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Original Article

Predicting Learning Anxiety Through Adversity Quotient

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Abstract. In general, the learning process at school has not yet reached a phase where students can have a high adversity quotient. Moreover, schools often focus solely on academic aspects. However, understanding the importance of adversity quotient in schools is crucial because it can help students better cope with challenges and reduce their anxiety in the learning process. Therefore, the aim of this study is to determine whether there is an effect of adversity quotient on learning anxiety and to describe the adversity quotient and learning anxiety of students. This research employs a quantitative approach. The population and sample of this study are all 227 students in the 11th grade at SMA Budhi Warman 1 East Jakarta. The sampling technique used is purposive sampling (non-probability sampling). Data on adversity quotient and learning anxiety were collected through two questionnaires: the adversity quotient instrument developed from Paul G. Stoltz's theory (2005) consisting of 23 items, which has been tested for validity and meets the reliability criteria of 0.710, and the learning anxiety instrument developed from Allen J. Ottens's theory (1991) consisting of 21 items, which has been tested for validity and meets the reliability criteria of 0.758. The data were analyzed using simple linear regression analysis. The findings of this study indicate a significant effect of adversity quotient on learning anxiety, with adversity quotient contributing 30.2% to learning anxiety. Additionally, the regression coefficient is negative, indicating that an increase in adversity quotient leads to a decrease in learning anxiety. In this regard, it is important to implement counseling programs related to students' personal and learning areas. Some efforts that can be made include providing services both individually and in groups with topics related to learning and self-development, as well as collaborating with subject teachers and experts.

Keywords: Adversity Quotient, Learning Anxiety, Students Academic.

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Introduction

The implementation of Face-to-Face Learning (PTM) after previously conducting Distance Learning (PJJ) during the pandemic has apparently led to anxiety in the learning process for students (Leny Ali et al., 2021). A research journal from Counseling As Syamsil titled "Teen Mental Health During the Pandemic" mentions that in Hubei, China, among 2,330 school children who underwent quarantine for learning, 22.6% experienced symptoms of depression and 18.9% experienced anxiety. Meanwhile, 72% of children in Japan reported stress due to Covid-19. A similar situation has occurred in the United States. Investigations by the Centre for Disease Control (CDC) reveal that 7.1% of children aged 3 to 17 years have been diagnosed with anxiety, and about 3.2% in the same age group suffer from depression.

According to news reports on the education sector, many teenagers have mentioned that they feel it is difficult, confusing, and anxiety-inducing to participate in face-to-face learning (Zulkifli, 2022). Excessive anxiety due to fear of infection at school can affect teenagers' learning, making the learning process less effective (Fatoni et al., 2022).

The anxiety faced by students accustomed to Distance Learning (PJJ), if experienced at a moderate or low intensity, will not be a cause for concern and can even serve as motivation to learn better. However, if the anxiety is experienced at a high or very high intensity, it will have negative effects (Mayasari et al., 2021). These negative effects include a decline in academic performance and enthusiasm for learning, feelings of stress, and even frustration due to not being accustomed to new habits. Additionally, both physiological and psychological symptoms may frequently appear, students may find it difficult to control their emotions, and various problems in learning activities may arise in the future. Stress and anxiety are present in daily life, and students are not exempt from experiencing these emotional states. Academic stress is an adaptive systemic process, essentially psychological, on the part of students in school environments, to demands that in the subject's assessment are considered stressful (Toribio-Ferrer & Franco-Bárcenas, 2016). Feelings of stress and anxiety are so prevalent that they have become normalized in students' lives and, as a consequence, negatively affect academic performance (Baird, 2016; Wang et al., 2014).

The definition of anxiety itself is a feeling of tension, insecurity, and frequent worry that arises due to unpleasant events for a person in the past or present (Mukholil, 2018). Anxiety, as an emotional state, is characterized by physiological arousal that becomes a psychological disturbance, feelings of tension, and emotions experienced by an individual that are highly unpleasant, along with constant worry about impending bad events. In the context of Face-to-Face Learning (PTM), students who are anxious about PTM feel that they do not fully understand the material due to a lack of key subject matter coverage when the material is delivered by teachers in school (Hambali et al., 2022).

In the educational context, learning anxiety is a specific condition that refers to anxiety situations within the learning process and can disrupt academic performance. (Vitasari et al., 2012). According to the testimony of a research subject, one student stated that their anxiety stems from the fear of being mocked or teased if they make a mistake. Additionally, their anxiety is exacerbated by some students who frequently showcase their academic abilities in class. The high performance and ambition of these peers increase their anxiety (Yurtseven & Akpur, 2018).

