The Role of Adversity Quotient (AQ) in Interpersonal Relations of Students and Teachers in Madrasah Aliyah

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The Role of Adversity Quotient (AQ) in Interpersonal Relations of Students and Teachers in Madrasah Aliyah

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Abstract: This research aims to ascertain the role of adversity quotient in interpersonal relationships among students. Intelligence is the ability to change a difficulty into an opportunity for success to achieve a goal. The adversity quotient can predict that students will be able to survive overcoming difficulties and obstacles so they do not give up easily on academic matters. Meanwhile, interpersonal relationships are seen as a process of getting to know someone, which involves personal contact, both physical and psychological, in forming a relationship. In the research methodology, qualitative research was used using interview techniques, observation, and library studies. The population of this study was class XI students and teachers. Then, purposive sampling was employed. While interviews were conducted using structured interviews with a series of structured questions, observations were carried out through direct observation of students and teachers. From the research conducted, the role of adversity quotient in interpersonal relationships between class XI students and teachers at MA Sa'id has been shown to be quite good. Teachers could adjust their approach to students by providing the right motivation, thereby fostering students' adversarial quotient.

Keywords: Adversity Quotient, Interpersonal Relation, Islam

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A. Introduction

Adversarial intelligence (quotient) can be seen as a person's ability to survive as much as possible when he encounters difficulties with the intelligence, he possesses so that he can overcome all of them and emerge as a winner. On the other hand, if he fails to solve the problem midway, it can cause him to be less willing to accept the slightest challenge in the future (Dewi & Sawitri, 2015).

The term adversity quotient was proposed by Paul G. Stoltz in his research results from 500 studies in each country. This adversity quotient serves as an essential repositioning in understanding something that is a desire to achieve success. Arif Budi Setiawan et al. (2014) argue that the adversity quotient is a person's intelligence to face obstacles in life.

Supardi (2014) also elucidated that every individual has aspirations to achieve success. Nevertheless, the process towards success entails a complex struggle, where trials, obstacles, and difficulties are often an inseparable part. Adversity refers to bad luck, obstacles, and suffering. Many people tend to experience failure in facing various obstacles that arise, while others try to overcome them but often give up because of the difficulties. The concept of the adversity quotient emphasizes perseverance in facing every challenge to reach the desired peak of success. Adversarial quotient is deemed the main determining factor in achieving physical and spiritual success, considering that every individual has a strong desire to achieve success.

In the view of Hidayat (2018), the aim of the adversity quotient is to predict when students can survive in overcoming difficulties and obstacles that they have gone through or will give up. Adversarial quotient is also the ability to change a difficulty into an opportunity for success to achieve a goal. This intelligence can influence a person's knowledge, creativity, productivity, performance, age, motivation, risk-taking, improvement, energy, vitality, health, stamina, and success, especially in jobs with varying levels of difficulty. There are three types of difficulties, namely societal adversity, workplace adversity, and individual adversity. According to Stolz, the adversity quotient is further divided into three parts, which are likened to someone climbing an iceberg: quitters, campers, and climbers.

In relation to interpersonal, in Chaplin's (2001) view, it is seen as everything that takes place between two individuals, which has the characteristics of a process as a result of the interaction between the two. This interpersonal relationship is associated with oneself and cannot be separated from the potential competence within oneself that builds relationships through communication, including sources, messages, receiving channels, and feedback.

Meanwhile, according to Baron and Bryne (in Widyastuti, 2014), interpersonal relationships are an assessment of an individual's attitude towards other individuals, where this assessment can be measured using a dimension, from strong liking to strong dislike. Thus, when an acquaintance occurs with another individual, there will be an assessment of that individual's suitability towards friends or vice versa.

This is where Middlebrook (1980) emphasized that an interpersonal relationship requires interpersonal skills, and people who are competent in interpersonal relationships enable themselves to face pressing life problems. In comparison, a person's lack of ability in interpersonal relationships can actually disrupt his or her social life. Interpersonal relationships can also give rise to challenging or conflicting situations and conditions.
Interpersonal tension can be overcome with the need for effective communication skills and an empathetic attitude.

