical and mental fatigue will affect the learning process in achieving skills and competencies. This condition can impact the quality of graduates and the education completion time. Whether it realizes or not, the hope of improving the ability in their field is slightly affected.

Education in college is more on adult education or andragogy where the active role of students is a priority. Unfortunately, many students continue their learning style in high school. They tend not to be maximally active and dependent. It can also happen because of fatigue as a worker. The quality and learning methods of experienced lecturers and the curriculum are used to inspire students to learn more independently and actively. So that higher education can prepare and produce graduates who have competencies in accordance with world work and are able to develop their potential.

Based on research, one of the causes of delays in completing education in higher education is writing a thesis (Andani, Maria, & Oktaviani, 2018). Thesis is a final project in the form of scientific writing as a requirement for graduation at the undergraduate level. Writing a scientific paper is relatively difficult because there are several processes that must be done. It requires focus, seriousness, perseverance, contemplation, motivation and skills as well. In addition, the education system at previous levels does not prioritize reading and writing activities for students. So, the ability of reading and writing do not become a habit and necessity nor honed well.

Meanwhile, in Indonesia, the main problem faced by university graduates is there are still many college graduates who do not work according to their competencies. It means the

universities have not been optimal in synchronizing the needs of the world of work with the competence of graduates. Ideally, after students graduate from college, they are free to earn a living, fulfill their dreams, and realize their passions or talents, ready to be productive and have character in the Indonesian economy (MetroTV News, 2021).

Universities as educational institutions, providers of competence, character, strong-willed and creative human resources must be able to answer these challenges. So that college graduates can work according to their competence. The role of the campus and the academic community is required to be more optimal in making breakthroughs in order to minimize the existing gap. This fact is very interesting to study.

When students are in the process of writing a thesis, they are usually in a state of high stress. Stress conditions can have a bad impact, or just the opposite, depending on the resilience of the individual. The difference is caused by intelligence. Having a superior IQ and EQ alone is not enough to solve the problems. The relevant intelligence in facing obstacles or difficulties is Adversity Quotient (AQ).

AQ was first introduced by Paul G. Stoltz. He is a consultant in the world of work and skills-based education in his book entitled *Adversity Quotient: Turning Obstacles into Opportunities*. There are three concepts of adversity quotient, including a conceptual framework for understanding and increasing success, a measure to determine the response to difficulties, and equipment to improve responses to difficulties (Juwita, Roemintoyo, & Usodo, 2020; Stoltz, 1997).

The results of studies, AQ is defined as intelligence owned by individuals, to achieve success based on the response to the problems they face [10]. AQ is the ability to survive facing difficulties in life and efforts to solve them. Therefore, AQ can be said as a person's response to survive difficulties or problems in his efforts to achieve success by utilizing his potential. Hence AQ is often used to determine job performance (Tripathi, 2011), or job performance stress (Singh & Sharma, 2017).

AQ is known as intelligence that appears when individuals face obstacles. This intelligence can play a role in turning difficulties into challenges for success. On the other hand, this intelligence arises because of the pressure, difficulties and suffering that a person faces. For individuals who have a high AQ, obstacles or difficulty can be a challenge, and an opportunity for success.

AQ can be used as an indicator (1) how far the individual is able to endure adversity and overcome it; (2) who will be able to overcome the difficulties and who will be crushed; (3) who will exceed expectations for their performance and potential and who will fail; and (4) who will give up and who will endure. To find out the resilience or level of adversity quotient in facing difficulties, an assessment is carried out using four main dimensions of adversity quotient, namely CO₂RE (Control, Origin, Ownership Reach, Endurance). CO₂RE is also known as an AQ measuring instrument (Juwita, Roemintoyo, & Usodo, 2020; Stoltz, 1997).

The explanation of CO₂RE is as follows: 1. Control is the individual's ability to control his circumstances and himself when facing problems. 2. Origin is the individual's ability to see where the source of the problems is. 3. Ownership of an individual's ability to recognize the consequences arising from the problem and are responsible for improving and playing a role in overcoming these problems. 4. Reach is a person's perspective on problems and aspects of his life. Endurance is the resilience, speed and accuracy of individuals in solving problems. (Huijuan, 2009; Juwita, Roemintoyo, & Usodo, 2020; Stoltz, 1997) Huijuan, Z. (2009).

