



Achievement Motivation and Self Efficacy in Measuring Student Adversity Quotient

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Abstract

This study aims to examine and analyze the effect of achievement motivation on adversity quotient, the effect of self-efficacy on adversity quotient, and the effect of achievement motivation and self-efficacy on adversity quotient in Economic Education students of Semarang State University. This study used a type of quantitative approach. The population in this study is students of the Department of Economic Education, Semarang State University class of 2017-2020, totaling 437 students. The sampling technique in this study used purposive sampling. The method of collecting and collecting data using questionnaire questionnaires of achievement motivation scale, self-efficacy scale, and adversity quotient scale that has been tested for validity and reliability. Data analysis techniques in this study use classical assumption testing models, path analysis and coefficient of determination (R²) tests. The results showed that there was no effect of achievement motivation on the adversity quotient of economic education students, there was an influence of self-efficacy on the adversity quotient of economic education students, and furthermore there was no effect of achievement motivation and self-efficacy on the adversity quotient of economic education students.

INTRODUCTION

A learning process is often faced with problems related to the quality of learning. The success and assessment of student quality is not only determined by lecturers, school facilities or other external factors, but also influenced by internal student factors such as fighting intelligence or adversity quotient possessed. Adversity quotient is often identified with fighting power to resist adversity. Adversity quotient (AQ) tells the extent to which a person is able to withstand difficulties and one's ability to overcome them (Stoltz, 2000). The low fighting power of students illustrates the low ability of students to face difficulties. This not only has a negative impact on educational progress, but on the students themselves. Self-consistency to continue to excel also decreases in line with the low ability of students to overcome the difficulties faced (Nurhayati & Fajrianti, 2015). In the learning process, individuals who have a high level of adversity quotient will tend to be able to overcome the difficulties they face. After various difficulties that face can be resolved, students must be able to be consistent in order to stay focused on doing the main task as students, namely learning (Wang et al., 2021).

According to (Stoltz, 2000) the indicator of a person has a high adversity quotient, namely there are four dimensions in each individual, namely control, origin & ownership, reach, endurance (CO2RE). Control is the perceived control over the way a person responds and handles difficulties which in essence this control becomes the basis in the dimensions of each individual in dealing with various situations. Then Origin & Ownership is origin and recognition, where the purpose of this origin is the origin of the problem that occurs and the recognition of the consequences of the difficulties that are being experienced. This means that a person with a high AQ is able to analyze the origin of the problem and what will result from the problem. Next Reach is reach. The purpose of this reach is the extent to which difficulties will reach (affect) dimensions within the individual. If the AQ is high, then a person will not be affected by the problems faced and remain optimistic in living his life. Last is Endurance or

endurance, where endurance is how long the difficulty will last and how long (how often) the trigger of the difficulty appears. If individuals who have high AQ will increase energy and optimism in facing the difficulties that are being experienced (Puspitacandri et al., 2020).

Students who have a high adversity quotient will be able to face difficulties as personal responsibilities that must be resolved alone (Cesarini et al., 2020) (Hidayat et al., 2018). In addition, students with high adversity quotients attribute difficulties to those situations alone, not considering difficulties to permeate all other aspects of life. Students who have a low adversity quotient tend to assume that difficulties that arise will continue to occur, so they continue to be overshadowed by obstacles that often arise. Every difficulty, the cause is also considered as something that will continue to reappear in the future (Hulaikah et al., 2020). Students are expected to be able to get out of these thoughts so that they are able to face difficulties and consider the cause only as a normal thing to happen and immediately take action to solve it. Thus students are able to persist in achieving the desired achievements. Students are expected to position adversity as a tool for self-improvement, not as a major obstacle in life that causes student achievement to drop.

Adversity quotient in students will greatly affect the way students view in facing various challenges in the future because students who already have fighting intelligence will not give up easily (Hendriana, 2011). This can be the basic capital for students, especially when students later grow up with more complex problems (Putra et al., 2016). Various problems that arise will not shake someone who has a high adversity quotient (Choompunuch et al., 2021). Someone with a high adversity quotient will fight harder and harder to be able to achieve success (Kartikaningtyas et al., 2018).

