



THE RELATIONSHIP BETWEEN ADVERSITY QUOTIENT AND LEARNING OUTCOMES OF NURSING STUDENTS

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ABSTRACT

The effectiveness of student learning can be determined by learning outcomes. Good learning outcomes are not easily attained, there are numerous obstacles and challenges to overcome. Not all pupils are capable of overcoming obstacle and challenges in order to achieve positive learning outcomes. The intelligence required to overcome learning obstacle is adversity quotient. This study aims to determine the relationship between Adversity Quotient and Learning Outcomes of Nursing Student. This Research uses quantitative research, with a descriptive correlation approach (Cross sectional). Population in this study is 494 nursing students, and sample 221 students with stratified random sampling technique. Data collection techniques using the Adversity Response Profile questionnaire. Data analysis used frequency distribution and Product Moment correlation test. The results showed that 98% of the Adversity Quotient of Nursing Students were in the moderate AQ category (Camper). Nursing student learning outcomes 21% are in the very bright category. Correlation test obtained p value 0.009 (<0.05), there is a relationship between Adversity Quotient with nursing student learning outcomes with a correlation coefficient of 0.176 which has a very weak relationship level with a positive direction. Based on the results of the study.

Keywords: adversity quotient; learning outcomes; nursing students

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INTRODUCTION

Nursing education is education of a professional academic, which means that this educational program has an academic foundation and a professional foundation. Graduates' professional attitudes and abilities are grown and nurtured throughout the educational process through various forms of learning experiences (Nursalam, 2011). Nursing education competencies are mastery of nursing science and technology, problem solving naturally grown and manage gradually and fully integrated, professional attitudes and behavior, active and independent learning, and education in the community to grow and build professional attitudes and skills (Purnamawati et al. al, 2020). Seeing the success of nursing students in achieving the nursing education competencies above, it can be seen from the learning outcomes (Virlia, 2015).

According to Susanto (2015), Slameto (2015) learning outcomes are the level of student success in studying subject matter which is expressed in scores obtained from test results to recognize certain materials. Student learning outcomes can be influenced by two factors, namely internal factors and external factors. Internal factors include intelligence consisting of Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ), Creativity Quotient (CQ), and Adversity Quotient (AQ), attention, interest, talent, motivation, maturity,

and fatigue. External factors are family, campus and society. This learning outcome is certainly to be come a hope or goal that students always want to achieve (Virilia, 2017). Achievement of student learning outcomes often encounter various obstacles to reach their achievements. These obstacles can come from the individual or from the environment. Barriers to achievement that are often encountered by students who are lack of confidence, passiveness to ask questions, poor time management, procrastination on tasks/work, decreased motivation to learn, influence of bad friends, follow-up factors, and family/personal problems (SAC, 2014).

Barriers and challenges in achieving learning outcomes indicate that students are also required to be able to overcome obstacles or challenges that arise in the learning process so that it doesn't become an obstacle in achieving good learning outcomes. The relationship between one's ability and resilience in facing difficulties, failures, obstacles as well as turning difficulties into opportunities to achieve goals or success in the teaching and learning process is an important part in achieving successful student learning outcomes. Because academic intelligence alone is not enough to provide readiness for students when covering academic failure. Therefore, Adversity Quotient (AQ) intelligence is needed to achieve successful learning (Cerya, 2017). Adversity Quotient is the intelligence that a person when covering problems, or can be said the intelligence of one's fighting power. According to Vinas and Malabanan (2015) stated that Adversity Quotient measures how a person sees and covering challenges. Adversity Quotient also measures the ability to behave in a difficult situation. Individuals who are unable to cope with adversity can become easily overwhelmed and emotional, then withdrawn, stop trying and stop learning.

The results of a preliminary study on Bachelor of Nursing students using google forms obtained data from 32 students at the Quitter level. The Camper level was obtained by 12 students who only followed what the lecturer said and the students were satisfied with the results obtained. Students said that when they faced obstacles in learning, they chose to live and follow the flow of the process. At the Climber level, students said that when they faced obstacles in learning, they tried to continue with learning, they continued to be faced without procrastination, improving the way of learning, and if there were obstacles, they were resolved one by one. Nursing undergraduate students said the obstacles in learning they faced were the influence of bad friends, procrastination on assignments, inability in material, stress of many tasks and laziness. The impact of bad grades is that students say that if they get a small score when choosing a course, they will be limited, if the score is below the average, they must have a short semester, have to repeat the course, can be disappointed with themselves, and become lazy. This study aims to determine the relationship between Adversity Quotient and Learning Outcomes of Nursing Student.

METHOD

This research was conducted at Bandung in April-May 2022. The population of this study were all undergraduate nursing students with the sample used, namely students from level 1 to level 4 as many as 221 students who were taken with stratified random sampling technique. This study uses a descriptive correlation approach (cross sectional) with the aim of knowing whether or not there is a relationship between the Adversity Quotient variable on learning outcomes. The data collection technique was using the Adversity Response Profile (ARP) questionnaire and the Mid-Semester Examination scores obtained from the Nursing Academic Section. ARP contains 30 items with 60 statements based on CO2RE dimensions, namely Control, Ownership and Origin, Reach, Endurance. The ARP scores for each student are added up and then grouped into 3 categories, namely Climber (high AQ), Camper (medium

AQ), and Quitter (low AQ). The data analysis technique used is univariate and bivariate. Univariate analysis was used to calculate the frequency distribution. Bivariate test is used to analyze two variables with prerequisite test in the form of normality test using Kolmogorov-Smirnov and correlation using Pearson Product moment correlation test because the data is normally distributed.