Then, the results of this assessment will determine a person's position, whether that person is included in the group of quitters, campers, or climbers (Stoltz, 1997). Quitters (those who stop) are groups of people who tend to have no desire to face challenges or problems that produce an opportunity. Campers (those who camp) are groups of people who accept and are

willing to face problems, but they do not like to take risks and give up easily in dealing with existing problems. Meanwhile, the climbers (those who climb) are a group of people who are brave and willing to face the risk of the problems they face. The climber does not look at the abilities or skills he has but instead strives to achieve his goals in solving the problem.

Quitters have some characteristics such as having little or no control over the situation and giving up easily. Quitters tend to be less enthusiastic and give up easily in the face of problems. b) Ignoring responsibilities. Quitters do their job only as necessary, just to reduce the existing task. c) Feeling like a victim and feeling helpless. Quitters tend to feel inferior and see themselves unable to solve existing problems so that they often complain. d) Allowing failures that occur so that it becomes destructive. Quitters usually prefer to avoid challenges and, if they face a problem, they tend to fail but there is no desire to fix it. e) Seeing adversity as an infinite/permanent burden. Quitters negatively view difficulties as burdens they cannot overcome so they always depend on others (Juwita, Roemintoyo, & Usodo, 2020; Stoltz, 1997).

Campers have characteristics such as a) Having good enough control. Campers have enough ability to understand the situation/problem they are experiencing and can determine the right course of action in overcoming it. b) Having responsibilities. Campers begin to realize the task and have a sense of responsibility in completing the task/problem. c) Having the will to try to overcome the difficulties that exist. Campers have the enthusiasm and willingness to overcome problems even though sometimes they also give up quickly in dealing with the problem. d) Seeing adversity as something that needs to be overcome. Campers realize the problems they face will not disappear if they are not dealt with, so they begin to determine ways to overcome each existing problem (Juwita, Roemintoyo, & Usodo, 2020; Stoltz, 1997).

Climbers have the following characteristics: a) Having great control and influence in a difficult situation. Climbers have a good ability to understand and deal with problems and can determine the best way to overcome the problem. b) Influencing other people. Climbers can direct people around to follow them, contribute to solving problems. c) Having a great responsibility in dealing with difficult situations. Climbers view problems as something that must be resolved so that they will not stop before the problems they face are finished. d) Viewing failures and challenges as something that must be surpassed. The failure faced by climbers does not break their spirits but encourages them in trying even harder. e) Not letting health affect aspects of work and life. Because of his high enthusiasm for solving problems, climbers never stop trying even in a state of poor health. f) Having the ability to see and get through difficulties. Climbers can see how much difficulty they face, see the opportunities that exist, and determine the right steps in overcoming the difficulty. g) Able to maintain hope and optimism. Climbers respect themselves well so that they have confidence and an optimistic attitude in dealing with various problems (Juwita, Roemintoyo, & Usodo, 2020; Stoltz, 1997).

In the field of education, several studies on AQ whose respondents were nominated by students. The adversity quotient can provide a promising role. Adversity quotient can be used to determine the response and ability to survive in the face of difficulties in those related to education fields. The role of AQ is shown in many skills learning outcomes (Stoltz, 1997). The result of the study states that there is an effect of individual achievement on the level of AQ they have. Several studies conducted on students showed adversity quotient related academic performance (Huijuan, 2009), to achievement motivation (Cornista & Macasaet, 2012). Most students who excel in academics are students with high AQ Academic achievement, significant effect on self-efficacy and AQ (Kuhon, 2020; Suryadi & Santoso, 2017). Students who have a high AQ are able to face mathematics learning in various materials and with different learning models (Hastuti & Riyadi, 2017). AQ really needs to be improved so that individual achievement both in the learning process and in life can be maximized. The support from

parents, friends, even the students self could influence the students' effort to increase their Adversity Quotient or Academic Achievement (Rosmelinda, Erlina, & Hayati, 2020).

Intelligence will take humans to a higher level and civilization. For that, intelligence needs to be improved. According to neuroscience experts and researchers in the field of medical science, intelligence is identical to the brain or intelligence center in humans (Ikrar, 2015). A person's success is often associated with his intelligence.

