



The Effect of Adversity Intelligence and Academic Stress among Students

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Highlights

- Previous studies have shown a relationship between adversity intelligence and academic stress in the opposite direction and adversity intelligence and academic stress do not have a significant relationship.
- In this study, this research was conducted to determine the effect of adversity intelligence and academic stress on graduate students.

Abstract

Students when facing many assignments from lecturers often experience academic stress. Students who are less able to control themselves and manage learning in doing assignments cause confusion even to stress. The purpose of this study was to analyze the effect of adversity intelligence on academic stress in college students. This research method uses a type of cross sectional. The population in this study was 186 new master students of the faculty of economics and business, Diponegoro University. The sampling technique in this study was using purposive random sampling technique. Data collection techniques in this study used questionnaires with 32 item the alpha coefficient for each instrument 0,415 – 0,732. The data analysis technique uses simple linear regression analysis. Data analysis with a simple linear regression test showed that there was a significant negative relationship between adversity intelligence and student academic stress. The higher the adversity intelligence, the lower the student's academic stress. Based on the results of the hypothesis using the multiple linear regression test in Table 3 it is known that the t value is -9.128 with a significance of .000. This value indicates that the hypothesis is accepted. It means adversity intelligence negatively and significantly related to academic stress. The effective contribution of adversity intelligence to academic stress was 31.2%. *Conclusion*, Adversity intelligence has a significant negative relationship with academic stress. The higher it is adversity intelligence, the lower the student's academic stress. On the contrary, lower adversity intelligence the higher the student's academic stress.

Keywords: Adversity Intelligence; Academic Stress; Students

INTRODUCTION

Every individual has different abilities, especially in coping with stress during his life. Stress can cause feelings of discomfort if one is unable to manage it and the ability to manage stress is needed (Prasetyawan & Ariati, 2020). In the student context, there are four sources of stress on students, namely interpersonal, intrapersonal, academic, and environmental (Yusuf & Yusuf, 2020). Interpersonal is a stressor that results from relationships with other people, for example conflicts with friends, parents or boyfriends. Intrapersonal are stressors that originate within the individual himself, for example financial difficulties, changes in eating or sleeping habits, and declining health (Raj & Sabita, 2021). Academic stressors are stressors related to lecture activities and the problems that follow, for example bad test scores, lots of assignments, and difficult subject matter (Kaur, 2020).

A person can be said to experience stress when experiencing a depressed condition due to demands that come from within and from the individual's environment (Harahap et al., 2020). It was further stated that the differences in characteristics found in each individual will determine the response to the stimulus that is the source of stress, so that the resulting response will be different even though the stimulus that is the source of stress is the same. Academic stress is a discrepancy that is felt by individuals because there is a gap between demands from within and the environment which is getting heavier so that they are prone to experiencing academic stress conditions (Rahayu & Siswati, 2019). Differences in stress levels in each individual with the same stressor are influenced by many things, such as ways of coping with stress, psychological resilience, emotional intelligence, self-efficacy, social support, Lazarus and Folkman (in Zheng et al., 2020). Students who use *problem-focused coping* usually directly solve problems or look for useful information to help solve problems (Lazarus & Folkman, 1984). The characteristics of individuals with high adversity intelligence are having a high IQ, positive mindset, responding to things with a positive perspective, enthusiasm and optimism, daring to get out of the comfort zone or people who like challenges, not afraid to face change, failure is an opportunity to learn from experience (Stoltz, 2007).

Adversity intelligence is a person's ability to endure difficulties and be able to overcome these difficulties and be able to exceed expectations for their performance and potential (Bakhtiar et al., 2022). The level of individual adversity intelligence is assessed based on aspects of adversity intelligence consisting of control (individual's ability to influence and control difficulties), origin-ownership (individual's ability to know the causes and responsibilities of a difficulty), reach (individual's ability to limit a problem so as not to impact other areas of life), and endurance (individual ability to survive and related to individual perceptions of how long adversity will last) (Upadianti & Indrawati, 2020).