In line with field observations, the policy of Distance Learning (PJJ) has already created problems and carried them over to Face-to-Face Learning (PTM), with triggers ranging from pressure to boredom. If this anxiety persists, it will negatively impact students' psychological well-being and could even cause learning loss during PTM. A survey conducted by the Gerakan Sekolah Menyenangkan revealed that at least 70% of students engaged in PJJ experienced negative emotions due to the large volume of assignments not being matched by adequate deadlines, perpetuating negative effects for students when transitioning back to PTM (Mahardika et al., 2022).

One solution to help reduce anxiety among students returning to PTM is to cultivate their resilience. Resilience here refers to the ability of students to demonstrate self-control in various challenging conditions across different sectors of life. This self-control can serve as a motivation for students to achieve and compete successfully. In psychological terms, the measure of resilience is known as Adversity Quotient (AQ). Adversity Quotient is the skill that enables individuals to overcome life's difficulties, such as challenges in learning, career, or personal social issues (Zuraida, 2018).

According to Stoltz (Mulyani et al., 2019) Adversity Quotient refers to a student's ability to respond patiently to events or situations of difficulty, distress, or fatigue in learning and daily life with a strong mindset, patience, and clear objectives. This arises from an essential process called CO2RE, which consists of four key components: 1) C = "Control": This refers to a student's ability to control themselves through difficult events or situations in learning and daily

life. 2) O2 = "Origin" and "Ownership": This refers to a student's ability to recognize and identify the origins of problems and the extent to which they acknowledge the consequences resulting from these difficulties. 3) R = "React": This refers to a student's ability to assess the impact of a problem and its effects on other parts of their life. 4) E = "Endurance": This refers to a student's ability to perceive the permanence of a problem and their capacity to deal with its continuity.

Individuals who have high resilience and perseverance in facing every challenge, coupled with motivation, enthusiasm, and ambitious goals, exhibit a high Adversity Quotient. On the other hand, individuals who tend to surrender to fate, easily give up, are pessimistic, and have a tendency to always think negatively, show signs of having a low Adversity Quotient (Setyawati, 2017). Individuals with high achievement motivation have a great sense of responsibility towards what they have chosen and undertaken. They will fulfill the obligations they have taken on to achieve the best results. This indicates good self-control to see through what they have started and not abandon or postpone it indefinitely (Armadani & Laksmiwati, 2022).

Based on the research (Nurfitri & Nastiti, 2021) it was found that a student with strong self-control is able to manage themselves in overcoming difficulties and always has confidence in finding solutions. When facing a tahfidz exam, this control ability helps students feel calm, confident in their answers, and capable of responding when questioned, without fear of giving the wrong answer. Conversely, students with low self-control typically struggle to manage themselves and lack confidence in finding solutions to difficulties or problems they face. During a tahfidz exam, their lack of control can lead to feelings of tension, uncertainty about their answers, reluctance to respond when questioned, and fear of giving incorrect answers.

According (Stoltz, 2005) in his book titled “Adversity Quotient: Turning Obstacles into Opportunities”, the concept of resilience turns obstacles into opportunities. This resilience is an outstanding success parameter that can predict those capable of overcoming difficulties, achieving performance exceeding expectations, and those who fail in adversity. Stoltz proves that individuals with poor responses to difficulties tend to have lower sales, generate less income, and perform worse compared to those who handle difficulties well.

Magnesen in (Martin, 2009) states that 90% of someone's learning understanding is obtained through the effort of doing something. Similarly, in the learning process, resilience is expected to be possessed by students as an effort to develop potential and achievement motivation so that they can overcome obstacles and problems related to the learning process. In this regard, these obstacles are analogized to learning anxiety, and it is assumed that if students want to succeed in facing their learning anxiety, they need to possess various intelligences. The intelligence referred to here is not just intellectual quotient (IQ), but more importantly is adversity quotient (AQ) (Huda & Mulyana, 2017).

