



Adversity Abilities Review by Sex, Semester Levels and Domicile in Guidance and Counseling Students, Universitas Sebelas Maret

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Abstract. The objectives of this research are to: (1) describe the level of adversity abilities; (2) Identifying the comparison of adversity abilities in terms of male and female sex; (3) Identifying comparative adversity abilities in terms of semester two, four, six and eight; (4) Identifying the comparison of adversity abilities in terms of living with parents, relatives and boarding students of the Universitas Sebelas Maret Guidance and Counseling students. The number of samples as many as 146 people with simple random sampling technique. The data collection instrument is through the Stolz advertising scale with CO2RE (Control, Origin, Ownership, Reach, Endurance) aspects. The research method chosen is comparison. The data analysis technique used independent sample t-test and one way anova with post hoc Least Significance Different (LSD). The results of data analysis showed: (1) The level of adversity ability was low 32.19%; moderate 59.59%; and 8.22% high. (2) There is no difference in the level of adversity ability in terms of male and female sex with a sign value. $0.215 > 0.05$. (3) There is no difference in the level of adversity ability in terms of semester two, four, six and eight levels with a sign value. $0.120 > 0.05$. (4) There is no difference in the level of adversity ability in terms of living with parents, siblings and boarding houses with a sign value. $0.172 > 0.05$. The results of the descriptive study showed that the average student of guidance and counseling at the Universitas Sebelas Maret was in the moderate category. Furthermore, the comparison of the three reviews, namely sex, semester level and place of domicile showed no significant differences. This gives the conclusion that adversity ability among students can be influenced by various factors including self-control, origin, recognition, reach and endurance. Recommendations from this research can be followed up on preventive, curative and developmental intervention strategies as an effort to provide therapeutic services for guidance and counseling students, Universitas Sebelas Maret.

Keywords: Adversity, Sex, Semester Level, Domicile

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1 Introduction

Every individual has a desire to succeed in various things according to his life goals. To achieve this success requires self-restraint, the ability to bounce back, and the nature of not giving up easily in achieving goals [18]. A person's resilience to face these difficulties is known as adversity ability [14].

Adversity consists of four dimensions. CO2RE is an acronym for the four dimensions of advertising. These CO2RE dimensions will determine the overall adversity of a person [20]. The CO2RE are: (1) Control (C) stands for control or control. Control describes the amount of self-control that is felt when encountering an event that can cause difficulties. The key word is feeling, because actual control in a situation is almost impossible to measure. perceived control is much more important. Control is directly related to empowerment and influence, and affects all other CO2RE dimensions [20]. (2) Origin and Ownership (O2) is short for origin and ownership. O2 explains two things, who or what is the origin of the difficulty and to what extent a person admits the consequences of that difficulty [20]. (3) Reach (R) stands for reach or reach. This dimension describes the extent to which adversity will reach other parts of a person's life. Responses with low advertising will make it difficult to get into other aspects of a person's life. Meetings that do not run smoothly can disrupt all activities that day, a conflict can damage existing relationships, which will then cause financial panic, sleeplessness, and others [20]. (4) Endurance (E) or endurance, (endurance) is a dimension that describes matters relating to the length of difficulty that will last and the length of time the cause of the difficulty will last [20]. The higher the adversity and the score on this dimension, the more likely a person will view success as lasting, or even permanent. This will increase energy, optimism, and the possibility to act [14] & [8].

Adversity quotient is very likely inseparable from how individuals respond to stressful situations in their lives where this adversity quotient can be distinguished based on the way individuals try to respond to stressful situations, namely problem-focused coping and emotion-focused coping. Although both (problem-focused coping and emotion-focused coping) are found to be constructive because they are useful when dealing with almost all stressful situations, the results of research by Vitaliano, et al. [21], shows that problem-solving focused is used more in situations where the individual still feels he can do something constructive about the situation, while emotion-focused is more used when the individual feels he can only accept and cannot change the situation.