Every person's adversity intelligence is influenced by several factors, such as talent, willpower, intelligence, health, personality characteristics, genetics, education, and self-efficacy. Self-efficacy refers to a person's knowledge of his own ability to complete a specific task without the need to compare it with the abilities of others (Saidah & Aulia, 2014). Every individual has self-efficacy that accompanies a person's adversity intelligence (AQ) (Saidah & Aulia, 2014). As stated by (Subini, 2011), self-efficacy is defined as a person's beliefs about his ability to produce a level of performance that has an influence on events that affect their lives. Self-efficacy determines how people feel, think, motivate themselves and behave. Such beliefs produce diverse effects through four main processes including cognitive, motivational, affective and selection processes. People with high self-efficacy set challenging goals and maintain commitment. On the edge of threatening failure, they step up their efforts to succeed. They approach difficulties and challenge situations with high confidence that they can overcome everything (Fatih et al., 2018).

Students who have high self-efficacy in a task that is quite difficult are able to produce preoccupation (intrinsic motivation) in doing a task. These results are in line with research (Saidah & Aulia, 2014) that self-efficacy has an important influence on the development of intrinsic motivation. As per social cognition theory, the growth of intrinsic motivation is built through affective reactions and self-efficacy mechanisms (Saidah & Aulia, 2014). Self-efficacy can also develop positive behavior in the face of tasks. This positive attitude can make students who have good self-efficacy not easily give up in completing the task they are doing. Students can enjoy their assignments because they have good self-efficacy. In the end, this condition can bring out adversity quotient in students.

Motivation is important in the learning process because motivation is not only a driver of behavior, but also directs and strengthens behavior in learning (Putra et al., 2016). High and low motivation in learning is closely related to the motivation to achieve owned. Achievement motivation is the driving force that allows a person to succeed in achieving what is desired. Someone who has high achievement motivation tends to always try to achieve what is desired despite experiencing obstacles and difficulties in achieving it. The achievement motivation that a person has ideally always experiences progress or progress so that it will accelerate what is desired (Toding et al., 2015).

Indicators of achievement motivation, especially in academic settings according to (Farisuci et al., 2019), include, (1) Choice or choosing to engage in academic tasks rather than non-academic tasks. The behavior of choosing achievement tasks is for example choosing to do schoolwork instead of watching TV, calling friends, playing games, or other activities that can be chosen to fill spare time; (2) Persistence or persistence in achievement tasks, especially when facing obstacles such as difficulties, boredom, or fatigue; and (3) Effort or exerting effort in the form of physical effort or cognitive effort such as applying

cognitive strategies or metacognitive strategies. Behavior that reflects this effort is for example in the form of asking good questions when in class, discussing subject matter with classmates or other friends outside school hours, thinking deeply about the subject matter being studied, using adequate time to prepare for exams, planning learning activities, applying mnemonic in learning (Purwanto, 2007). The high and low motivation of achievement in a person can also be influenced by several factors. McCullocha, 2016) said that one of the factors that influence achievement motivation in children is parenting in educating children. This is reinforced by research conducted by (Radi Afsouran et al., 2018), namely the higher the parenting style given, the higher the achievement motivation possessed by children. Factors that cause adversity questions such as achievement motivation and self-efficacy will influence a person in facing every problem.

Tujuan dari penelitian ini ada tiga, yaitu mengkaji dan menganalisis pengaruh motivasi berprestasi terhadap adversity quotient mahasiswa pendidikan ekonomi, mengetahui dan menganalisis pengaruh self-efficacy terhadap adversity quotient mahasiswa pendidikan ekonomi, dan mengetahui dan menganalisis pengaruh motivasi berprestasi dan self-efficacy terhadap adversity quotient mahasiswa pendidikan ekonomi.

METHODS

This research is a type of mixed methods approach research, the paradigm is pragmatism with a combined quantitative and qualitative method (Tashakkori & Teddlie, 2010). This study aims to analyze the application of adversity quotient with predictors of the use of achievement motivation and self-efficacy in economic learning. The research design used is a hypothesis testing study. The data used in this study is primary data with data collection techniques using questionnaires or questionnaires that are distributed to respondents based on predetermined samples. The next stage after the data is collected, the data is compiled, analyzed and synthesized to then be concluded and presented in the form of a report. The hope through this mixed approach is to be able to know, understand, explain and be able to analyze the effect of achievement motivation and self-efficacy on the adversity quotient. Hypothesis testing in data analysis using IBM SPSS Statistic 26 analysis tool.

