



ADVERSITY QUOTIENT OF NURSING STUDENT

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ABSTRACT

Achievement of student learning outcomes often encounter various obstacles to reach their achievements. Obstructions to accomplishment that are regularly confronted by understudies are need of certainty, passiveness to inquire questions, destitute time administration, delaying on tasks/work, diminished inspiration to memorize, the impact of awful companions, follow-up variables, and family/personal issues . Academic intelligence isn't enough to provide readiness for students when facing academic failure. Therefore, Adversity Quotient (AQ) intelligence is needed to achieve successful learning. This study aims to determine the Adversity Quotient of Nursing Students. This type of research uses quantitative research, with a population of 494 nursing students, a sample of 221 students with stratified random sampling technique. Data collection techniques using the Adversity Response Profile questionnaire. Data analysis using frequency distribution. The results showed that 98% of the Adversity Quotient of Nursing Students were in the moderate AQ category (Camper). Based on the results of the research, it is advisable for the academic supervisor to provide intervention to students in the form of academic guidance or counseling to explore the potential of nursing students and optimize it.

Keywords: adversity quotient; nursing students; student learning outcomes

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INTRODUCTION

Nursing education is instruction of a professional academic nature, which implies 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 foster 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 (Virilia, 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. Understudy learning results can be impacted by two variavels, specifically inside components and outside components. Inside variables 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. Outside component are family, campus and society. This learning

outcome is certainly a hope or goal that students always want to achieve (Virlia, 2017). Obstructions and challenges in accomplishing learning result show that understudies are too required to be able to overcome deterrents or challenges that emerge within the learning prepare so that it does not become a deterrent in accomplishing great learning result. The relationship between one's capacity and versatility in confronting challenges, disappointments, impediments as well as turning difficulties into openings to realize objective or victory within the educating and learning prepare is an imperative portion in accomplishing effective understudy learning results. . Because academic intelligence alone is not enough to provide readiness for students when facing academic failure. Therefore, Adversity Quotient (AQ) intelligence is needed to achieve successful learning (Cerya, 2017).

Adversity Quotient is the insights that an individual has when confronting issues, or can be said to be the insight of one's battling control. According to Vinas and Malaban (2015) stated that Adversity Quotient measures that capacity to act in a troublesome circumstance. 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. Stoltz (2018) borrows the term mountaineers to give an overview of the level of the Adversity Quotient. Stoltz divides the climbers into 3 parts, which are the Quitters (those who quit) are a group of people who choose to avoid obligations, retreat and quit their efforts. They refuse, ignore, cover up or abandon the opportunities offered. Campers (those who camp) are groups of individuals who are easily satisfied with the results they have obtained. They don't want to continue their efforts to get more than to get now. Climbers (climbers) are thinkers who always think about possibilities and never allow age, gender, race, physical or mental disabilities and other obstacles to hinder his efforts. They always dare to face risks to complete their work. In this context, the climbers are considered to have a high AQ.

The results of a preliminary study on undergraduate nursing students using google form obtained data from 32 students said they felt the wrong major, forced parents to go to college, regretted studying, and were no longer strong enough to study. Supported by the results of data from akademik, it was found that this year there were 37 undergraduate nursing students who resigned. The 12 students who only followed what the lecturer said and the students were satisfied with the results of the scores obtained. Students say when facing obstacles in learning choose to live and follow the flow of the process. The student Climber level said that when facing obstacles in learning, try to continue with learning, continue to be faced without procrastination, improve the way of learning, and if there are obstacles resolved one by one. Undergraduate nursing students said the obstacles in learning faced were the influence of friends who were not good, procrastination in assignments, inability in the material, stress of many tasks and laziness. The impact of poor grades, students say that if the score is small when choosing a course, it will be limited, if the score below the average must be Short Semester, have to repeat the course, can be disappointed with yourself, and become lazy. This study aims to determine the Adversity Quotient of Nursing Students

METHOD

This research was conducted at Bandung in April-May 2022. The populace of this study were all undergrad nursing studies 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. Data collection techniques with the Adversity Response Profile (ARP) questionnaire instrument. 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. Univariate analysis was used to calculate the frequency distribution.

RESULTS

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.

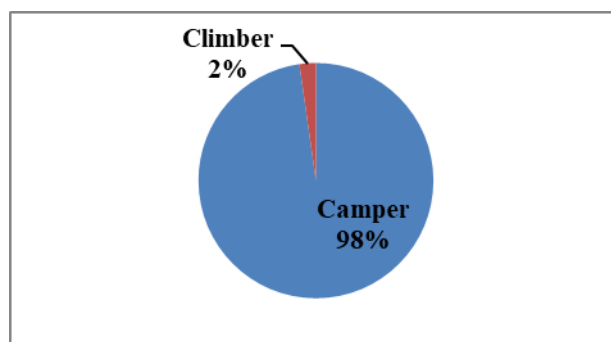


Figure 1. Percentage of Adversity Quotient Category

DISCUSSION

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. The Adversity Response Profile questionnaire which was filled out by students who had the highest number of answers, namely 897, was in the statement item 26B with a statement of the results of events during a health check, doctors warned health that many answered point 5 with an answer of my full responsibility.

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. Sudarman (2012) and Stoltz (2018) state that someone who has high endurance will have hope and an optimistic attitude in overcoming the difficulties or challenges they are facing. If the longer the Camper is in the same scope, it is feared that there will be a feeling that they will be increasingly rivaled by people whose achievements are increasing. This can cause the Camper to become increasingly sluggish and weak until it eventually becomes a Quitter.

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. This research is in line with the research of Mulyani, Wahyuningsih, and Natalliasari (2019) entitled Adversity Quotient of Mathematics Education Students and Its Relation to the Cumulative Achievement Index which results in a significant relationship between Adversity Quotient and Grade Point Average and students majoring in mathematics education, FKIP Siliwangi University. The class of 2015 is generally in the medium AQ category (Camper).

CONCLUSION

Based on the results of the analysis and discussion, it was concluded that the Adversity Quotient level of Nursing Students 98% was in the medium AQ category (Camper) as many as 216 respondents and 2% were in the high AQ category (Climber) as many as 5 respondents.

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