The development of research on intelligence such as, (1) Intelligence Quotient (IQ), (2) Emotional Quotient (EQ), (3) Spiritual Quotient (SQ), and (4) Adversity Quotient. At first, the world thought that cognitive intelligence alone made people successful. Some research results on human intelligence. The result of research on human intelligence show that the quality of graduates is determined by EQ of 25.2%, SQ of 21.4%, IQ of 20.7%, and AQ of 17.5% (Puspitacandri, Warsono, Soesatyo, Roesminingsih, & Susanto, 2020).

IQ becomes the support as it affects the development process of the others Intelligence. This means that all human intelligence must be optimized to produce quality graduates. There is a positive significant relationship between IQ, EQ and academic performance. However, there are a negative significant relationship between SQ, AQ and academic performance of students (Villagonzalo, 2016).

The development of IQ intelligence in the form of cognitive, intellectual, rational thinking, and talent abilities is strongly influenced by genetics and the environment. Psychologists and researchers in the medical field state that the intelligence center develops very quickly and even reaches 2 times the overall brain development when children are 1-5 years old (golden age). Its development will continue until the child is 22 years old. After that, cognitive development will decline (Sousa, 2012). In contrast to EQ intelligence, SQ and AQ development is not limited by age. EQ and AQ are often given to adults as training for employees in the world of work.

All Intelligences (IQ, EQ, SQ and AQ) play a role in the learning process, one another contributes to each other. According to Gardner, in multiple intelligences, each person has more than one intelligence and one is more dominant. Achievement in education is strongly influenced by the intelligence of the individual. The process of increasing individual intelligence lasts quite a long time from birth to the end of life, both formal and informal. The schools that have a good curriculum, teachers, and environment will sharpen the intelligence of their students. One of the goals of education is to develop the cognitive, affective and psychomotor domains. The concept of this realm was first introduced by Benjamin S. Bloom, known as Bloom's taxonomy (Bloom, 1956; Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan, 2014). Bloom's taxonomy is known as C1-C6. To know a person's achievements can be seen from the ability of the realm he has.

Bloom's taxonomy is implemented in the education system at elementary to tertiary levels. It consists of 3 domains, namely (1) cognitive, which produces the domain of mastery of knowledge; (2) affective, which produces an attitude domain; and (3) psychomotor, which produces physical skills (Bloom, 1956). The category of knowledge developed moves from the concrete to the abstract. Specific knowledge refers to tangible and concrete phenomena. Over time, some experts criticized Bloom's taxonomy.

In Bloom's knowledge mastery aspect there is confusion with the knowledge aspect itself so that mastery of abilities is converted into active verbs, namely remembering and adding one cognitive type, namely metacognitive known as Bloom's revised taxonomy (Anderson & Krathwohl, 2001)

Furthermore, Marzano further simplifies Bloom's taxonomy by redesigning 3 learning domains and categorizing learning activities into 6 levels of the knowledge process (Marzano & Kendall, 2007). The simplification is done, namely dividing 2 main domains, (1) the learning

process domain which consists of 6 (six) levels of the process, and (2) the knowledge domain which consists of 3 kinds of knowledge models. In the domain of the learning process, it is divided into 3 levels of the system. In the simplest cognitive system, the learner is directed to master cognitive abilities. In this cognitive system, there are 3 levels of thinking ability, namely (1) retrieval/memorization; (2) comprehension, (3) analysis, and (4) knowledge utilization. Learners are able to implement the knowledge they master.

At the second system level, learners are invited to master the metacognitive system. This system has begun to involve the affective side, where learning begins to be able to reflect the learning process that has been mastered. In this system, the learner will be able to identify which things he has mastered and which he has not. In addition, at the level of the metacognitive system, learners are able to identify their strengths and weaknesses. Metacognitive is what affects students' learning motivation/learners.

The last system level that the learner will master is the self-control system. At this level, it is strongly influenced by the affective domain, where in learning at this level, learners are able to recognize and develop themselves. When the learner arrives at this level of self, he has been able to learn independently and sustainably (lifelong learning). The Indonesian higher education system has adopted 3 (three) major taxonomic models, starting from Bloom (1956), Anderson and Krathwohl (2001) and Marzano (2007).