**Theoretical Basis**

**Understanding Adversity Quotient**

In living their daily lives, humans encounter many problems and are often found in the news about negative things due to the difficulty of humans holding back their emotions. Uncontrolled emotions can result in serious problems and damage to good relationships between people (Soleh, 2016). This emotional instability can more or less affect the students' mood in completing their assignments as a student; in this case, it is related to their ability to adversity.

According to Stoltz (2000), the adversity quotient can be seen as a person's ability when they face obstacles to being transformed into an opportunity for them to achieve success so that they accomplish their desired life goals. Productivity, creativity, performance, knowledge, energy, motivation, stamina, risk-taking, health, improvement, age, vitality, and success in the work at hand can be influenced by this intelligence.

In the same vein, as stated by Supardi (2015), the adversity quotient is an individual's intellectual capacity to overcome difficulties and maintain their existence. The adversity quotient measures a person's ability to handle every challenge in life and remain optimistic. Essentially, the adversity quotient is an individual's cognitive ability to face various difficulties, obstacles, and challenges in life. The adversarial quotient also reflects the human moral-spiritual capacity to overcome challenges, resolve difficulties, and learn lessons from every success.

Then, Husnurosyidah and Rahmawaty (2015) explained the adversity quotient by referring to an individual's ability to face challenges carefully. Some individuals try to persevere in the face of it, while others tend to give up easily. Therefore, the adversity quotient can be deemed as a form of human moral and spiritual intelligence in overcoming obstacles, defeating difficulties, and solving problems wisely while utilizing lessons from every victory achieved.

The characteristics of someone with a high adversity quotient are that they do not easily blame themselves or others for the problems they face but still tend to be positive when solving them because every problem can definitely be resolved (Hidayat, 2018). Thus, someone who has a good adversarial quotient means that he can think, manage, and direct all his behavior to form cognitive response patterns and then, his behavior can stimulate all events in his life as a challenge for him (Surekha, 2001).

It cannot be denied that the adversity quotient has the potential to turn a problem into an opportunity to successfully achieve a goal. Usually, the adversity quotient displays four things, including: (1) how far an individual is able to survive when facing problems and the ability to solve them, (2) who is able to resolve difficulties and who will fail, (3) who will exceed expectations based on their performance and potential, who will fail, and (4) who will give up and who will be able to survive (Srihartini et al., 2021).

There are three forms of adversity quotient, namely (1) as a new conceptual framework for understanding and improving all types of success, (2) as a barometer for knowing the response to perceived difficulties, and (3) as a series of basic tools that have a basic science to improve responses to these difficulties (Nurul Kusuma Dewi & Dian Ratna...
Sawitri, 2015). Apart from that, Stoltz also divides the adversity quotient into four aspects, abbreviated as CO2RE (control, origin and ownership, reach, and endurance) as follows:

A. Control (C). This aspect aims to determine the amount of control a person can feel when they are faced with events that cause difficulties for them. The important thing about this aspect is the extent to which a person feels he has control over any event that causes difficulties for him, and he can control his condition well.

B. Origin and Ownership (O2). This aspect asks questions about who or what is caused by the difficulties that arise and to what extent someone is considered to be able to influence the source of the cause and origin of these difficulties, such as feelings of regret, experiences of problems, and others.

C. Reach (R). In this aspect, the question arises to what extent a person will go when their difficulties reach other parts of their life, such as obstacles due to laziness, panic, and others.

D. Endurance (E). This aspect is defined as a person's resilience, namely an aspect that asks questions about two things related to how long the causes of the difficulties last: his response to the time to solve problems, his ability to solve problems quickly, and others.

From the description of the aspects of adversity quotient above, every human being cannot be separated from various difficulties in his life. To overcome this, a strong and optimistic desire is needed to complete it. He does not use these obstacles as something that prevents him from taking better steps but instead makes them tools for success in this world and the hereafter.