The population in this study is active students majoring in Accounting Education, Semarang State University batch of 2017 to 2020 with a total of 437 respondents. The sampling technique used is purposive sampling, meaning that the selection of subjects is based on certain objectives or characteristics related to the focus of this research problem. The dependent variables used in the study are accounting adversity quotient with indicators that contribute to the adversity quotient are control, origin & ownership, reach, and endurance. The independent variables in this study were learning motivation and self-efficacy. Indicators of learning motivation variables are choice, persistence, and effort. Indicators of self-efficacy variables are magnitude, generality, and strength.

RESULTS AND DISCUSSION

A. Result

Descriptive statistical analysis in this study was obtained from the calculation of the interval scale. So that the predicate is obtained from the variables of learning motivation, self-efficacy, adversity quotient. Below are the descriptive results of statistical variables:

Table 1. Descriptive Results of Variable Statistics

| | Statistics Descriptive | | | | |
|--------------------|-------------------------------|---------|---------|-------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| X1 | 100 | 28 | 50 | 40.44 | 4.321 |
| X2 | 100 | 28 | 50 | 39.11 | 4.886 |
| Y | 100 | 22 | 49 | 37.62 | 4.574 |
| Valid N (listwise) | 100 | | | | |

Source: Research data processing results, (2023)

Based on the results of statistical descriptive analysis, it can be concluded that the dependent variable, namely the adversity quotient variable, has the lowest value of 22, the highest value of 49, and the average value of 37.62. The independent variable of learning motivation had a lowest score of 28, a highest score of 50, and an average score of 40.44. The other independent variable, self-efficacy, had a

lowest value of 28, a high of 50, and an average value of 40.44. The moderation effect test is carried out with an absolute difference value test. Here are the results of the absolute difference value test analysis:

Test Results

F Test Results

Test F aims to see the influence between the independent variable and the dependent variable simultaneously whose results can be seen as follows:

Table 2. F Test Results with Career Interest as a Dependent Variable

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|----|-------------|-------|-------------------|
| | Model | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 269.727 | 2 | 134.863 | 7.260 | .001 ^b |
| | Residual | 1801.833 | 97 | 18.576 | | |
| | Total | 2071.560 | 99 | | | |

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Source: Research data processed, (2023)

In Table 2 above, it can be concluded that the F value is 7.260 with a significant value of $0.001 < 0.05$, which means that the variables of learning motivation, self-efficacy simultaneously affect the adversity quotient to become an accountant, educator / teacher in Accounting Education students class of 2017-2020 Semarang State University.

Direct Effect Test Results (Test t)

Testing with t test is a test used to determine the significance of the effect of the independent variable partially on the dependent variable. The characteristics in making partial test or t test decisions are: if the probability value (P value) > 0.05 then H_0 is accepted while H_2 is rejected which means there is no influence between financial rewards, family environment and job market considerations on career interest as an educator accountant. And if the probability value (P value) < 0.05 , then H_0 is rejected while H_2 is accepted, which means that there is an influence between the independent variable (financial rewards, family environment and labor market considerations) on the dependent variable (interest in a career as an accountant, educator / teacher). Here are the results of the direct influence test (t-test):

Table 3. Direct Effect Test Results (T Test)

| Coefficients ^a | | | | | | | | |
|---------------------------|------------|-----------------------------|-------|--------------|-------|------|-------------------------|-------|
| Model | | Standardized | | | t | Sig. | Collinearity Statistics | |
| | | Unstandardized Coefficients | | Coefficients | | | Tolerance | VIF |
| 1 | (Constant) | 20.224 | 4.700 | | 4.303 | .000 | | |
| | X1 | .197 | .105 | .186 | 1.875 | .064 | .907 | 1.103 |
| | X2 | .241 | .093 | .257 | 2.586 | .011 | .907 | 1.103 |

a. Dependent Variable: Y

Source: Research data processed, (2023)

Based on Table 3 above, it shows that the value of the coefficient on the achievement motivation variable (X1) is 0.197 which means that every 1% increase in learning motivation will result in an increase in the adversity quotient of 0.197. While learning motivation obtained a t count of 1.875 and has a significance value of 0.64 which means greater than 0.05. This means that achievement motivation does not have a positive effect on the adversity quotient in Accounting Education students 2017-2020, so H_1 is rejected.