RESULTS

Adversity Quotient

Adversity Quotient is obtained from the results of the Adversity Response Profile (ARP) questionnaire which is divided into categories with climber (high AQ), camper (medium AQ), quitter (low AQ). The results of the Adversity Quotient (AQ) of nursing students can be seen in Figure 1.

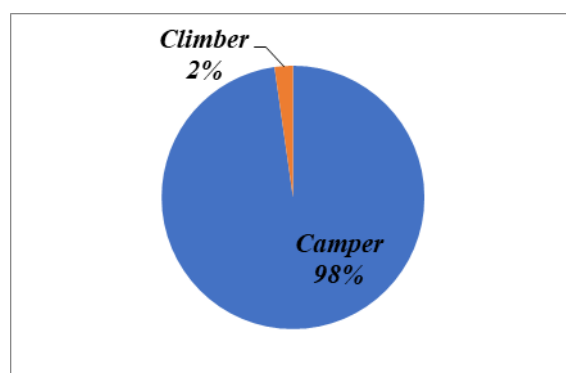


Figure 1. Percentage of Adversity Quotient Category

Learning Outcomes

Learning outcomes can be known by the value of the Mid-Semester Examination obtained from the Nursing Academic Section. The categorization for learning outcomes is divided into 9, namely very bright, brilliant, very good, good, almost good, more than enough, enough, less, and failed. The percentage of nursing student learning outcomes can be seen in Figure 2.

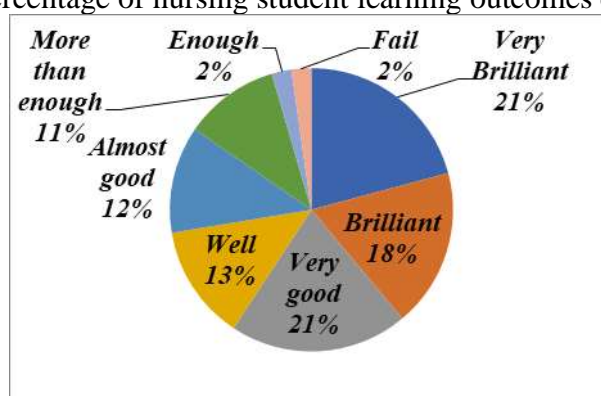


Figure 2. Percentage of Learning Outcomes

The Relationship between Adversity Quotient and Student Learning Outcomes of Nursing Student

The relationship between Adversity Quotient and nursing student learning outcomes using Pearson product moment correlation analysis with prerequisite test, namely the Kolmogorov-Smirnov normality test with a result of 0.200 (> 0.50), the data is normally distributed. The results of the correlation test are shown in table 1.

Table 1.
The relationship between Adversity Quotient and learning outcomes in Nursing Students

Learning outcomes		Adversity Quotient				p*	r
		Camper		Climber			
Score	Mention	f	%	f	%		
80 – 100	Very Brilliant	45	21	1	20	0,009	0,176
75 – 79,99	Brilliant	40	19	0	0		
70 – 74,99	Very good	43	20	2	40		
65 – 69,99	Well	28	13	1	20		
60 – 64,99	Almost good	27	13	0	0		
55 – 59,99	More than enough	24	11	0	0		
50 – 54,99	Enough	5	2	0	0		
0 – 44,99	Fail	4	2	1	20		

DISCUSSION

Adversity Quotien

Figure 1 shows that the Adversity Quotient category of nursing students is classified into high and medium. Adversity Quotient with 98% camper category and 2% climber category. Stoltz (2018) argues that people who are successful in learning are people who have a high AQ as well. Nursing students who have Adversity Quotient (AQ) will have high fighting power in solving problems and motivation in learning, so that student learning outcomes will increase. Camper motivation is fear and comfort so that they have limited ability to big changes, they tend to maintain the comforts that have been obtained so they are reluctant to participate in big changes. Students who are at Camper level do not dig up a lot of information when they do not understand the material, focus less on listening to lecturers' explanations, have less struggle when studying, are less diligent in studying to overcome difficulties, and when working on assignments are not taken seriously, it is important to finish and collect . In line with the opinion of Septyaningtyas and Jusra (2020) that the Camper type has a bit of an easy-to-give nature, anxiety when new things are difficult, and less than optimal when solving the most important problem, the problem is quickly resolved.

Students with the Climber level are the type of students who study hard so that they are able to overcome difficulties, dig up a lot of information to better understand the material, continue to collect assignments and do assignments even though the tasks given are difficult, do not despair in overcoming learning problems. In line with the opinion of Septyaningtyas and Jusra (2020) that the Climber type is able to understand problems well, has an unyielding attitude before finding a solution, and attaches great importance to the process to get a good final result.

