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ADVERSITY QUOTIENT AND SELF-REGULATED LEARNING AMONG ORPHANED AND UNDERPRIVILEGED STUDENTS IN ISLAMIC BOARDING SCHOOLS

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ABSTRACT

Orphaned and underprivileged students face significant challenges, such as life pressures, dual responsibilities, lack of study strategies, low motivation, dependence on guidance, and difficulty managing time, thus requiring self-regulated learning and adversity quotient. This study aims to determine the correlation between Adversity Quotient and Self-Regulated Learning among orphans and underprivileged students at the Islamic boarding school. The research sample consists of 275 students from the Orphaned and Underprivileged Islamic Boarding School using the Criterion Sampling technique. This study uses a likert scale with a reliability coefficient > 0.70. Data analysis was conducted using Pearson's product-moment correlation analysis. In the research results, an effective contribution of 32.7% from adversity quotient was obtained, indicating a significant positive relationship between adversity quotient and self-regulated learning among students at the Orphanage and Underprivileged Islamic Boarding School. This finding emphasizes the importance of developing adversity quotient to enhance the self-regulated learning of students in facing various challenges.

Keywords: *adversity quotient, self-regulated learning, student*

ADVERSITY QUOTIENT DENGAN *SELF-REGULATED LEARNING* PADA SANTRI PONDOK PESANTREN YATIM PIATU DAN DHUAFA

ABSTRAK

Santri yatim piatu dan dhuafa menghadapi tantangan berat, seperti tekanan hidup, tanggung jawab ganda, kurangnya strategi belajar, rendahnya motivasi, ketergantungan bimbingan, serta sulit mengatur waktu, sehingga membutuhkan *self-regulated learning* dan *adversity quotient*. Penelitian ini bertujuan untuk mengetahui korelasi antara *Adversity Quotient* dengan *Self Regulated Learning* pada santri Pondok Pesantren Yatim Piatu dan Dhuafa. Sampel penelitian adalah 275 *Santri* Pondok Pesantren Yatim Piatu dan Dhuafa dengan menggunakan teknik sampling *Criterion sampling*. Penelitian ini menggunakan skala likert dengan koefisien reliabel > 0,70. Analisis data dengan analisis korelasi *product moment pearson*. Pada hasil penelitian diperoleh sumbangan efektif *adversity quotient* sebesar 32,7 % ini menunjukan hubungan positif yang signifikan antara *adversity quotient* dengan *self regulated learning* pada *santri* Pondok Pesantren Yatim Piatu dan Dhuafa. Temuan ini menegaskan pentingnya pengembangan *adversity quotient* untuk meningkatkan *self-regulated learning* santri dalam menghadapi berbagai tantangan.

*Kata Kunci:* *adversity quotient, self-regulated learning, santri*

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Introduction

Islamic boarding school is a place for the exchange of Islamic knowledge between kyai, teachers, and students (Abdurrahman, 2020). The passage of time, Islamic boarding schools have experienced rapid growth and development, resulting in the formation of three types of Islamic boarding school, that is, Shalafiyah, traditional Islamic boarding school (*Shalafiyah*) are schools that still teach books written by scholars in the 15th century AD, using the Arabic language and the "*halaqah*" system. Khalafiyah, a modern Islamic boarding school (*Khalafiyah*), are Islamic boarding schools that strive to fully integrate the classical system and school. Comprehensive Islamic boarding schools, which are Islamic boarding schools that use the traditional learning system but still integrate formal academic education for the students (Shodiq, 2011). In this study, the comprehensive type of Islamic boarding school is used because students are required to manage their time, energy, and focus to follow both types of different learning (Taufikin, 2022).

Some Islamic boarding schools have become foundations for orphans and the underprivileged. The Islamic boarding school accepts students from various backgrounds. The cost of living and education is relatively cheap for the students, even free for orphans and the underprivileged (Kamal, 2018). Orphaned and underprivileged students receive religious education, develop strong character, and enhance their potential for the future. Dianti (2017) also stated that students pursue studies in religion and academics with the ambition of improving their spiritual strength, self-control, personality, intelligence, noble character, and practical abilities. In order to achieve this objective, students must adopt a high level of self-regulated learning strategies and techniques, as well as the capacity to regulate their own learning processes (Merianda & Rozali, 2020).