According to Stoltz (2007), the adversity quotient is influenced by the following factors:

a. Talent. This is a condition in an individual that carrying out special training allows him to gain special knowledge, skills, and abilities. This talent visualizes a combination of competence, experience, skills, and insight into what a person knows and can do.

b. Education. Intelligence, desires, the formation of healthy habits and skills, resulting performance, and character development can be influenced by education.

c. Will. This describes enthusiasm, motivation, drive, passion, eagerness, and burning ambition so that if someone does not have these items, it will be difficult for him to become great.

d. Personality characteristics. This relates to individual personality, such as sincerity, honesty, fairness, doing good, being wise, being brave, and having a generous nature, as some of the important characteristics for achieving success.

e. Health. This includes not only physical health but also emotional health so that a person can be influenced to achieve success. If an individual is sick, his illness can distract him from the process of achieving success.

f. Confidence. This is considered something important, which is also related to a person's survival.

g. Genetics. Even though genetics is not a determining factor in a person's fate, genetics can influence a person's success. Several studies indicate that genetic factors can be one of the factors underlying a person's behavior.
In Islam, in the word of Allah SWT, it has been hinted that throughout human life, they essentially cannot be separated from trials and tests, as stated in the Qur'an Surah al Baqarah [2], verses 155-157, with the following meaning.

“We will certainly test you with a touch of fear and famine and loss of property, life, and crops. Give good news to those who patiently endure—(155) who say, when struck by a disaster, “Surely to Allah, we belong and to Him, we will `all` return.” (156) They are the ones who will receive Allah`s blessings and mercy. And it is they who are `rightly` guided.” (157)

Then, the concept of adversity quotient is also reflected in Surah Al Insyirah [94] verse 5, with the meaning:

“So, surely with hardship comes ease.” (5)

From the verse above, with every difficulty, there will definitely be ease. In the explanation in the Al Azhar Book by Hamka, this verse is Sunatullah. When the Prophet Muhammad felt that his burden was so heavy that it was as if his spine would break, carrying the weight of the burden or along with the weight of the burden, God lifted his name to the top because that was what Sunnatullah looked like. Difficulty always accompanies ease; there are no difficult things, and there are no easy ones either. In hardship, it contains joy; in joy, it is filled with trouble. This is what is called a life struggle, according to Hamka, and this can be believed by people who have experienced it.

Furthermore, since the time of the prophets, this adversarial quotient attitude has existed. For example, when the Prophet Muhammad SAW faced pressure and challenges from the Quraish infidels when preaching to uphold the religion of Allah, the first thing that the Prophet Muhammad SAW did was to strengthen his soul in the frame of patience because, with patience, the individual will be better able to face every serious problem that befalls him (Mahmudah & Fatimah Zuhriah, 2021).

There is also a verse that reflects adversity quotient, namely in Surah Al Ahzab [33] verse 9 as follows:

“O believers! Remember Allah`s favor upon you when `enemy` forces came to `besiege` you `in Medina`, so We sent against them a `bitter` wind and forces you could not see. And Allah is All-Seeing of what you do.” (9)

Also, it is in surah An Nahl [16] verse 16. According to M. Quraish Shihab in his commentary on Al Mishbah, this verse contains a call to all Muslims to remain faithful and think positively, contemplating the blessings and gifts of Allah SWT even though they encounter obstacles. This is because, behind it all, Allah continues to provide guidance and convenience:

“Also by landmarks and stars do people find their way.” (16)

According to Hadinata (2015), Islam, as a universal religion, has taught all its adherents to always be tough, optimistic, strong, and patient when facing various difficulties, including trials of tribulation and joy. This is also indicated in the hadith of the Prophet: "... Be enthusiastic about something that benefits you, and take refuge in Allah SWT, and do not feel weak...” There are two signs conveyed by the Prophet Muhammad SAW regarding the above hadith. The first is a request for protection, asking for help, and intending only for Allah SWT in every day to carry
out activities. The second sign is not to feel that situations bring difficulties because there is always ease behind difficulties.

Thus, the adversity quotient serves as a person's ability to observe things that are not easy and can control these difficulties with the intelligence they have and become a challenge to solve them, especially in achieving goals, ideals, and hopes. The most important thing is personal satisfaction from the results of the work or activity itself.

**The Importance of Establishing Interpersonal Relationships**

The definition of interpersonal relationships, according to Hardjana (in Suranto, 2011), is an interaction between one individual and another who meets face-to-face between two or more people so that they can respond directly. Meanwhile, Andini and Adhrianti (2019) define interpersonal relationships as the social life behavior of each person who can develop relationships with other individuals so that a bond of feelings, which is feedback in a relationship pattern, will be formed. In a broad sense, interpersonal relationships are interactions carried out by someone with other people in various situations and areas of life, which will trigger happiness and satisfaction in both parties.