This study is a follow-up study. In the first study, the author limited the respondents to only students of Regular C. The difference between this study and the previous one is that the respondents and the techniques of data collections. Both of them used an online questionnaire in google form. The respondents of this study include students of the Regular English Department A, B, and C. Furthermore, in this study, the author examines and analyzes more deeply the difficulties of students in writing a thesis. Besides, an interview was conducted with several thesis consultants.

AQ is interesting to study because this intelligence will lead someone who has problems not to give up but keep fighting until he succeeds. Moreover, AQ includes intrinsic motivation that can be developed to adult people as students in college.

The research question in this study is how is the AQ of students writing their thesis?, and what are the obstacles faced by the students writing their thesis? The aims of study determine (1) the influence of AQ of students in completing their education, and (2) the obstacles faced by the students in completing their education. The benefit of this study namely, for (1) Unpam, an opportunity to produce qualified, tough, hardworking, and timely graduated students, (2) lecturers, an opportunity to develop better courseware as well as learning process, and writing thesis or other scientific papers, and (3) students, an opportunity to develop better self-confidence, optimism, learning strategy, and timely-completed stud

Methodology

The research was conducted at Pamulang University (UNPAM), South Tangerang. The reason for choosing UNPAM as the research location is because it has a big number of active students, most of the students are workers. The population of this research is the Regular English Department A, B, and C students are in the process of writing a thesis as a final project. Sampling techniques are conducted online through Google form with purposive technique. The number of students who succeeded as respondents were 102 students. Data collection is carried out for 14 days, starting from May 23th to June 5th, 2021.

This study uses a qualitative approach with a survey method. The variables of this research are the adversity quotient and students' obstacles in writing a thesis. Data analysis begins by examining all available data. Then reduce the data, arrange them in units or groups

according to the research objectives and interpret the data described in the form of descriptions of results and discussion.

To determine the AQ level of students, the data were analyzed using the Adversity Response Profile (ARP) measuring instrument developed by Paul G. Stoltz. This measuring instrument has been widely used and tested in various similar studies. The level of validity has been tested. First, the data were analyzed to find out the value of each CO2RE dimension. Second, analyzing the results of the CO2RE dimension to get an ARP score of 102 students and grouped them into individual characters. Finally, find the student's average ARP score.

Meanwhile, to find out the obstacles faced by students in the thesis writing process, the data collected were analyzed descriptively and displayed in the form of percentages. To obtain accurate data, triangulation of student answers was carried out by conducting interviews with several thesis supervisors who are also teaching staff

Findings and Discussion

To answer the first research question about students' AQ of writing thesis, there are several steps that must be taken. First, analyze the results of the CO₂RE dimensions. Second, analyze the results of CO₂RE to get ARP scores from 102 respondents to be grouped into individual characters. Finally, find the average ARP value. The data processing in this study refers to Rivalina's previous study [5]. The following table about the number of respondents

Table 1. The Number of Respondents

| Students | F | Students | Semester | |
|-----------|----|-----------------|-----------------|-----------------------------------|
| | | | 8 th | 7 th – 9 th |
| Reguler A | 37 | Regular A, B, C | 92.2% | 7.8% |
| Reguler B | 30 | | | |
| Reguler C | 35 | | | |

Table 1 indicates the number of the respondents. Most of the respondents are in the 8th semester. There is no significant difference in number between Regular A, B, and C. We deliberately prioritize students in semester 8 because they have completed their studies. They will conduct research and continue to write scientific papers.

The following tables are an overview of students' AQ based on the CO₂RE dimension. To see students' achievement in each dimension of CO₂RE, the authors provide a category limit with the middle score of the lowest and highest scores achieved by students. In Dimension C, the lowest value is 11 and the highest value is 25. The category delimiter value is at 18. Then 11-18 is categorized to be low and 19-25 is categorized to be high. The achievement of the Dimension C value is presented in Table 2.

Table 2. Achievement Dimension C Value

| Category | Value | Frequency | % |
|----------|-------|-----------|----|
| Highest | 25 | 3 | |
| Lowest | 11 | 1 | |
| Range | 11-18 | 48 | 47 |

| | | |
|-------|----|----|
| 19-25 | 54 | 53 |
|-------|----|----|

Table 2 presents the Achievement Dimension C Value. The results show that only 3 students have the highest scores and a student gets the lowest one. That means 53% of students have the ability to control, manage and overcome all difficulties that occur and 47% students do not. Noticing the result, there is no significant difference between the low and high categories. In Dimension C results show that students who have the ability to overcome difficulties are slightly more.