According to Zimmerman (1990), Self-Regulated Learning is a process in which an individual assumes control over their own learning, utilizing strategies, responding to feedback on learning effectiveness, and managing motivational processes in a manner that is both independent and interdependent. Self-regulated learning comprises three key aspects: metacognition, motivation, and behavior. Self-regulated learning originates from human social cognitive theory. According to Bandura, this theory states that self-regulated learning is a product of cause-and-effect relationships that depend on personal aspects (person), behavior (behavior), and the environment. In self-regulated learning, where individuals strive to self-regulate, the outcome is performance or behavior, which impacts environmental changes as found in Shantrock's research cited from (Oktariani, 2017).

A preliminary study was based on survey questionnaire sheet data collected from 27 students, comprising 12 women and 15 men, with an age range of 15-20 years. The results indicated that 16 (59%) students had a good study plan, which includes a regular study schedule, clear learning goals, and evaluating the study plan. In comparison, the other 11 (41%) students doesn't demonstrate good study planning, struggling with time management and being late in completing assignments, which is contrary to the behavioral aspect of self-regulated learning.
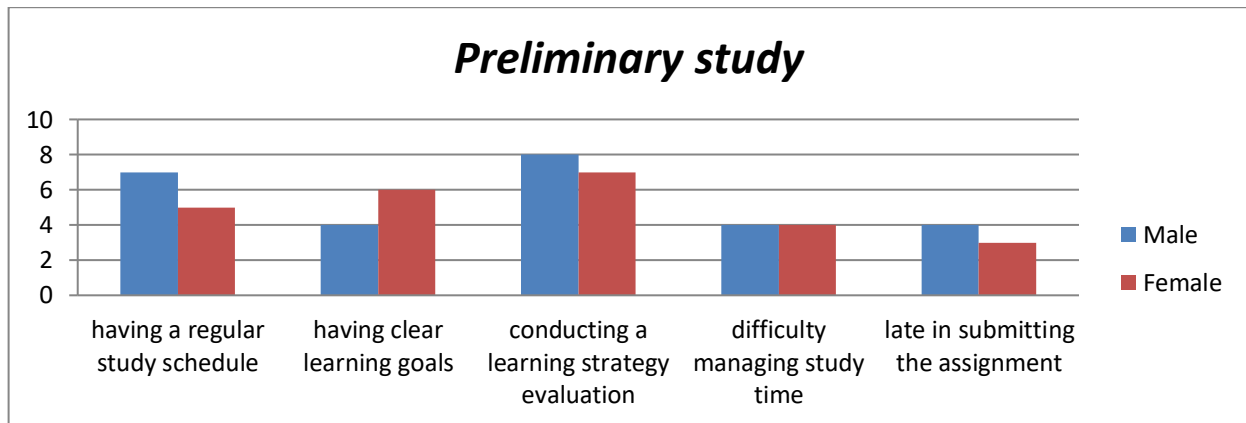
Nurkarim (2021) states that orphaned and underprivileged students face different challenges compared to regular students, such as the loss of parental figures, which leads to a lack of motivation in learning, social and economic pressures that divert their focus from studying, and inconsistency in learning at the boarding school and school, resulting in weakened self-regulated learning among the students (Subchi, Badranaya, Bachmid, Nufus, & Muhammadiyah, 2023). According to Zimmerman (1990), the factors causing the weakening of self-regulated learning include a lack of understanding of effective learning strategies, low motivation such as self-efficacy or self-confidence, dependence on external guidance without personal initiative, and the inability to manage time and priorities. All these factors are interdependent and can hinder individual management, monitoring, and improvement of their learning process independently.

Siboro (2024) stated that the numerous educational responsibilities that students are required to complete can result in feelings of pressure, which may subsequently lead to a reduction in motivation to fulfill these academic responsibilities. Adversity quotient becomes the key to helping students overcome that pressure. A high adversity quotient enables students to become more resilient, focused, and capable of facing difficulties, which greatly supports self-regulated learning. Thus, low motivation, lack of self-confidence, and difficulty in facing challenges lead to a lack of self-regulated learning in students.