However, the reality shows that generally, the learning process in schools has not reached a phase where students can have a high adversity quotient. Furthermore, schools often focus only on aspects related to academic abilities, such as learning achieve ments, classroom participation, attendance, and so on. Yet, the issues present in the learning process do not solely stem from intellectual weaknesses but from other factors, including students' resilience in dealing with anxiety during learning. Based on the described reality, the objective of this research is to describe the influence of adversity quotient on students learning anxiety at SMA Budhi Warman 1 East Jakarta. This study introduces a new approach by focusing on the influence of adversity quotient on students' learning anxiety, an area that has not been extensively explored in previous studies. By highlighting the role of students' resilience in dealing with anxiety during the learning process, this research offers a new perspective that can help schools design more effective interventions to improve students' academic and emotional well-being.

Writing style

In this study, the primary focus is on the impact of adversity quotient (AQ) on students' learning anxiety, especially in the context of transitioning from Distance Learning (PJJ) to Face-to-Face Learning (PTM) after the pandemic. The introduction outlines the issue where students have reported increased anxiety and difficulty adapting to PTM due to their past experiences with PJJ. Previous research indicates that excessive anxiety can negatively affect academic performance, with impacts such as decreased enthusiasm for learning and difficulties in managing emotions. The study aims to investigate how AQ, a measure of resilience and ability to cope with difficulties, influences learning anxiety among students. It seeks to clarify how AQ can help mitigate the negative effects of anxiety and improve students' ability to handle academic challenges.

The literature highlights that AQ plays a critical role in managing learning anxiety by providing insight into students' resilience and coping strategies (Stoltz, 2005). Research suggests that students with high AQ are better equipped to manage stress and maintain academic performance despite challenges. By focusing on AQ, this study aims to contribute to understanding how fostering resilience can help students overcome the anxiety associated with returning to PTM. Future research should explore broader variables, such as the influence of different support systems on AQ and academic outcomes across diverse educational settings, to provide a more comprehensive understanding of how to support students effectively.

Method

This study is a descriptive quantitative research conducted on 11th-grade students at SMA Budhi Warman 1 East Jakarta. The sample consists of 227 students (male = 48,9%; female = 51,1%) aged 16-18 years, with smartphone usage duration of 1-3 hours = 11.8%; 4-6 hours = 42.1%; 6-8 hours = 46.1%. The sampling technique used is purposive sampling (non-probability sampling).

Participants

The population refers to all elements in a study, including objects and subjects with specific characteristics. In principle, the population encompasses all members of a group living together in a particular place, intentionally targeted as the basis for conclusions in the final results of a study (Adnyana, 2021). The students of SMA Budhi Warman 1 East Jakarta were chosen by the researcher as the population in this study. The population in question consists of all 11th-grade students of SMA Budhi Warman 1 East Jakarta in the 2023/2024 academic year, totaling 227 students.

Sampling Procedures

Sampling will result in estimated data about the population. A good sample is one that provides a good estimate of the population. If the estimation error equals zero, then the sample is an unbiased estimate of the population (Nazir, 2013). To obtain an unbiased sample, it is necessary to use the correct sampling technique. Sampling procedures are also applied in educational research, for example: collecting data from students across Indonesia would require a large amount of time, money, and effort. To overcome these limitations, sampling is conducted so that data collection is done on only a portion of the population (Susanti, 2019). The calculation results show that the sample in this study amounted to 227 students.

Materials and Apparatus

Data were collected through two questionnaires: the Adversity Quotient instrument, developed from Paul G. Stoltz's theory (2005) with 23 items, and the Learning Anxiety instrument, developed from Allen J. Ottens's theory (1991) with 21 items. The questionnaires use a 4-point Likert scale model with response options: always, often, rarely, and never. The instruments were tested for validity using SPSS software. The SPSS analysis results for the Adversity Quotient instrument showed a reliability score of 0.710 for the 23 valid items, indicating that the items are reliable as they meet the reliability test criteria of > 0.60 with a strong relationship category. This means the instrument has good quality for measuring learning anxiety, and the items on the instrument are representative for measuring learning anxiety. Similarly, the SPSS analysis results for the learning anxiety instrument showed a reliability score of 0.758 for the 21 valid items, indicating that the items are reliable as they meet the reliability test criteria of > 0.60 with a strong relationship category. This means the instrument has good quality for measuring adversity quotient, and the items on the instrument are representative for measuring adversity quotient. Furthermore, the research data were analyzed using SPSS software with linear regression techniques.