The value of the regression coefficient in the self-efficacy variable (X2) is 0.241 which means that every 1% increase in the family environment will result in an increase in interest in a career as an educator accountant by 0.241. While t count from the self-efficacy variable is 2.586 and has a significance value of 0.011 which means less than 0.05. This means that self-efficacy has a positive and

significant effect on the adversity quotient of being an accountant, educator / teacher in Accounting Education students 2017-2020 so that H2 is accepted.

Table 4. Summary of Hypothesis Test

| No | Hypothesis | Information | Coefficient | Sig | Result |
|----|------------|---|-------------|-------|----------|
| 1. | H1 | The effect of achievement motivation on the <i>adversity quotient</i> of economic education students | 1,875 | 0,64 | Rejected |
| 2. | H2 | The effect of <i>self-efficacy</i> on the <i>adversity quotient</i> of economic education students | 2,586 | 0,011 | Accepted |
| 3. | H3 | The effect of achievement motivation and <i>self-efficacy</i> on the <i>adversity quotient</i> of economic education students | 7,260 | 0.001 | Rejected |

Source: Research data processing results, (2023)

Results of the Coefficient of Determination

Result Coefficient of Determination (R2)

The coefficient of determination aims to determine how much influence the variables of financial rewards, family environment, and labor market considerations have. The test results of the R2 coefficient of determination are as follows:

Table 5. Results of the Coefficient of Determination (R2)

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .361 ^a | .130 | .112 | 4.310 |

a. Predictors: (Constant), X2, X1

Source: Research data processing results, (2023)

Based on Table 5, the adjusted R2 is 11.2. This shows that the adversity quotient variable can be explained by the variance of independent variables, learning motivation, and self-efficacy. The remaining 88.8% is explained by other factors outside the model.

B. Discussion

The effect of achievement motivation on the adversity quotient of economic education students

The first hypothesis proposed in this study is learning motivation towards adversity quotient. This is based on testing the first hypothesis showing that the regression coefficient value of learning motivation is with a coefficient value of 1.875 with a significance level of 0.64. This value shows that learning motivation has a positive and significant influence on the adversity quotient with a significant value determination greater than the set value is 0.05. Based on these results it can be concluded that Ha1, rejected.

The results of this study are not in accordance with existing theories in psychological science. Achievement motivation is the motivation of someone who wants to achieve achievements or success that has been set by himself (Subini, 2011). Schunk in (Purwanto, 2014) states the definition of motivation as "the process by which activities directed at a particular goal are encouraged and maintained." Achievement motivation or motivation to achieve is thus a motivation whose goal is to achieve achievements. Based on the results of the frequency distribution analysis, the achievement motivation variable has an average value of 40.44 and is in the very high category. The adversity quotient variable has an average value of 37.62 and is in the high category. This means that active students majoring in Accounting Education, Semarang State University class of 2017-2020 perceive that they have very high achievement motivation. However, this has no effect on increasing the adversity quotient because the motivation is not balanced with direct action to complete the task. In addition, motivation has external and internal sources. Students have very high motivation, but there are other

factors that influence, namely a person's adversity intelligence such as talent, will, intelligence, health, personality characteristics, genetics, education, and self-efficacy.

This study proves that the first hypothesis is rejected. It can be concluded that the existence of very high achievement motivation cannot increase the positive influence of the adversity quotient. This happens because there are several influencing factors such as talent or ability, intelligence, other health. This research is not in accordance with previous research and opinions from (Toding et al., 2015) which states that the achievement motivation that a person has ideally always experiences progressive or progress so that it will accelerate what is desired to solve a problem or difficulty.

The effect of self-efficacy on the adversity quotient of economic education students

The second hypothesis proposed in this study is self-efficacy against adversity quotient. This is based on testing the second hypothesis showing that the regression coefficient value of self-efficacy with a coefficient value of 2.586 with a significance level of 0.11. This value shows that self-efficacy has a positive and significant influence on the adversity quotient with a significant value determination smaller than the set value of 0.05. Based on these results it can be concluded that H_{a2} , accepted.