However, a high adversity quotient helps students become more confident in tackling difficult tasks and improves self-control during the learning process (Apriliyani, Novandari, & Kholifaturrohmah, 2023).

Siboro (2024) reveals that students with adversity quotient and self-regulated learning have a positive and substantial relationship. This positive association indicates that students with higher adversity quotients have better self-regulated learning. Conversely, when the adversity quotient decreases, so does the capacity for self-regulated learning in students. Another study found a significant positive relationship between adversity quotient and self-regulated learning in students, with the highest contribution of adversity quotient being 21.5% towards self-regulated learning. Students with a high adversity quotient are better able to manage their study schedules, develop strategies, and evaluate learning outcomes, thereby promoting greater academic success (Wenyi Rohi, Yuzarion, & Hidayah, 2022).

According to Stoltz (1999), an Adversity Quotient is an individual's capacity to overcome challenges, which is a significant determinant of success and personal growth. Adversity Quotient is comprised of four key aspects: Control, Origin, and Ownership (Recognition), Reach, and Endurance. The adversity quotient theory develops Maslow's hierarchy of needs with a focus on how people can persevere to achieve success and meet their needs. Adversity Quotient adds resilience and perseverance as important skills to meet needs and overcome obstacles for self-actualization as stated in (Kusnanda, Waspada, Hilmiatussadiah, & Istikomah, 2022).

Baharun & Adhimah (2019) stated that Adversity Quotient, or intelligence in facing difficulties is a crucial attribute among students in Islamic boarding school. It enables them to enhance their mental resilience, transform adversity into opportunity, and persevere in challenging circumstances. Students with high adversity quotients are better able to cope with stress, maintain optimism, and view problems as transient and surmountable things. Given the high level of determination among students to recite the Qur'an and pursue formal education, this flexibility is crucial for not only preparing them to face challenges during their education but also enabling them to effectively navigate various challenges upon returning to society.

Based on preliminary study data taken from 27 students, 15 students (56%) have a high adversity quotient as they face difficulties proactively, have strategies and plans in their studies, and continue to strive to achieve their goals. There are 12 other students (44%) who have a low adversity quotient, often

struggling with time management, lacking clear goals, and easily becoming discouraged, which is contrary to the control aspect of the adversity quotient.
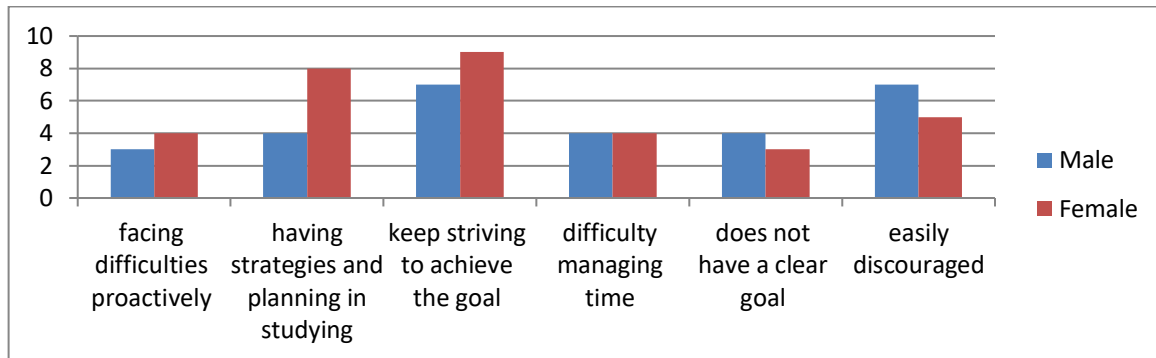
The results of the preliminary study of the two variables show a negative relationship, with 7 female students and 5 male students having good self-regulated learning but low adversity quotient, and 5 female students and 6 male students having weak self-regulated learning and high adversity quotient. The researchers used survey questionnaire data and grouped the respondents' results to ensure that the gaps were experienced by the same individuals. However, the research conducted by Apriliyani et al. (2023) shows that students have a higher level of learning motivation when they have a high level of self-confidence, adversity quotient, and self-regulated learning. This shows that students' motivation to learn increases with their level of self-confidence, adversity quotient, and self-regulated learning. Consequently, further research is required to address this gap.