Procedures

The materials and equipment used by the researcher in conducting this study included using a mobile phone and distributing questionnaires via Google Forms. The independent variable was the adversity quotient, while the dependent variable was learning anxiety. This study aims to examine how the level of adversity quotient affects the level of learning anxiety. The role of the researcher during the study was to provide instructions on how to fill out the Google Form, which contained attitude statements with the options: always, often, rarely, and never. The students, while filling out the Google Form, were asked to respond about their own behaviors.

Design or Data Analysis

The data analysis technique used in this study is descriptive statistics. Descriptive statistics are used to provide an organized, concise, and clear description of a condition, event, or particular phenomenon, allowing for conclusions to be drawn. In this study, descriptive statistics are intended to describe the impact of Adversity Quotient on Learning Anxiety. This statistical analysis employs a correlational method with regression analysis, aiming to identify the influence and relationship between two or more variables, specifically Adversity Quotient and Learning Anxiety.

Results and Discussions

The results of this study include a description of the characteristics of the adversity quotient variable and the learning anxiety variable, as well as an analysis of the influence of the adversity quotient on learning anxiety, which will be tested using linear regression as a hypothesis test. However, before that, the data distribution characteristics based on gender can be visually examined through the following scatter plot.

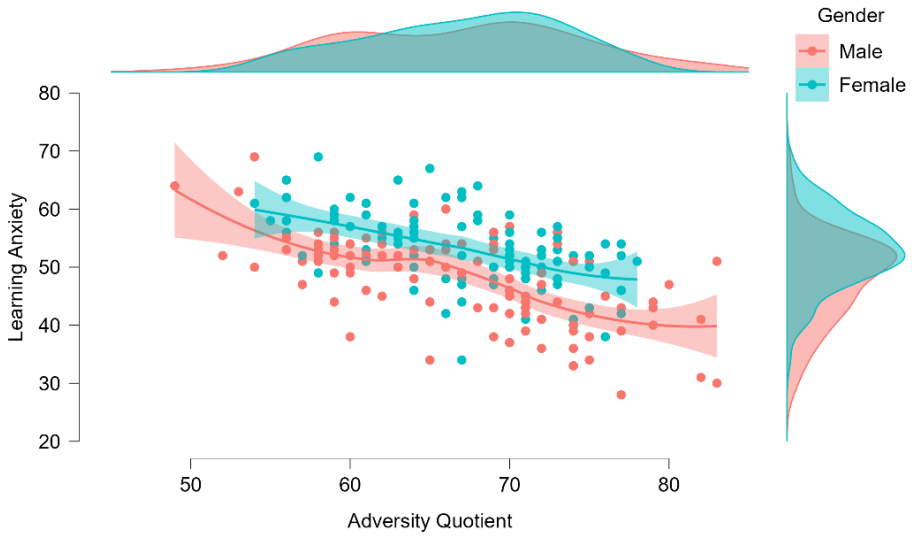

Figure 1. Data Distribution Characteristics based on Gender

Figure 1 clearly illustrates the data characteristic patterns of the adversity quotient and learning anxiety variables based on gender. In this figure, it visually shows a negative relationship between adversity quotient and learning anxiety, with learning anxiety tending to decrease as the adversity quotient increases. Additionally, there is a noticeable gender difference where females (blue) tend to have higher learning anxiety compared to males (red) at the same adversity quotient level. The image analysis provides a deep visual understanding of the distribution and comparison between the two variables, offering a basis for further interpretation regarding their relationship. Subsequently, an in-depth analysis of the descriptive analysis and the influence of adversity quotient on learning anxiety is conducted through linear regression, and the detailed findings are systematically outlined as follows.

Based on the distribution of the adversity quotient questionnaire to 227 of 11th-grade students at SMA Budhi Warman 1 East Jakarta, with 23 statement items, the lowest score obtained was 49 and the highest score was 83, with an average score of 67.08. This score is then used as the basis for categorizing the adversity quotient data, as presented in Table 1.

Table 1. Categorization of Adversity Quotient Data

Interval	Category	Frequency	Percentage
80 – 92	Very High	5	2,20
66 – 79	High	131	57,71
52 – 65	Medium	90	39,65
38 – 51	Low	1	0,44
23 – 37	Very Low	0	0

Based on the standardization in Table 1, it was found that 5 students (2,20%) are in the very high category, 131 students (57,71%) are in the high category, 90 students (39,65%) are in the medium category, 1 student (0.44%) is in the low category, and 0 students (0%) are in the very low category. This means that the average Adversity Quotient of the students is in the high category. Meanwhile, based on the students' learning anxiety results obtained through an instrument with 21 statement items, the lowest score was 28 and the highest score was 69, with an average score of 50,49. This score is then used as the basis for categorizing the learning anxiety data, as presented in Table 2.