The results of this study are in accordance with the social cognitive theory that has been developed by a researcher named Bandura. Self-efficacy refers to an individual's confidence in the ability he has to work on the task at hand (Purwanto, 2014). Bandura (1997) suggests that people's behavior is directed by their beliefs about how high the chances of success in doing a task, called self-efficacy (Bandura, 1994). To succeed in doing a task, in addition to being required to have the knowledge and skills to do the task successfully, people must also have confidence that success will be achieved. Students with high self-efficacy in the subjects followed, showing persistent struggle to achieve success. In contrast, students with low self-efficacy tend to avoid academic tasks, their persistence in trying is low, when faced with difficulties give up easily.

Based on the results of the frequency distribution analysis, the self-efficacy variable has an average value of 40.44 and is in the high category. The adversity quotient variable has an average value of 37.62 and is in the high category. This means that active students majoring in Accounting Education, Semarang State University class of 2017-2020 perceive that they have self-efficacy. This means that the student has high confidence in his ability to produce a level of performance that has an impact on their lives. People who have high self-efficacy abilities will have a commitment that can be maintained properly. Every time they get difficulties, they will be challenged to solve them well. Very high student self-efficacy is able to strengthen the positive influence on increasing the adversity quotient.

This study proves that the second hypothesis is accepted and shows results that are in accordance with the research of Saidah & Aulia (2014) which describes the results of self-efficacy variable research has a positive and significant effect on the adversity quotient. Self-efficacy has an important influence on the development of intrinsic motivation. As per the theory of social cognition, the growth of intrinsic motivation is built through affective reactions and self-efficacy mechanisms (Saidah & Aulia, 2014) Self-efficacy can also develop positive behavior in the face of tasks. This positive attitude can make students who have good self-efficacy not easily give up in completing the task they are doing. Students can enjoy their assignments because they have good self-efficacy. In the end, this condition can bring out adversity quotient in students. It can be concluded that the presence of very high self-efficacy can increase the positive influence on the adversity quotient.

The effect of learning motivation and self-efficacy on the adversity quotient of economic education students

The results of the hypothesis test show that achievement motivation and self-efficacy do not have a positive and significant effect on the adversity quotient to become an educator/teacher accountant. H_3 is rejected. Based on the results of research conducted through hypothesis tests, namely simultaneous significance tests or F tests with significance values obtained of $0.001 < 0.05$. The simultaneous effect of achievement motivation and self-efficacy variables did not have a positive and significant effect on the adversity quotient was 7.260%. This shows that the adversity quotient can be explained by learning motivation, and self-efficacy.

The results of this study are not in accordance with existing theories in psychological science. Achievement motivation is the motivation of someone who wants to achieve achievements or success that has been set by himself (Subini, 2011). However, the variable self-efficacy is in accordance with social cognitive theory that has been developed by a researcher named Bandura. Self-efficacy refers to an individual's confidence in the ability he has to work on the task at hand (Purwanto, 2014) suggests that people's behavior is directed by their beliefs about how high the chances of success in doing a task, called self-efficacy (Subini, 2011).

The results of the descriptive analysis of learning motivation variables are included in the very high category with an average value of 40.44. There are three indicators used to measure learning motivation variables. These indicators are choice, persistence, effort. In addition, the results of descriptive analysis for self-efficacy variables were found in the high category with an average value of 39.11. There are three indicators used to measure the variable self-efficacy. These indicators are magnitude, generality, strength. The results of descriptive analysis for adversity quotient variables are in the high category with an average value of 37.62. There are 4 indicators used to measure adversity quotient. According to (Stoltz, 2000) the indicator of a person has a high adversity quotient, namely there are four dimensions in each individual, namely control, origin & ownership, reach, endurance (CO2RE).

Achievement motivation has no effect on increasing the adversity quotient. This happens because the motivation is not balanced with direct action to complete the task. In addition, motivation has external and internal sources. Students have very high motivation, but there are other factors that influence, namely a person's adversity intelligence such as talent, will, intelligence, health, personality characteristics, genetics, education, and self-efficacy. Furthermore, the self-efficacy variable has a positive and significant effect on the adversity quotient. Students who have high self-efficacy variables do not easily give up in completing the tasks they are working on. Students can enjoy their assignments because they have good self-efficacy. In the end, this condition can bring out adversity quotient in students.

CONCLUSIONS

Based on the results of the analysis and discussion that has been put forward in this study, it can be concluded that there is no influence of achievement motivation on the adversity quotient of economic education students, there is an influence of self-efficacy on the adversity quotient of economic education students, and subsequently there is no influence of achievement motivation and self-efficacy on the adversity quotient Economic Education Students.

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