Adversity quotient is a crucial part in encouraging students to achieve their learning goals amidst the complex problems in their lives and their dual learning (Siboro, 2024), which includes religious and formal academic education. So that students can have good learning patterns, which are found in self-regulated learning. If the students do not have good learning strategies and patterns, they will not be able to achieve their learning goals effectively (Wenyi Rohi et al., 2022). Thus, this greatly impacts the education of orphaned and underprivileged students, as their background requires a good education for their future. Therefore, this research needs to be conducted (Nurkarim, 2021).

Prior research indicates that adversity quotient and self regulated learning are significant factors in enhancing students learning outcomes in public schools. However, no research has specifically examined these two variables in the context of education in orphaned and underprivileged Islamic boarding schools, where students face different problems, such as busy schedules and academic responsibilities at school and at the Islamic boarding school, as well as the pressures in life faced. This

research is of great importance because students face a multitude of challenges, including academic and religion, as well as the weight of significant life pressures.

The research questions were thus established as the basis for data collection, with the formulation of the problem: Is there a significant relationship between Self Regulated Learning and adversity quotient in students at orphaned and underprivileged Islamic boarding schools?

The objective of the study was to discover the correlation between adversity quotient and Self Regulated Learning in students at the Orphaned and Underprivileged Islamic Boarding School. Adversity quotient was conceptualized as a potential facilitator of Self Regulated Learning in learning and reciting strategies. The hypothesis in this study states that there is a positive relationship between Adversity Quotient and Self-Regulated Learning among orphaned and underprivileged students. This means that the higher the adversity quotient possessed by the students, the higher their self-regulated learning will be.

This research is expected to have theoretical benefits, providing support for scientific advancement in the field of psychology, particularly in the domain of educational psychology. Furthermore, it can serve as a reference point for the development of knowledge for specific parties, offering a basis for further research on analogous subjects aspects not covered in this study. This research can also benefit Islamic educators by developing programs that support the enhancement of student intelligence and independent learning, helping teachers and caregivers understand effective learning approaches, and also serving as a foundation for future researchers to create solutions to improve the ability to face challenges and failures in different educational contexts.

Methods

This study employs a correlational quantitative methodology to ascertain the degree of correlation between the value of a variable and other variables, based on related variables. This approach will facilitate the clarification of the relationship between Adversity Quotient and Self Regulated Learning in Orphaned and Underprivileged Students Islamic Boarding Schools (Sugiyono, 2019). In this study, Self Regulated Learning is the dependent variable, and adversity quotient is the independent variable.

Population is a group of individuals who have similar characteristics in research findings. The population of this research is Orphaned and Underprivileged Students Islamic Boarding Schools. A

subset of the population is selected to represent the population as a whole in a study, and this subset is known as a sample. The sample for this study is expected to meet specific criteria, namely orphaned and underprivileged students Islamic boarding schools students because who often face challenges such as difficulties in building strong emotional relationships, social pressure, and the loss of parental roles, which create many challenges for students in their learning at school and at Islamic boarding school (Nurkarim, 2021). Both male and female, aged 15-20 years old, enrolled in either the MA, SMA, or SMK educational level. This age group is of particular interest due to the heightened challenges they face in navigating life, coupled with the pivotal phase of late adolescence, which is a crucial period for developing self regulation in learning (Apriliyani et al., 2023).

The *sampling* technique employed in this study is criterion *sampling*, which is one type of purposive sampling with sample selection based on predetermined criteria said Patton 1990 (Sandelowski, 2000). The researcher used the Issac and Michael formula to calculate the sample size for this study, with an infinite population and a 10% margin of error. The result is that the number of samples to be used in this study is 272 students, but the researchers added 3 more samples to make a total of 275 students from several orphanages and underprivileged Islamic boarding schools, namely Yayasan Achmad Maryam Mubarok 2 pesantren, Pondok Pesantren Darul Inayah, Pondok Pesantren Ad-dhuha, Pondok Pesantren Al-Ikhsan, Pondok Pesantren Nurul Huda, and Pondok Pesantren Sayyidinah (Sugiyono, 2019).