In research conducted by Byrne et al. (in Sarwono & Meinarno, 2012), it is stated that in a social context, humor is broadly a means of relieving tension and facilitating friendly social interactions. Humor that produces laughter can positively influence the ease of interacting with previously unknown individuals. The phrase "laughing is healthy" reflects the meaning that with laughter, feelings of happiness can lead to healthier thinking and more positive behavior. In other words, someone tends to communicate more easily with other individuals when they feel happy compared to situations of negative feelings because the state of happiness makes relationships more open to social interaction.

The need to interact with consistent attitudes and mutually supportive values is to strengthen interpersonal attraction. In this context, interaction incompatibility is when an individual shows a personality that does not tend to form a long-term relationship with a higher-dominant individual. Basically, individuals who interact dominantly look for other individuals who are submissive so that an individual's needs and expectations can be met (Widyastuti, 2014).

The decision to establish or not establish further interaction can be influenced by several assessments. This assessment is related to the dynamics of interpersonal relationships. Understanding this assessment can be seen more clearly in the interpersonal attraction dimension table below:

<table>
<thead>
<tr>
<th>Level of Interaction</th>
<th>Evaluation Category</th>
<th>Example of Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Liking</td>
<td>Friend</td>
<td>Spending time together and planning get-togethers</td>
</tr>
<tr>
<td>Mild Liking</td>
<td>Close acquaintance</td>
<td>Enjoying the interaction when meeting</td>
</tr>
<tr>
<td>Neutral</td>
<td>Superficial acquaintance</td>
<td>Getting to know each other and greeting each other</td>
</tr>
</tbody>
</table>
From the data listed in the table above, according to the explanation from Sarwono and Meinarno (2012), there are five levels of interaction, consisting of strong liking, mild liking, neutral, mild dislike, and strong dislike. Meanwhile, regarding the quality or level of a person's interpersonal relationships, in Suranto's (2011) view, they often experience ups and downs, which are influenced by several factors. There are times when this interpersonal relationship is pleasant and harmonious, but there are times when the interpersonal relationship looks disappointing. The factors influencing it include:

a. **Shared ownership of information.** This can be seen from the aspects of "breadth," which refers to the variety of communication topics, and "depth," which alludes to the intimacy communicated, even regarding personal issues.

b. **Tolerance.** This can be a factor that influences interpersonal relationships because of the tolerance required therein. If differences in interests arise, both parties can respect each other so that differences in interests do not develop into obstacles.

c. **Control.** The control pattern requires agreement from each party. If each party has differences of opinion before making a decision, it is necessary to determine who says more, who decides, and who is more dominant. The quality of interpersonal relationships can decline if neither party is willing to budge.

d. **Emotional atmosphere.** This is the harmony of emotional conditions when communication is taking place with relevant expressions. An example is when an individual congratulates another person's success verbally, which needs to be supported by non-verbal expressions, such as a happy smile and vice versa.

e. **Equal opportunity.** This means that when someone feels they are getting equal opportunities and fair opportunities, it can encourage both parties to maintain this togetherness and vice versa.

f. **Open attitude.** This is a condition where he is open and honest so that he can eliminate misunderstandings and improve interpersonal relationships.

g. **Familiarity.** This is to fulfill the need for affection, warmth, and closeness. Interpersonal relationships can be maintained if both parties agree to maintain this level of familiarity.

h. **Equality.** This is usually referred to as an equal position for both parties. This means that no one party is more dominant than the other party.

i. **Attitude of respect for others.** A good attitude that supports interpersonal relationships is respecting the dignity of other people. The reason is that every human being has strengths and weaknesses so that if one wants to express an opinion, confirm, or respond to something, he should do so in a polite manner and not harass the other party.
j. **Trust.** This relates to forecasting (prediction). This means that when someone can predict that a person will not betray him and will be able to work together well, his confidence in that person becomes greater.

k. **Response.** This is accuracy in providing responses and an attitude of mutual support rather than a defensive attitude (sportsmanship). This means giving mutual approval to other people, while the attitude is gradual, which begins with differences of opinion. If two parties defend each other (let alone one or the other openly attacking each other), the relationship is likely to become strained.