Table 2. Categorization of Learning Anxiety Data

Interval	Category	Frequency	Percentage
74 – 84	Very High	0	0
61 – 73	High	19	8,37
48 – 60	Medium	141	62,11
35 – 47	Low	59	25,99
21 – 34	Very Low	8	3,52

Based on the standardization in Table 2, it was found that 0 students (0%) are in the very high category, 19 students (8,37%) are in the high category, 141 students (62,11%) are in the medium category, 59 students (25,99%) are in the low category, and 8 students (3,52%) are in the very low category. This means that the average learning anxiety of the students is in the medium category. Subsequently using the validated instrument, a regression analysis was conducted to determine the influence of adversity quotient on learning anxiety among 11th-grade students at SMA Budhi Warman 1 East Jakarta. Based on the regression analysis performed using SPSS software, the results:

Table 3. Coefficient of Determination Results (Modal Summary)

Model	R	R Square	Adjusted R Square
1	0.550a	0.302	0.299

Based on the analysis in Table 3 above, the value of R obtained is 0.550, indicating a strong relationship between adversity quotient and learning anxiety. The R Square value is 0.302, which means that adversity quotient influences learning anxiety by 30.2%, while the remaining 69,8% is influenced by other variables that are not explained in this study. For further details on the regression analysis, please refer to Table 4 below:

Table 4. Regression Analysis Results (ANOVA)

Model		Mean Square	F	Sig.
1	Regression	3710.210	97.472	0.000b
	Residual	38.064		

Based on the results in Table 4 above, the obtained F value is 97.472 with a significance level of 0.000. Because the significance value is less than 0.05, it can be said that the hypothesis is accepted (H0 is rejected), meaning that the adversity quotient variable has an influence on learning anxiety. For further details on the regression equation, please refer to Table 5 below:

Table 5. Regression Equation Results (Coefficients)

Variabel	Unstandardized Coefficients	
	B	Std. Error
(Contant)	90.658	4.089
Adversity Quotient	- 0.599	0.061

In Table 5 above, the constant value (a) is 93.114, while the coefficient for learning anxiety (b) is 0.599. The regression equation is therefore: $\hat{Y} = 90.658 - 0.599X$. This regression formula indicates that for every one-point increase in Adversity Quotient, there is a decrease of 0.599 in learning anxiety. The regression coefficient is negative, indicating that the influence of the Adversity Quotient variable on learning anxiety is negative. This means that an increase in students' Adversity Quotient will result in a decrease in their learning anxiety.

The results show that the adversity quotient has a significant effect on learning anxiety among 11th-grade students at SMA Budhi Warman 1 East Jakarta. This is indicated by the results of the simple linear regression equation analysis, which yielded $\hat{Y} = 90.658 - 0.599X$

with a significance value of 0.000 ($p < 0.05$). This value indicates a negative (inverse) relationship between the adversity quotient variable and the learning anxiety variable. This means that if the adversity quotient increases by one unit, learning anxiety will decrease by 0.599. All measured dimensions received a regression coefficient significance value of 0.000 ($p < 0.05$), indicating that all mentioned dimensions are negative and affect anxiety, meaning that when students' control dimension increases, their anxiety decreases, as do the other dimensions.

Based on the empirical data analysis, it shows that the number of students with a very low adversity quotient is 0 or 0%, with a low level is 1 student or about 0.44%, with a medium level is 90 students or about 39.65%, with a high level is 131 students or about 57.71%, and with a very high level is 5 students or about 2.20%. Meanwhile, the number of students with very low learning anxiety is 5 students or about 3.52%, with a low level is 59 students or about 25.99%, with a medium level is 141 students or about 62.11%, with a high level is 19 students or about 8.37%, and with a very high level is 0 students or 0%. This means that in this study, most students' adversity quotient is classified as high and their learning anxiety is classified as medium.