Adequate support can help students deal with various difficult conditions so that they are not easily exposed to stress (Imanto, 2022). For some people, having low adversity intelligence can lead to despair, giving up and not wanting to try again, but for some others who have high adversity intelligence, according to him, failure is just a result that is not good and can be corrected (Maulana & Adrian, 2020). Therefore, adversity intelligence is considered a factor that can determine a person's attitude and ability to face difficulties (Motiara & Dewi, 2022).

METHOD

This research uses a type of quantitative research, namely research that analyzes the relationship between variables so that the relationship and its influence can be known using

numbers. The population in this study was 186 new students of the 2022 economics and business master's degree. The sampling technique in this study uses the technique accidental sampling namely where it provides an opportunity for all populations to become samples in research where they meet at the time of research. The number of samples in this study are all populations because the numbers are relatively small.

Data collection techniques in this study used a questionnaire or a research questionnaire using an academic stress scale and a scale adversity intelligence. The scale consists of favorable and unfavorable items, with a Likert model scale with four alternative answer choices, namely the Likert scale model used in the answer category, namely: The subject will get a score of four (4) for Very Appropriate (SS) answers, a score of three (3) for appropriate answer (S), score two (2) for inappropriate answers (TS), and score one (1) for very inappropriate answers (STS) for favorable items. In contrast, the unfavorable item moves from the highest score of four (4) for Very Unsuitable (STS) answers, a score of three (3) for inappropriate answers (TS), a score of two (2) for appropriate answers (S) and a value of one (1) for a very appropriate answer (SS). The instrument consists of a 32-item adversity scale and a 32-item academic stress scale. The results of the trial obtained the smallest alpha coefficient value of 0.381 and the highest 0.721. The results of the reliability test obtained Cronbach Alpha values of 0.736 for adversity and 0.843 for academic stress.

The data analysis technique in this study used simple linear regression analysis used as a data analysis technique in this study and was assisted by the SPSS version 26.0 program. The regression analysis technique was used in this study to see the relationship between variables and see the magnitude of the correlation coefficient between predictor variables and criteria and see the effective contribution of variable X to Y (Sugiyono, 2019).

RESULT

Test the hypothesis in this study using a simple linear regression test. The results of the analysis using SPSS obtained the results in Table 1.

Table 1.
Hypothesis Test Results

Model	Coefficients ^a		t	Sig.
	Unstandardized Coefficients	Standardized Coefficients		
	B	Std. Error	Beta	
1 (Constant)	102.763	3.719		27.628 .000
adversity_intelligence	-.468	.051	-.558	-9.128 .000

a. Dependent Variable: stres_akademik

Based on the results of the hypothesis using the multiple linear regression test in Table 1 it is known that the t value is -9.128 with a significance of .000. This value indicates that the hypothesis is accepted. It means adversity intelligence negatively and significantly related to academic stress. The magnitude of the influence of variables adversity intelligence on academic stress is presented in Table 2.

Table 2.
Determination Coefficient Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.558 ^a	.312	.308	4.67233

a. Predictors: (Constant), adversity_intelligence

Table 2 shows that the coefficient of determination test produces a value of .558 which indicates that the relationship adversity intelligence with academic stress included in the moderate category. The magnitude of R2 obtained by .31 which indicates that the contribution is effective adversity intelligence to academic stress is 31.2%.

Research data obtained from research questionnaires, namely from variables adversity intelligence and the academic stress scale was tabulated to classify each research sample. The criteria used in this study use 4 criteria, namely very high, high, low, very low.

The results of research for the classification of variable descriptions adversity intelligence can be seen as follows.

Table 3.
Frequency Distribution Adversity Intelligence

Criteria	Frequency	Percentage (%)
Very low	15	8,1
Low	25	13,4
Height	76	40,9
Very high	70	37,6
Total	186	100

Based on the classification results in Table 3, it is known that the Adversity Intelligence ability possessed by the majority of students is included in the high category. Students who have Adversity Intelligence criteria with a high category number there are 40.9%. Students who have high Adversity Intelligence are 37.6%. These results show that the condition of students in this study has a good level of difficulty intelligence or high criteria.