An individual is more inclined in his soul to carry out interpersonal interactions and relationships with people around him who are compatible with him. Likewise, teenagers who have hedonistic behavior will look for peers and interact with those who are compatible with themselves, whether in terms of hobbies, hanging out, understanding fashion and luxury goods, and others (Andini & Adhrianti, 2019).

When forming interpersonal relationships, if observed, there are several characteristics, according to Suwanto (2011), including:

a. There is a desire to get to know more closely. This means that the parties involved in this interpersonal relationship know each other more closely, not only by identity but more than that.

b. Interpersonal relationships are characterized by mutual understanding of the personal characteristics of each party involved.

c. There is cooperation that occurs when the people around them are aware that they have the same interests and, at the same time, have knowledge and control over themselves.

d. The mutual need for each other is marked by a pattern of mutually beneficial relationships from two directions.

In Islam, this interpersonal relationship is implied in Surah Al Anam [6] verse 12, which teaches that Allah SWT teaches us to give each other sincere love to every human being (especially) who is with him. This means that there are teachings for humans to establish good interpersonal relationships with other people. The meaning is as follows:

“Ask them, O Prophet, ‘To whom belongs everything in the heavens and the earth?’ Say, ‘To Allah!’ He has taken it upon Himself to be Merciful. He will certainly gather all of you together for the Day of Judgment—about which there is no doubt. However, those who have ruined themselves will never believe.” (12)

Then, in Surah al Ahzab [73] verse 58, it is explained that when speaking, one should not hurt other people, let alone hurt their brothers who are of the same faith and Muslim. If an individual hurts another person either through his words or actions, this clearly means that he has a lack of social intelligence in interpersonal relationships. The meaning of the verse is:
“As for those who abuse believing men and women unjustifiably, they will definitely bear the guilt of slander and blatant sin.” (58)

Furthermore, Muhammadi's (2022) view explains that in the Al-Qur'an, it is explained that every human life does not only refer to the relationship of the divine (spiritual) aspect but there is also a human temporal (worldly) aspect. This means that it involves not only inner problems but also external ones. Likewise, Reza (2017) stated that religion plays a role not only as a controller in human social life but also as a controller in an individual's personal life. Humans certainly need a happy and prosperous life, including in their interpersonal relationships with other humans.

Similarly, Putra and Hakam (2023) stated that religion really tries to improve human relationships with God, which is known as an inseparable condition in human life. The presence of religion in the human soul is vital, especially in building a positive relationship with God. However, relationships with fellow humans are also essential. Thus, in this case, it means the existence of good interpersonal relationships between fellow humans.

B. Research Method
   a. Research Approach

      The writing in this research used qualitative research. Qualitative research employs methods that describe data in the form of written or spoken language from someone being observed. According to Soleh and Harmathilda (2020), in simple terms, qualitative research is defined as the process of understanding a social problem based on different methodologies. In this case, the researchers constructed complex images, analyzed them word by word, and organized research results according to facts in the field.

      As stated by Nurdin and Hartanti (2019), quantitative research is often associated with old methods, while qualitative research is said to be a new method because it has not been popular for a long time. Qualitative research methods are also called naturalistic research methods, as the research is carried out in natural conditions (natural settings).

      Meanwhile, the type of research is descriptive research. Idrus (2009) explains descriptive research as research about situations observed by researchers regarding actors who are doing (what) and taking place in the place (where the situation takes place) in the natural situation that is the subject of research. The researchers tried to describe in detail the situation they observed so that it is clear in the form of a systematic research report.

   b. Benefits of Research

      The benefit of this research is to increase knowledge both academically and for the general public regarding a person's adversity quotient and interpersonal relationships in learning and everyday life. It is a person's intelligence in surviving difficulties and being able to complete a task in learning when he is in an interpersonal relationship with consistent interaction patterns.
c. **Research Location and Data Source**

This research was conducted at Madrasah Aliyah Sa'id Yusuf Depok, West Java, from January 16 to February 15, 2024. The sources for the research included teachers and eleventh-grade students.

Some characteristics determined in this research included (1) students registered as active MA Sa'id Yusuf in Depok City, West Java, (2) physically and spiritually healthy male and female students, (3) students who were willing to become research sources, and (4) students who were willing to conduct research interviews.