Previous research supports the findings of this study, which reviews the contribution of the adversity quotient to anxiety about entering the workforce, thereby reinforcing the existing findings. Previous research that reviewed the adversity quotient and anxiety about entering the workforce is presented to strengthen the findings of this study. According to the research conducted by Maulana Andi Surya (2021), there is a negative relationship between the adversity quotient and anxiety about entering the workforce, meaning that the higher the adversity quotient score, the lower the anxiety, and the lower the adversity quotient score, the higher the level of anxiety. The adversity quotient is crucial in the workforce because every job requires problem-solving skills to adapt to complex and often rapidly changing situations (Villiers, 2010). These skills can start being enhanced through the learning process, and the adversity quotient becomes an instrument that influences their thinking and perspective in viewing problems (Humami et al., 2014).

This is consistent with research conducted by Harahap & Pranungsari (2020), which states that there is a very significant negative relationship between self-concept and the adversity quotient with anxiety about the future of street children. This means that the higher the self-concept and adversity quotient, the lower the anxiety about the future. Conversely, the lower the self-concept and adversity quotient, the higher the anxiety about the future. This research is also supported by a study conducted by Rachmady & Aprilia (2018), which explains that individuals with a high adversity quotient are able to withstand anxiety, motivating them to perform well, and tend to have an optimistic attitude, enthusiasm, high motivation, perseverance, and resilience. Additionally, individuals can successfully face difficulties and believe that negative events are temporary, limited in scope, and manageable even when receiving poor grades on exams or projects (Shemaili, 2013). Thus, individuals can handle difficulties well or overcome obstacles. These aspects can help minimize anxiety.

Furthermore, someone with an adversity quotient in the medium category falls into the campers category. According to Stoltz, campers are those who feel content with what they have achieved and overlook the possibilities of what might still happen, still showing effort and doing what needs to be done (Mulyani et al., 2019). The adversity quotient relates to an individual's resilience in responding to negative situations, including solving problems. To achieve success in finding answers, students will face various obstacles in solving problems, and students with above-average adversity quotient will view given problems as opportunities to achieve their goals. These students will not easily give up on solving the given problems (Sahyar, 2017). Learning to be content by sacrificing the ability to reach the peak and tending to use fear, anxiety, and discomfort as motivation without blaming others for setbacks, taking responsibility for solving their problems (Stoltz, 2005).

Practicing responsibility means activating individual initiative, individual autonomy, student responsibility, as well as coordination with others and the ability to learn through

interaction (Arifin, 2022). When entering the next level, students will face various obstacles or difficulties in the learning process. However, to achieve satisfying learning outcomes, students must be able to face and overcome these obstacles in the form of anxiety (Amalia, 2018). Guidance and counseling teachers can help students overcome these obstacles. Some efforts that can be made include providing counseling services both individually and in groups on topics related to learning and personal development. Guidance and counseling teachers can also collaborate with subject teachers and experts such as psychologists. Every difficulty in the learning process always has a way to be resolved (Septianingsih, 2021). This indicates that the adversity quotient affects anxiety and significantly contributes to students' optimism and understanding of the true meaning or lessons that can be taken from difficulties, so students with high adversity quotient will continuously seek solutions to their problems. Students with high adversity quotient will be able to understand problems well (Rinawati & Hartono, 2019), identify all stated information, and use it to solve problems (Safitri & Juniati, 2018). No matter how difficult the lesson, they will perform well (Vinas & Malabanan, 2015). It is recommended that future research include comparative analyses of various emotional and academic support programs and their effects on the development of adversity quotient and academic performance in different educational settings.

Conclusions

Based on the research results and data analysis in this study on the influence of adversity quotient on learning anxiety among 11th-grade students at SMA Budhi Warman 1 East Jakarta, the conclusion is that the descriptive data of students' adversity quotient shows that 5 students (2.20%) are in the very high category, 131 students (57.71%) are in the high category, 90 students (39.65%) are in the medium category, 1 student (0.44%) is in the low category, and 0 students (0%) are in the very low category. This means that the average adversity quotient of the students is in the high category. Meanwhile, the descriptive data of students' learning anxiety shows that 0 students (0%) are in the very high category, 19 students (8.37%) are in the high category, 141 students (62.11%) are in the medium category, 59 students (25.99%) are in the low category, and 8 students (3.52%) are in the very low category. This means that the average learning anxiety of the students is in the medium category. Furthermore, based on the data analysis and hypothesis testing results discussed earlier, it can be concluded that adversity quotient has a significant influence on learning anxiety, as evidenced by the contribution of adversity quotient amounting to 30.2% towards learning anxiety. In addition, the regression coefficient is negative, indicating that an increase in students' adversity quotient causes a decrease in students' learning anxiety.

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