The scales utilized in this study are the Self Regulated Learning scale and the Adversity Quotient scale. In this study, the researcher developed a new measurement instrument by referring the four key aspects of Adversity Quotient, namely control, origin-ownership, reach, and endurance, as outlined in the theory proposed by Stoltz (1999). While Self Regulated Learning, researcher refer to the theory of Zimmerman (1990), there are three aspects in Self Regulated Learning, namely metacognition, motivation, and behavior. This study uses four alternative responses, namely very suitable (SS) to very unsuitable (STS). Favorable items have a score of 4 for SS responses to 1 for STS responses and the opposite score for the unfavorable item. Since the number of items for each variable is 50, the total number of items for both variables is 100.

Before collecting research data, first test the measuring instrument using content validity, which is measured by testing the feasibility and relevance of the item content as a description of the attribute indicators measured through analysis by expert judgment, in this study researchers used 4 experts with

competence of Educational and Adolescent Psychologists. Measuring instrument with 7 response options in expert analysis. Thus, it is expected that in the development of this research instrument the achieved validity is 0,85-0,95 according to Aikens analysis. Revised includes improving ineffective sentences, choosing the right words, and simplifying sentence structures.

Then, the researcher tested the measuring instrument on 100 respondents at Pondok Pesantren Darul Inayah. Azwar (2012) stated that this is considered sufficient because it provides a representative picture, stable statistical results, and is efficient for preliminary research. The reliability test of this research was conducted using the Cronbach's Alpha formula with the SPSS. The reliability test, defined as the extent to which measurement results can be trusted if the results of several comparable studies are consistent. The reliability coefficient of this instrument is expected to be more than 0,70 so that the reliability level of the research results can be well justified, as stated by Donald (Handayani & Rasyid, 2015).

Azwar (2012) states that with a Corrected Item-Total Correlation score range of 0.250 or more, it can be considered sufficiently valid, especially for instruments that are still in the early stages of development or used in exploratory research. This score indicates that the item has a significant relationship with the total scale score, although its strength is not very high. In that context, this value is still acceptable as part of the instrument construction.

The process of dropping items is carried out one by one, namely, based on the results of measuring instrument trial and the process of dropping items, the coefficient value of Self Regulated Learning scale is 0,905 with a total of 35 items and range score *Corrected Item-Total Correlation* 0,344-0,565 through the process of dropping items as many as 4 rounds. The adversity quotient scale is 0,875 with a total of 36 items and range score *Corrected Item-Total Correlation* 0,267-0,540 through the process of dropping items as many as 6 rounds.

The next step, data analysis using Pearson's product moment correlation analysis by proving the relationship between adversity quotient and Self Regulated Learning in orphaned and underprivileged students Islamic boarding school. Before the correlation analysis, the basic assumption test is carried out first, which consists of normality test with the condition that the p-value > 0,05 indicates normal data and linearity test with the condition of a linear relationship if the p-value > 0,05 in the linearity deviation test. And in the data analysis, the alternative hypothesis is accepted when the p-value significance level ≤ 0.05 and the r value ranges from -1 to +1 using the SPSS data analysis program (Azwar, 2012).

Result

The research results show that the average self-regulated learning score of the respondents is 99.31 with a standard deviation of 11.85, indicating that most respondents fall into the moderate category (scores between 87.46 and 111.16). Additionally, the adversity quotient variable has an average score of 102.44 with a standard deviation of 11.37, which also indicates that most respondents fall into the moderate category (scores between 91.07 and 113.81). Regarding the gender of the respondents, 44% were male (121 individuals), while the remaining 56% were female (154 individuals), indicating a relatively balanced distribution with a slight female dominance.