Regarding the data sources used, two data sources were referred to, namely primary data sources from interviews with eleventh-grade students at MA Sa'id Yusuf Sawangan Depok, West Java, and secondary data sources obtained from documents related to research.

d. **Data Collection Technique**

In evaluating students, the researchers used assessment instruments, such as interviews. Through this instrument, students were asked to speak, share stories, and convey their feelings. With this instrument, students' abilities and the urgency of the actions required could be assessed. The assessment was carried out by considering the urgency of the action required, namely treatment that needs to be done immediately or can be postponed. Sometimes, students revealed stories with a level of depth, depending on the situation and conditions.

Three data collection techniques were used in this research. First, the researchers made observations. According to Soleh and Harmathilda (2020), observation is an observation and recording carried out directly on the spot; it has an important role in using the researcher's five senses, which must be very good. Observation can be a systematic data collection technique if it is performed in a truly directed manner to achieve research objectives and the recording is carried out in a planned manner. Then, Herdiansyah (2013) also emphasized that the observations carried out must have a specific purpose. Observation without purpose is not observation.

Second, the researchers also collected data in the form of documentation. In Reza's (2016) view, the documentation method is a data collection method that is carried out by collecting and reviewing documents in the form of articles, books, scientific journals, character biographies, videos or photos with a specific purpose.

Third, the researchers conducted interviews. Narbuko and Achmadi (2008) stated that interviews are carried out in research as a question-and-answer process, which takes place orally by two or more people who meet face to face and listen directly to the information. In this research, interviews were carried out using structured interviews, referring to a series of questions that had been arranged for three students and one teacher regarding adversity quotient and interpersonal relationships related to the process of learning activities at MA Sa'id Yusuf.
Interviews with teachers and students regarding adversity quotient revealed that they defined it as a person's ability to face difficulties and solve them, especially completing tasks such as group assignments, individual assignments, and school assignments. The adversity quotient aims to predict students’ ability to survive in overcoming difficulties and obstacles that they go through and whether they will give up on them.

The use of interview, observation, and library study research methods sought to avoid errors that resulted during the learning evaluation process by obtaining the facts, beliefs, feelings, and desires needed to achieve the goals expected by the researchers. In the process of carrying out data collection, the researchers first conveyed material regarding adversity quotient and interpersonal relationships to the interviewee using effective communication methods. In the interview, the researchers gave several examples of adversity quotient and interpersonal relationships.

e. Research Instrument

The research instruments employed were interview instruments with teachers and eleventh-grade students at MA Sa'id Yusuf Sawangan, Depok, and observation instruments, which included aspects of adversity quotient. They were used as a reference for observing the interpersonal relationship situation of eleventh-grade students at MA Sa'id Yusuf Depok. The data analysis technique was in the form of content analysis, which is a scientific analysis of the message content of the data collected by the researchers.

C. Result and Discussion

The adversity quotient serves as the ability to transform difficulty into an opportunity for success to achieve a goal. The adversity quotient influences knowledge, creativity, productivity, performance, age, motivation, risk-taking, improvement, energy, vitality, health, stamina, and success in the work at hand. The level of difficulty encountered by a person generally consists of three types, namely societal adversity, workplace adversity, and individual adversity. The characteristics of individuals with high adversity quotients are that they do not blame themselves or others for the problems they face, but they have a positive attitude when solving them because they believe that every...
problem can definitely be resolved. Undoubtedly, the adversity quotient differs from the intelligence quotient or emotional quotient.

In the realm of education, questions arise about the reasons why students are required to attend school and the reasons why schools emphasize the relationship between the formation of students’ character and determining students’ dominant tendencies. Education, in fact, aims to build students’ social abilities. As a teacher, it is vital to understand the adversity quotient of students. For example, students can be assessed more easily through the use of tests and question-and-answer interactions that can provide a direct picture of their abilities.

From the results of interviews with teachers and several students, interpersonal relationships are referred to as interactions and relationships between individuals, both directly and indirectly, where various contexts and situations occur. This is due to the involvement of students in communicating, interacting, and forming connections with each other, especially with the teacher. It needs to be understood that interpersonal relationships can occur in various environments, including schools, families, and the surrounding community. Interpersonal relationship factors include communication, empathy, respect, trust, involvement, commitment, conflict resolution, and value compatibility.