Furthermore, in Dimension O, the category delimiter value is at 17 so that the value of 9-17 is categorized as low and 18-25 is categorized as high. A more detailed explanation can be seen in Table 3.

Table 3. Achievement Dimension O Value

| Category | Value | Frequency | % |
|----------|-------|-----------|------|
| Highest | 25 | 2 | |
| Lowest | 9 | 1 | |
| Range | 9-17 | 33 | 32.4 |
| | 18-25 | 69 | 67.6 |

In contrast to the results of the Achievement Dimension C Value, in table 3 indicates that the achievement Dimension O Value is a fairly obvious difference for the low and high categories. Most of the students 67.6% have the ability to find the cause of the problems faced and are responsible for improving and playing a role in overcoming these problems. This condition is understandable because most students are already working so they are used to finding and solving problems they face.

In Dimension R, the category delimiter value is at 15, so that the value of 5-15 is categorized as low and 16-25 is categorized as high. A more detailed explanation can be found in table 4 below.

Table 4. Achievement Dimension R Value

| Category | Value | Frequency | % |
|----------|-------|-----------|------|
| Highest | 25 | 1 | |
| Lowest | 5 | 5 | |
| Range | 5-15 | 64 | 62.7 |
| | 16-25 | 38 | 37.3 |

Observing the results of the Achievement Dimension R in table 3 is inverted with the Achievement Dimension O value. In addition, there are 5 students in the lowest category in the Achievement Dimension R value. There is a very significant difference between the low and high category. Students who are in the low category are about 62.7%. Most of the students don't have the ability to adapt to problems and have a positive influence on other activities carried out. However, only about 37.3% of students have the ability to adapt to problems and affect their activities.

Then, In Dimension E, the category delimiter value is at 15. Then 5-15 is categorized to be low and 16-25 is categorized to be high. A more detailed explanation can be seen in table 5 below.

Table 5 Achievement Dimension E Value

| Category | Value | Frequency | % |
|----------|-------|-----------|---|
| Highest | 25 | 5 | |

| | | | |
|--------|-------|----|----|
| Lowest | 5 | 1 | |
| Range | 5-15 | 51 | 50 |
| | 16-25 | 51 | 50 |

Noticing the results of the Achievement Dimension E Value, there are 5 students in the highest category otherwise the lowest value is very low. The table 5 shows that there is no difference between low and his category. 50% of students are categorized as low and as well as high. That means 50% of students are able to solve problems quickly and precisely and vice versa. In other words, students having speed and accuracy in dealing with issues are quite balanced. After looking at the results of the CO₂RE dimensions, we can see at a glance the abilities, strengths and weaknesses of students in each dimension. Based on the theory, as explained by Stolts, the formation of an individual's AQ is based on the value of the dimension. The higher the dimension value, the better the student's AQ. [9]. The result of the CO₂RE dimensions do not show the high value. Most students' dimension values are categorized as standard. In general these weaknesses can be improved.

In conclusion, for dimensions C and E did not show a significant difference between the low and high categories. In Dimension O, about 67.6% of students are in the high category. Whereas the R dimension shows that 62.7% of students are in the low category. It can be predicted that the achievement of the ARP value is still relatively low. Furthermore, the results of the CO₂RE dimensions were analyzed using the ARP measuring instrument to get the AQ level of 102 students. In this regard, this student's AQ level is categorized into individual characters as shown in table 6 below.

Table 6. ARP Scoring Results

| Score | Categories | Frequency |
|-----------------|--------------------------|-----------|
| ≤ 59 | Quitter | - |
| 60 - 94 | Quitter switch to Camper | 2 |
| 95-134 | Camper | 57 |
| 135-165 | Camper switch to Climber | 35 |
| ≥166-200 | Climber | 8 |

Table 6 presents that only 7.8% of the 102 students who are in the Climber category (Regular A 4, B 2 and C 2 students). The climbers can influence other people, they consider the difficulties and obstacles that exist as opportunities for further progress and development. The Climbers who are thinkers and able to reach the top. In addition, they are very persistent, tenacious, steadfast and constantly working hard, and have high motivation. They have initiative, creativity and don't give up easily. Unfortunately, the number of Climber groups is very small. It is difficult for them to make changes and self-development for their environment, Thus, they cannot have a positive influence on their environment on campus.