Learning Outcomes

Figure 2 shows that the learning outcomes of Nursing Students 21% are in the very bright category, 20% are in the very good category, 18% in the brilliant category, 13% in the good category, 12% in the almost good category, 11% in the more than enough category and 2% are in the enough and fail category. The highest percentage of nursing student learning outcomes is in the very bright category with 21%. This is supported by the opinion of ARP in Mahrawi (2021) that students remain diligent in studying even though they carry out remedial measures to improve grades, dig up a lot of information. if there is material that is not understood, be more active to improve learning outcomes and stay focused while studying. This shows that students have a high struggle, have intelligence in overcoming difficulties and are able to turn it into a success, so that the learning outcomes obtained can be satisfactory.

Student success in lectures is indicated by good learning outcomes. Students who are at least included in the sufficient and failed categories are 2%. Even though the learning outcomes of 21% were excellent, there were still 2% who were categorized as sufficient and failed. According to ARP in Mahrawi (2021) that students struggle less seriously when studying, study less so they cannot overcome difficulties, lack courage in asking questions, do not repeat the material that has been studied, ask less to lecturers, and lack focus in learning.

Learning outcomes as an indicator of student success and success in the learning process must be supported by many factors to maximize the results obtained. Factors that affect learning outcomes are internal factors and external factors. Internal factors are factors that come from within students that affect their learning abilities, classified into physical factors, psychological factors, and fatigue factors. Physical factors such as the level of physical fitness can affect students in attending lectures, body conditions greatly affect the ability of students to absorb information and knowledge. Psychological factors can affect the quantity and quality of student learning outcomes, which consist of intelligence, attention, interest, talent, motivation, and maturity. The fatigue factor comes from a person's body by looking sluggish or bored with learning. While external factors are factors that come from outside of students which consist of family factors in the form of the influence of how to educate which affects the learning process, campus factors that influence are teaching methods, and community factors that influence friends to hang out, the form of life in society that occurs has an effect on in the student learning process. These factors affect the learning process carried out by students which affects the learning outcomes obtained by students.

The Relationship between Adversity Quotient and Learning Outcomes of Nursing Student

The results of the correlation test on Adversity Quotient with nursing student learning outcomes is 0.176 with a correlation significance level of 0.009 (<0.05), then H_0 is rejected, meaning that there is a relationship between Adversity Quotient and learning outcomes. The relationship between Adversity Quotient and student learning outcomes, which means that the higher the Adversity Quotient level, the higher the value of learning outcomes. The AQ possessed by students shows their ability to overcome the difficulties/obstacles they experience in lectures, which is the basis for success in achieving learning outcomes as expected. The relationship between Adversity Quotient and nursing student learning outcomes in the learning process is a very important factor to achieve success in learning outcomes, because academic intelligence alone is not enough to provide students with readiness when facing academic failure, so Adversity Quotient is needed. Nurhayati and Fajrianti (2015) argue that Adversity Quotient is considered capable of overcoming difficulties and greatly supports student success in improving learning outcomes. According to Utami (2014) Adversity Quotient produces many positive influences on life and causes a person to always think and act positively.

This research has found that there is a relationship between adversity quotient and nursing student learning outcomes. Adversity Quotient of students in learning will certainly have an influence on nursing student learning outcomes, because students are required to be able to solve problems in learning. Utari and Dewi (2020) argue that awareness of the importance of Adversity Quotient in the process of achieving student success makes students continue to struggle in learning, even though they have to go through many challenges. This research is in line with Pertiwi, Wiarta, & Ardana's research entitled The Relationship between Adversity Quotient (AQ) and Mathematics Learning Outcomes which obtained the results that there is a

significant relationship between Adversity Quotient (AQ) and Mathematics Learning Outcomes, using product moment correlation analysis techniques. .

Closeness of Adversity Quotient Relationship with Learning Outcomes Nursing Student

The closeness of the adversity quotient relationship with nursing student learning outcomes in table 1 shows the correlation coefficient value of 0.176. the interpretation of the correlation coefficient has a very weak relationship level criteria with a positive direction. A positive correlation coefficient indicates a positive relationship direction. The results of this positive correlation can be stated that the higher the student's Adversity Quotient, the higher the learning outcomes, and vice versa, the lower the student's learning outcomes, the lower the Adversity Quotient. Very weak closeness means that Adversity Quotient does not directly affect student learning outcomes. Adversity Quotient is one factor or not the only factor that affects learning outcomes because intelligence is only one of the internal factors to face obstacles in lectures. In addition to the internal factors of intelligence, there are other internal factors such as attention, interest, talent, motivation, maturity, health and external factors of family, campus, and society.

CONCLUSION

Based on the results of the analysis and discussion, it is concluded that: The results of the Pearson Product Moment correlation test show that there is a relationship between Adversity Quotient and learning outcomes for Nursing Students. This relationship can be seen from the correlation significance level of 0.009 (< 0.05). The correlation coefficient value is 0.176. Interpretation of the correlation coefficient has a very weak relationship level criteria with a positive direction.

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