In this study, the interpersonal relationship of eleventh-grade students of MA Said Yusuf with their group exhibited its uniqueness with its limited number at the educational level, especially in terms of the minimal number of female students. Interpersonal interaction between members of this class seemed to be still in the stage of development and search for identity. Students sometimes displayed high levels of solidarity and empathy, but on the other hand, they were also sometimes apathetic and indifferent. Meanwhile, regarding perceptions of the class atmosphere, some members might feel that they did not meet certain expectations or standards.

Although, overall, the level of interpersonal interaction appeared to be rather low, when engaging in group activities, they demonstrated a significant level of cohesiveness. At times, they seemed separated and less engaged in class, but when placed in groups, they showed a high level of enthusiasm and solidarity and even exceeded tenth grade. Even though they appeared apathetic and difficult to get along with, when faced with a group situation, their cohesiveness became clear.

The main key is through an approach that involves opening dialogue and showing sympathy and empathy, with the aim of forming strong interpersonal relationships. In an effort to achieve this, various activities were carried out designed to strengthen interpersonal relationships, including group work and other activities. There are methods or strategies that researchers can use to implement, especially to provide guidance to teachers in this setting.

Meanwhile, the environment in this research setting tended to be dominated by Ustad or Kiai, who generally taught students using lecture or oral methods without using additional media or equipment. They are not yet accustomed to using equipment, such as projectors, due to limited resources in the MA Said Yusuf school environment. Several unique things happened and existed at this school, as each student possessed a different identity. In the context of students, differences in understanding and level of enthusiasm could be observed, where some students had a quick understanding while others took longer. Apart from that, enthusiasm for learning could also vary, with some students being very enthusiastic and others being less enthusiastic.
Furthermore, the findings of adversity quotient in interpersonal relationships between students and teachers revealed quite good results. As such, it is essential for teachers to always adapt to students, take a more intensive approach to students, provide the right motivation, and understand students with all their strengths/weaknesses. Effective motivation can cover entire groups of students, not only focus on one individual. It aims to create an atmosphere inside and outside the classroom that is full of enthusiasm, where it is expected that the motivation provided can stimulate enthusiasm for learning. Once their enthusiasm for learning has grown, the teacher’s job is to provide appropriate facilitation. Considering the importance of motivation for students, steps to provide positive encouragement and build enthusiasm are crucial in the educational environment.

D. Conclusion & Recommendation

a. Conclusion

Adversarial quotient, as an ability, has a pivotal role in transforming difficulties into opportunities for success in achieving goals. This intelligence affects various aspects, such as knowledge, creativity, productivity, performance, motivation, risk-taking, improvement, energy, vitality, health, stamina, and success at work. The existence of three types of difficulties faced by a person, including societal adversity, workplace adversity, and individual adversity, adds to the complexity of understanding the adversity quotient.

Someone with a high adversity quotient tends not to blame themselves or others for the difficulties they face but rather has a positive attitude in solving them. In the educational context, developing an adversity quotient is crucial, especially when dealing with students’ differences in understanding, enthusiasm for learning, and social interaction.

Although education often focuses on developing the intelligence quotient, the adversity quotient demonstrates the importance of focusing on adaptive aspects and the ability to overcome difficulties in life. The initial focus on developing the intelligence quotient remains to be considered wise but needs to be balanced with the development of adaptive intelligence. There is a dilemma between prioritizing individual intelligence or group intelligence in educational contexts, but a balance between the two is deemed the key to success in social interactions and academic achievement.

Interpersonal relationships refer to interactions and relationships between individuals, both directly and indirectly, in various contexts and situations. It involves the way individuals communicate, interact, and form connections with each other. Interpersonal relationships can occur in a variety of environments, including the workplace, family, school, and general society.

b. Recommendation

1. Based on the discussion and conclusions, the researchers suggest the following:
2. The school is advised to increase its enthusiasm in supporting various school activities.
3. It is recommended that the implementation of the learning process be continuously improved with learning methods, learning media, and learning facilities, which can increase students’ adversity quotient, especially those that can increase students’ interest in the process of teaching and learning activities.
4. Support from the school is suggested to maintain interpersonal relationships between students and interpersonal relationships between teachers and students, which are conducive and mutually maintained.
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Supplementary Material

Supplemental data for this article can be accessed here https://jicc.umy.ac.id/index.php/jicc.

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