Camper category (Regular A 25, B 17, and C15). The Campers are individuals who have enough control, ability to understand the problems and responsibilities to overcome the difficulty. Unfortunately, they enjoy and prefer to climb rather than to climb to achieve success. They sometimes also give up quickly in dealing with the problem. This research states that 34.3% of students in Camper switch to Climber (Regular A10, B10 and C15 students). Both Campers and Camper switch to Climber characters need mentoring and coaching to become Climbers. The last category 2 Regular C students are Quitters.

Then, there are 55.9% students in the Camper category (Regular A 25, B 17, and C15). The Campers are individuals who enjoy climbing more than to climb to achieve success. This

research states that 34.3% of students in Camper switch to Climber (Regular A10, B10 and C15 students). Both Campers and Camper switch to Climber characters need mentoring and coaching to become Climbers. The last category 2 Regular C students are Quitters.

Based on the results of the ARP scoring can be seen the average ARP value of students, which is 132.5. This value shows that most of the students are in the Camper category. Campers are individuals who have the motivation to climb but when they encounter more difficult obstacles they do not continue climbing. In other words, Camper types are not yet fully capable of dealing with obstacles.

According to AQ theory, AQ is not permanent but can be improved, or optimized, for example from Camper to Climber. For this reason, students' AQ should be known early. Students with Camper category even though they will graduate, without coaching will be static. Thus, inspiring students is as important as imparting knowledge, skills to them. So that they are more motivated to improve and develop their potential because science is always evolving. Answering the second question in this study about the obstacles faced by students in the thesis writing process. Thesis feels difficult and very boring with students because students do not master writing techniques. Researchers try to explore any obstacles faced by students in the process of writing a thesis. The results of descriptive data processing can be seen in more detail in table 7 below.

Table 7. Constraints in Thesis Writing

| Proses | Frequency | % |
|--------------------------------|-----------|------|
| Determining the research topic | 63 | 61.8 |
| Exploring ideas and concepts | 77 | 75.5 |
| Looking for references | 70 | 68.6 |
| Research methodology | 58 | 56.9 |
| Narrating research results | 75 | 73.5 |
| Language | 77 | 75.5 |

Table 7 shows some of the difficulties faced by students in writing their thesis. The first level of difficulty felt by students was determining the research topic, 61.8%. Thus, many students ignore what should be more explored. This opinion was confirmed by the thesis supervisor (Villagonzalo, 2016). They advised students to determine the research topic by reading a lot and asking the lecturers of the related field of study. In addition, the selection of research topics must be followed by student interest in the field (Sousa, 2012). Unfortunately, many students are not aware of this requirement.

The next difficulty is exploring ideas and relevant theoretical concepts 75.5%. As we know writing is not easy because it requires thought process [29] and skill especially when someone quotes the opinion of other writers (paraphrase) (Sharp, 2016). The authors want to find out in more detail the inhibiting factors in expressing ideas and concepts. The results indicate that students had limited writing skills 64%, found relevant theory 75.4%, and processed and interpreted data 52%.

The third level of students' difficulty is looking at references 68.6%. This answer is relevant to one of the inhibiting factors when students express ideas and concepts. Although there are many journals and e-books on the internet it is not easy to find and download them. A strategy for using technology is also needed to find references.

Still related to poring ideas and concepts, the writer wants to know the students' ability in writing paraphrases. This study revealed that 84.3% students still had problems with scientific writing skills and English structure, and 50% students had limited vocabulary and terms. Logically, this result is acceptable because writing scientific papers in the mother tongue is still difficult, especially in a foreign language.

The following table is to find out the internal barriers of students in writing a thesis.