The frequency description for the academic stress variable can be seen in Table 4.

Table 4.
Frequency Distribution Adversity Intelligence

Criteria	Frequency	Percentage (%)
Very low	78	41,9
Low	65	34,9
Height	27	14,5
Very high	16	8,7
Total	186	100

Based on the results of the classification in Table 4, it is known that the academic stress experienced by the majority of students is in the very low category. Students who have low academic stress are 41.9% while those who have a very high category are only 8.7%

DISCUSSION

The purpose of this study was to determine the relationship between adversity intelligence with academic stress. Simple regression analysis as a hypothesis testing technique shows that adversity intelligence has a significant negative relationship with the academic stress of first year master students of the Faculty of Economic and Business, Diponegoro University ($r = .31$). Statistically, it is known that the results of a simple linear regression test obtained values $p < .000$ ($p < .05$) which means the hypothesis is accepted. Given relationship adversity intelligence with negative academic stress. It means the higher the value adversity intelligence the lower the value of academic stress on students.

Each individual's response is different to the difficulties encountered even with a stressful event with almost the same level. Some individuals become discouraged, but others are excited by the challenge the event posed. Individuals manage and develop adversity intelligence basically depends on how he responds appropriately to the difficulties and obstacles he is facing. Individuals respond to difficulties more optimistically, namely they do not hesitate in making decisions and act constructively, while individuals who are pessimistic will be too careful and doubtful and act destructively, so they lose the opportunity to develop in a better direction.

Optimists show hardiness and tenacity. People who have resilience and tenacity are able to overcome difficulties better than those who do not have these characteristics (Safaria & Saputra, 2012). Werner (in Stoltz, 2007) states that optimistic individuals are planners who are able to solve problems and people who can take advantage of problems as opportunities. For example, a student gets a bad mark on a test and has to repeat it. The student perceives the problem he is facing (repeating the test) as an opportunity to improve his grades.

Students are required to master the ability and adapt well to survive against any stressors that come from the world of lectures and organizational activities carried out. Students who have high stress tolerance can survive and adapt well to various stressors. He will not experience significant psychological and physical disturbances so that he can still think and behave efficiently as usual.

Adversity intelligence give effect to student academic stress by 31.2%. The value of this effective contribution is still relatively low because there are still many influences from other variables that are not studied in this study. Academic stress can also be influenced by environmental factors and other external factors so that the contribution is effective adversity intelligence relatively low.

Based on the results of the description for the variable adversity intelligence, it is known that most students (78.5%) have a level adversity intelligence tall one. That is, students are able to overcome or solve problems related to coursework properly. Students can organize in doing the task and can control themselves so that the task can be completed properly. Students have a wide range of information so that when there are problems they can be understood and resolved properly. When students are confused about assignments, they ask friends who understand so that this becomes one of the factors Adversity intelligence get high. However, there are also students who still have Adversity intelligence in the low category. This is due to the condition of students who don't want to ask friends when they have trouble doing assignments. Students cannot manage assignments properly, so they become confused with the assignments they have. As a result, the task is done after all has piled up and the collection limit is over.

CONCLUSION

Adversity intelligence has a significant negative relationship with academic stress. The higher it is adversity intelligence, the lower the student's academic stress. On the contrary, the lower adversity intelligence the higher the student's academic stress. The effective contribution of adversity intelligence to academic stress is 31.2%.

Results show conditions of very low academic stress and high adversity intelligence. It is recommended for future research in conducting academic stress research to include a control variable, namely the gender of respondents.

ACKNOWLEDGEMENT

First and foremost, the writer would like to thank God Almighty, who has given the writer the strength, knowledge, ability and opportunity to complete this study and finish it well.

Second, the authors would like to thank the reviewers for their assistance. Reviewer assistance helps authors to meet scheduled times and maintain paper standards.

The author is very grateful to the parents for their support, appreciation, and encouragement in the author's academic achievements. Lastly, the authors are very grateful to friends for their support and people who allowed the authors to sample.

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