Tabel 1. The categorization

Category	Self-Regulated Learning	Adversity Quotient
Very High	27	22
High	51	61
Currently	84	85
Low	83	71
Very Low	35	34

The next step is assumption test, namely normality test, was used to ensure that the residual data of Self Regulated Learning variable and adversity quotient variable followed a normal distribution. The results of the normality test are shown in the value of Asymp. Sig. (2-tailed) value of the Self Regulated Learning variable is 0,273 and the adversity quotient variable is 0,126 found in the *Kolmogorov-Smirnov (K-S)* test results, which is greater than 0,05, indicating that the normality assumption applies to the residual distribution (Usmadi, 2020).

Subsequently, to ascertain the linearity of the relationship between the independent variable (adversity quotient) and the dependent variable (Self-Regulated Learning) a linearity test was conducted. The results of the linearity test in the ANOVA table indicate a significance value of 0,103, which is greater than 0,05, for the *deviation of linearity*, This suggests that the relationship between the two variables is linear and significant, indicating a high degree of confidence in the linearity of the relationship between the two variables (Widhiarso, 2010). In other words, the probability of obtaining this result by chance is low.

The last step is the data analysis using *product moment pearson* correlation analysis with the help of the SPSS program to determine the relationship between the variables of Self-Regulated

Learning and adversity quotient. Sugiyono (2019) addiction that order to be able to interpret the strength of the relationship, the guidelines of the degree of relationship can be used, namely:

Tabel 2. Interpretation guidelines

-	Pearson Correlation value 0,00 to 0,20	no correlation
-	Pearson Correlation value 0,21 to 0,40	weak correlation
-	Pearson Correlation value 0,41 to 0,60	moderate correlation
-	Pearson Correlation value 0,61 to 0,80	strong correlation

The correlation analysis between Adversity quotient and Self-Regulated Learning demonstrated a moderate positive relationship with a correlation coefficient value of 0,571. This correlation is statistically significant with a significance level of 0,000, which is smaller than 0,05, indicating that the relationship between the two variables is not coincidental. The correlation analysis results show that Self-Regulated Learning has a significant and positive relationship with Adversity quotient, Consequently, Ha is accepted while Ho is rejected.

The coefficient of the adversity quotient variable explains 32.7% of the variation in self-regulated learning, with a significant influence. This indicates that individuals with higher levels of adversity tend to have better self-regulated learning abilities. The contribution results per aspect in the adversity quotient variable, namely control, origin and ownership, reach, and endurance, have a positive contribution to self-regulated learning, with the control aspect providing the largest contribution ($r = 0.683$, $p = 0.025$), followed by origin and ownership ($r = 0.594$, $p < 0.001$), reach ($r = 0.546$, $p < 0.001$), and endurance ($r = 0.434$, $p < 0.001$). This indicates that an individual's ability to control the learning process, understand the origin and ownership of learning, access relevant learning resources, and show resilience in facing learning challenges all play an important role in enhancing their ability to learn independently and effectively.

Based on additional analysis, the average self-regulated learning for males is 99,24 with a standard deviation of 11,47, while for females it is 99,37 with a standard deviation of 12,18, indicating no significant difference between the two ($p = 0,929$). The average adversity quotient for males is 103,75 with a standard deviation of 10.36, slightly higher than females with an average of 101.41 and a standard deviation of 12,05, but this difference is also not statistically significant ($p = 0,090$). Overall,

both SRL and AQ showed almost similar results between men and women, with a tendency for AQ to be higher in men.

Discussion

The objective of this study is to ascertain the relationship between adversity quotient and Self-Regulated Learning in students attending orphan and underprivileged Islamic boarding schools. The results demonstrated that adversity quotient plays a pivotal role in enhancing Self-Regulated Learning, in other words, students' Self-Regulated Learning capacity is enhanced with adversity quotient. This correlation coefficient is classified as "medium". The ability to have a high adversity quotient is important for students to survive and thrive in the challenging environment of an Islamic boarding school. This ability helps students cope with the pressure arising from a busy schedule between academic and religious education responsibilities (Maulani, 2018). In such situations, a good adversity quotient enables students to persevere in facing challenges and actively manage their own learning. This study found that students with a high adversity quotient demonstrate better self-regulated learning. This is evident from their ability to manage time, set learning goals, and assess their own learning progress (Herawaty & Wulan, 2013).