Table 8. Internal Constraints in Thesis Writing

| Types of Constraints | Frequency | % |
|---------------------------|-----------|------|
| Overcoming laziness | 82 | 80.4 |
| Communicate with lectures | 57 | 56 |
| Less time to read | 57 | 56 |
| Less time to write | 47 | 46.1 |
| Less friend to discuss | 72 | 71.5 |
| Economy and Technology | 68 | 67 |

Table 8 shows that there are several internal obstacles in completing thesis writing. The main internal obstacle is overcoming laziness, about 80.4%. This result is in accordance with the opinion of the thesis supervisor who said that Regular A students were more motivated and focused than Regular B and C (Villagonzalo, 2016). In fact, 75% of Regular A students have not worked. Many factors cause individuals to become lazy, such as lack of motivation, procrastination, fatigue, and not knowing what to write. On the other hand, the lack of motivation in students is due to the students' AQ level being in the Camper category.

Meanwhile, the second internal obstacle in the thesis writing process is communicating with the lecturers, about 56% of the students. Researchers try to find out in more detail about this. Our research shows that about 65% of students have difficulty understanding the thesis supervisor advice. Many students often ignore the results of the supervisor's corrections (Villagonzalo, 2016). This means that due to limited knowledge in research and writing thesis explanations, lecturers do not provide solutions. 51% of students felt that the duration of the tutoring time was still lacking, and 72.5% had difficulty adjusting the tutoring time. The third internal obstacle for the students in writing their thesis was the lack of time to read 56% of the students. Reading and writing are interrelated processes. To be able to write scientific papers, students must read a lot of scientific articles in journals.

Conclusion

Achievement in education is strongly influenced by the intelligence of the individual. AQ is a form of intelligence where its development is not limited by age. The development and improvement of AQ for students at the higher education level is one of the strategies that needs attention and priority. The level of difficulty such as writing scientific papers, developing yourself and potential as a preparation to enter the world of work is a challenge faced by students in higher education. A high AQ has an impact on students in achieving their goals, developing individual potential both during lectures and in the world of work and continuing to struggle in accordance with the times and technology.

The difficulty of students in writing scientific papers is because it is something new and lacks practice. Writing is a thought process that requires patience, passion and writing skills. This is where AQ plays a role so that students always struggle, learn and eventually have competence. The higher education system has designed a curriculum to prepare competent human resources and think scientifically. Its implementation must be accompanied by the strength of a solid academic community and always make changes. So that achievement can be pursued and can reduce the gap between the competence of graduates and the world of work. Thus, the Adversity Quotient and the ability to write scientific papers are needed to improve and support students' acceleration in completing their education.

Based on the conclusions of this research, there are several suggestions, namely: (1) the success of a campus is influenced by the intelligence of its learners. Thus, the campus should know the AQ

level of its students at the beginning of the lecture. So that students receive training; (2) writing scientific papers is one of the obligations that must be carried out by students in higher education. Writing requires skill, lots of practice and passion; and (3) structured assignments from lecturers can make students more committed.