Humans in their lives are always faced with problems, never live apart from problems that always need a solution. Modern life in nearly every context presents a deluge of problems that demand solutions [11]. Modern life brings the impact of the emergence of various problems that must be overcome in human life, therefore students must be trained to face and overcome problems. According to Stoltz [20], students who have a high level of adversity quotient are characterized by the ability and resilience to face difficulties, never give up, and have responsibility in solving all problems in life. Students who have resilience and unyielding spirit can maximize their time well to fulfill the obligations of their roles as students and workers properly. Students are accustomed to facing problems and trained to solve problems.

2 Research significance

According to Stoltz [20], the theory of the ability to face obstacles is an ability to turn obstacles into an opportunity for success in achieving goals. Barak & Grohol, [2] stated that Adversity is the ability to think, manage and direct actions that form a pattern of cognitive and behavioral responses to the stimulus of events in life that are challenges or difficulties. It is also added that the difficulties faced have various forms and strengths from a great tragedy to a small negligence. In the English-Indonesian dictionary it is stated that Adversity has the meaning of misery or misfortune, the term misery or misfortune is explained in the big Indonesian dictionary as suffering or distress. Adversity is the result of important research from three branches of science, namely: cognitive psychology, psychoneuroimmunology and neurophysiology. The ability to face obstacles includes two important components of every practical concept, namely scientific theory and its application in everyday life. The concept has been tested on thousands of people from companies around the world [1].

The ability to face obstacles can determine who will succeed in exceeding expectations for performance and existing potentials [20]. Ability to face obstacles through three forms. First, the ability to overcome obstacles is a new framework for understanding and improving all facets of success. Through the research that has been done, the ability to deal with challenges offers a new and practical knowledge in formulating what is needed to achieve success. Second, the ability to face obstacles has a measure to determine an individual's response to adversity. Through the ability to face obstacles these patterns can be measured, understood and changed for the first time. Third, the ability to face obstacles is a set of tools that have a scientific basis for improving individual responses to adversity that will lead to improvements in the individual's overall personal and professional effectiveness [20].

In addition to the above, the ability to deal with obstacles has to do with increasing control and recognition while reducing self-blame, disastrous and destructive behavior. The way a work team responds to adversity, either individually or together, will have a long-term effect on the aspect of success in an organization or company. The existence of skills training in the face of obstacles can create all organizations that continue to survive when others fail or give up [20]. The ability to overcome obstacles applies to individuals, teams and companies. The ability to face obstacles determines the ability to endure and climb adversity, and achieve success. The ability to face obstacles also affects knowledge, creativity, productivity, performance, age, motivation, risk taking, improvement, energy, vitality, stamina, health, and success in the work at hand [20] & [3].

When measuring the ability to deal with individual obstacles, what is seen is not just a categorization in the face of high obstacles and the ability to face low obstacles, because the ability to face obstacles is a challenge. Ability to face obstacles is not a matter of black and white, high or low but a matter of degree. Individuals who have the ability to face high obstacles will have a greater possibility of enjoying the benefits of ability in the face of high obstacles [5]. Based on the description above, it can be concluded that the ability to face obstacles is an ability to turn obstacles into an opportunity for success in achieving goals. through the ability to think, manage and direct actions that

form patterns of cognitive and behavioral responses to stimulus events in life that are challenges or difficulties.

Individuals in facing various difficulties within themselves are driven by several responses that direct the individual in making decisions. There are several responses that encourage individuals to face various difficulties within themselves. According to Phoolka [14] there are three responses to difficulties, namely: (1) those who quit (quitters), namely individuals who choose to leave to avoid obligations, back off, and quit. They abandon the urge to climb, and lose much of what life has to offer. Quitters at work show little ambition, low motivation and substandard quality. They take as few risks as possible and are usually not creative, except when it comes to avoiding big challenges. (2) Those who camp (Campers), because of boredom some individuals avoid climbing before reaching the top and looking for a flat and comfortable place as a hiding place from hostile situations. They are satisfied with what they have achieved, and have felt themselves as successful individuals. They no longer develop themselves but only maintain so that what they achieve they can still have. Campers still show some initiative, some motivation and some effort. Campers can do jobs that require creativity and take calculated risks, but they usually take risks the safe way. Creativity and willingness to take risks are only carried out in areas where the threat is small. Over time the campers will lose their advantage, become sluggish and weak, and their performance will continue to decline. (3) Climbers, namely thinkers who always think about the possibilities and never let age, gender, race, physical or mental disability or other obstacles hinder their ascent. Regardless of background, gain or loss, good luck or bad luck those who are classified as Climbers will continue to climb. Climbers welcome challenges and they can motivate themselves, and are always looking for new ways to grow and contribute to the organization, so they don't stop at titles or titles. Climbers work with vision, are full of inspiration, and always find ways to make the best of their work. Based on the description above, it can be concluded that of the three characteristics, Climbers are part of the individual's potential which increases the individual's contribution to learning [9].