According to Stoltz (1999) Adversity quotient represents an individual's capacity to persevere through various adversities, identify viable solutions, and leverage their potential to surmount challenges. Increasing an individual's adversity quotient can facilitate greater adaptability and resilience in the face of adversity. Stoltz also posited that Adversity Quotient is comprised of four key aspects: Control, Origin and ownership (recognition), Reach (reach), and Endurance.

There is a dynamic between the aspects of adversity quotient and self-regulated learning, indicating that several aspects have a significant relationship with self-regulated learning. First, the aspect of control can help students achieve their goals by increasing their learning motivation, as students feel they have control and are responsible for their education at school and at Islamic boarding school. Thus, the aspect of control helps students in the application of motivational aspects in self-regulated learning (Cornista & Macasaet, 2013). Second, the aspects of origin and ownership, which refer to the sense of ownership over behavior, thus increase the students' sense of ownership over their learning process. Students can choose strategies and learning styles according to their needs. Thus, the aspects of origin and ownership help in the application of behavioral aspects in self-regulated learning

(Izzah, 2019). In the aspect of reach, which shows the students' ability to achieve their goals or targets in studying at the Islamic boarding school and academic learning at school, this aspect also helps students in controlling their emotions, thoughts, and behaviors in the learning process at school and at the Islamic boarding school. Thus, the reach aspect aids in the application of metacognitive aspects in self-regulated learning (Nailah Zamnah, 2019). In the aspect of endurance, which shows that the resilience of students in facing challenges or difficulties is closely related to their ability to set and achieve goals. They will have high confidence and continue to learn and develop themselves in their learning process at school and in the boarding school. The aspect of endurance helps in the application of behavioral aspects in self-regulated learning (Baharun & Adhimah, 2019).

Overall, all aspects of adversity quotient have a significant positive correlation with the variable of self-regulated learning. This shows that psychological aspects such as self-control, a sense of ownership over actions, goal achievement ability, and resilience in facing challenges will enhance a person's ability to self-regulate their learning. Therefore, this research successfully demonstrates that adversity quotient has a positive relationship with self-regulated learning, where the improvement in self-regulated learning ability is related to the increase in adversity quotient (Wenyi Rohi et al., 2022). The results of this study imply that the higher adversity quotient in males may reflect a greater tendency for resilience or perseverance, but this needs to be examined more deeply with other factors. For development or training interventions, a similar approach is needed to enhance self-regulated learning. There is also a need to improve the adversity quotient, especially in groups with a lower adversity quotient. These findings provide insight into the importance of building psychological resilience to help individual's better face life's challenges.

This research has a limitation it does not use students from one Islamic boarding school as the sampling location. This is due to certain constraints, namely the limited resources available. As a result, the data representation from the research population may not fully reflect the overall conditions of the pesantren that are the focus of the study. The researchers realize that this may affect the generalization of the research results and recommend further studies with a broader scope to address these limitations.

Conclusion

This study shows that there is a positive correlation between Adversity quotient with Self-Regulated Learning in students attending orphaned and underprivileged Islamic boarding schools with an increase in these two variables can help students face challenges in academic education and religious

education. Students with high adversity quotient demonstrate superior abilities in time management, goal setting, and progress evaluation. Enhanced adversity quotient contributes to optimal Self-Regulated Learning. These findings offer valuable insights for the formulation of educational plans that bolster both variables. Thus, the learning process can be enhanced, and students can more effectively adapt to life's challenges.

Suggestion

The researcher proposes several recommendations for consideration by various stakeholders, including the development of an adaptable curriculum by the pesantren, the implementation of coaching programs to enhance adversity quotient and Self-Regulated Learning among students and the establishment of a supportive learning environment. It is imperative that educators and caregivers receive professional training in the implementation of individualized teaching methodologies and the provision of psychological support to their students. It is recommended that future researchers conduct further research to study the relationship between adversity quotient with Self-Regulated Learning in a broader context. Using the same foundation for the representation can reflect the phenomenon of students in the study focus. This research should employ a variety of research methodologies and consider other potential influencing variables. It is hoped that this will enhance the understanding and application of adversity quotient and Self-Regulated Learning and facilitate the academic and personal development of students.

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