References

- Andani, Maria, A. & Oktaviani. (2018). Analisis Kendala Mahasiswa Dalam Proses Penulisan Skripsi (Studi Kasus: Mahasiswa Tahun Masuk 2010-2013 Program Studi Pendidikan Teknik Bangunan Jurusan Teknik Sipil FT UNP). *Journal of Civil Engineering Vocational Education*, 5(4).
- Anderson, L., & Krathwohl, D. 2001. *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.
- Bloom, B. S. (1956). *Taxonomy of Educational Objectives*. New York: McKey.
- CNN Indonesia. (2020). *Lapangan Kerja Menyempit, 1.8 Juta Lulusan SMA Tak Kuliah*. [Online] Available at: <https://www.cnnindonesia.com/nasional/20200311134223-20-482440/lapangan-kerja-menyempit-18-juta-lulusan-sma-tak-kuliah>. Accessed on 12 April 2020.
- Cornista, G. A. L & Macasaet, C. J. A. (2012). *Adversity Quotient And Achievement Motivation Of Selected Third Year And Fourth Year Psychology Students Of De La Salle Lipa A.Y. 2012-2013*. Thesis. De La Salle Lipa: The Faculty of the College of Education, Arts, and Sciences
- Hastuti, T D. & Riyadi. (2017). Student Profile With High Adversity Quotient In Math Learning. *International Conference on Mathematics, Science and Education*, 983.
- Hidayat, W. (2017). Adversity quotient and mathematical creative reasoning of high school students in argument-driven inquiry learning on function derivatives material. *Journal of Mathematical Education Kalamatika/ Jurnal Pendidikan Matematika Kalamatika*, 2(1), 15-28.
- Huijuan, Z. (2009). *The Adversity quotient and Academic Performance among College Students at St. Joseph College, Quezon City*. Undergraduate Thesis. Quezon City: Faculty of the Departments of Arts and Sciences St. Joseph College.
- Ikrar, T. 2015. *Ilmu Neurosains Modern*. Yogyakarta: Pustaka Pelajar.
- Juwita, H. R., Roemintoyo, & Usodo, B. (2020). The Role of Adversity Quotient in the Field of Education: A Review of the Literature on Educational Development. *International Journal of Educational Methodology*, 6(3), 507-515.
- Kementerian Riset, Teknologi, dan Pendidikan Tinggi. *Jumlah Mahasiswa di Indonesia 2014-2019*. <https://lokadata.beritagar.id/chart/preview/jumlah-mahasiswa-di-indonesia-2014-2019-1592350059>. Accessed on 20 Juni 2021.
- Kuhon, F. (2020). *A Study on Students' Adversity Quotient and Academic Performance in English Subject*. [Journal of Advanced English Studies](#), 3 (1).
- Marzano, R. J., & Kendall, J. S. 2007. *The New Taxonomy of Educational Objectives*. California: A Sage Publications Company
- MetroTV News. (2021). *Kuliah Umum Nadiem Makarim: Merdeka Belajar 2021*. Wawancara Metro TV dengan Menteri Pendidikan dan Kebudayaan Republik Indonesia Bapak Nadiem Makarim pada tanggal 19 Januari 2021.
- P. G. Stoltz, (1997). *Adversity Quotient: Turning Obstacles into Opportunities*. Canada: John Willey and Sons, Inc.
- Puspitacandri, A., Warsono, Soesatyo, Y., Roesminingsih, E. & Susanto, H. (2020). The Effects of Intelligence, Emotional, Spiritual and Adversity Quotient on the Graduates Quality in Surabaya Shipping Polytechnic. *European Journal of Educational Research* Volume 9(3), 1075-1087.

- Rivalina, R. (2017). Strategi Pemanfaatan E-learning Dalam Mengatasi Keterbatasan Jumlah Dosen. Kwangsan. *Jurnal Teknologi Pendidikan*.
- Rivalina, R. & Setyowati, D. (2021). Adversity Quotient of the English Department Students and Constraints in Completing Their Thesis. *Proceedings of the International Conference on Educational Assessment and Policy (ICEAP 2020)*, 545.
- Rosmelinda, Erlina, & Hayati, R. (2020). *The Correlation Between Adversity Quotient And Academic Achievement Of The English Education Students*. Palembang: The Faculty of Teacher Training and Education, Sriwijaya University.
- Seminar Menulis di Scopus. 28 Juli 2021. Unpam
- Sharp, L. A. 2016. Acts of Writing: A Compilation Of Six Models That Define The Process Of Writing. *International Journal of Instruction*, 9 (2), 77-90.
- Singh, S., & Sharma, T. (2017). Affect of adversity quotient on the occupational stress of it managers in India. *Procedia Computer Science*, 122, 86–93. <https://doi.org/10.1016/j.procs.2017.11.345>.
- Sousa, D. A. (2012). *Bagaimana Otak Belajar*. Jakarta
- Suryadi, B. & Santoso, T. I. (2017). Self-Efficacy, Adversity Quotient, and Students' Achievement in Mathematics. *International Education Studies*, 10(10).
- Tim kurikulum dan pembelajaran Direktorat pembelajaran dan kemahasiswaan (2014) *Buku Kurikulum Pendidikan Tinggi*. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan
- Tripathi, S. (2011). *Use of adversity quotient in creating strong business leaders of tomorrow* [Unpublished doctoral dissertation]. Mumbai: SNDT Women's University.
- Villagonzalo, R. (2016). *Intelligence quotient, emotional quotient, spiritual quotient, and adversity quotient and the academic performance of students*. Thesis. Koronadal: Faculty of the Psychology Department St. Alexius College.
- VOA. *Tantangan Pendidikan Tinggi di Amerika*. Available at: <https://www.voaindonesia.com/a/tantangan-pendidikan-tinggi-diamerika/5242159.html>. Accessed on 28 February 2021.
- Wawancara (online) dengan beberapa dosen pembimbing Skripsi. 10 Agustus 2021