The higher the individual's ability to face obstacles and difficulties, the higher his self-confidence. From the results of previous studies, it is known that there is a positive relationship between adversity quotient and self-efficacy [13]. Santos [17] explains that a high level of adversity quotient means that individuals have better resilience in carrying out tasks and have effective abilities in carrying out tasks. In other words, with a high adversity quotient a person is expected to be able to make appropriate decisions to take action and try to overcome difficulties, and make this a motivator in achieving success in the future. Santos also believes that the higher a person's adversity quotient score, the higher the person's performance ability and the higher the resilience, this is because individuals with a high adversity quotient will accept and face challenges as a tool to increase their potential.

3 Methodology

The research method is a research plan and procedure that includes steps ranging from broad assumptions to detailed methods of collecting, analyzing and interpreting data, without being manipulated, regulated by experiments or tests [10]. This research method is a comparison with the research subjects who are guidance and counseling students at universitas sebelas maret starting from the 2018-2021 class or those who are taking semester two, four, six and eight. The number of samples is 146 people taken by simple random sampling. The data instrument used is the Stolz development adversity scale with 4 main aspects of CO2RE consisting of control, origin & ownership, reach and endurance. The data analysis technique used is a different test (independent sample t-test and one way annova through post hoc least significance different). The objectives of this study are (1) to describe the level of adversity ability; (2) Identifying the comparison of adversity abilities in terms of male and female sex; (3) Identifying comparative adversity abilities in terms of semester two, four, six and eight; (4) Identifying the comparison of adversity abilities in terms of living with parents, relatives and boarding students of the Universitas Sebelas Maret guidance and counseling students.

4 Results

The results of the adversity level data description can be seen in the table and graph below:

Table 1. Adversity ability level data description

No.	Score range	Classifica- tion	Total	Percentage
1	68-84	Low	47	32,19
2	85-101	Moderate	87	59,59
3	102-117	High	12	8,22

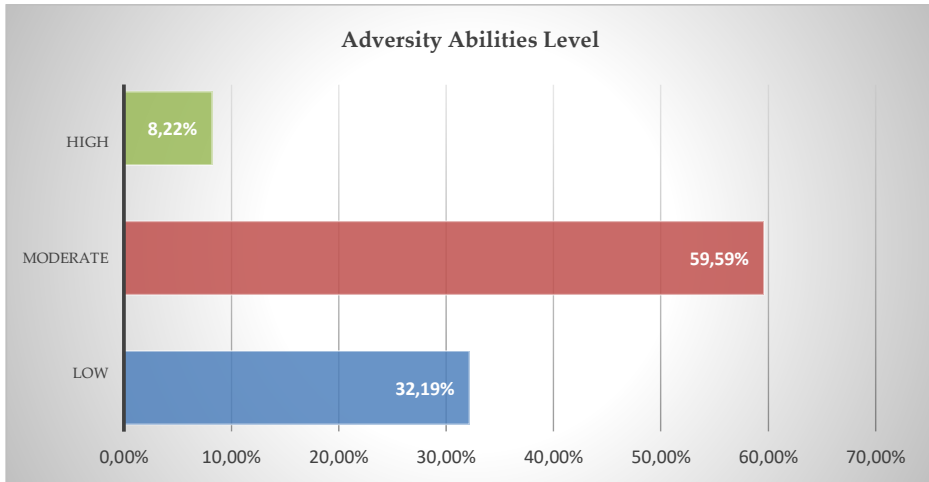


Fig. 1. Adversity ability level data graph

The descriptive results above illustrate that 59.59% of research subjects have adversity abilities in the medium or average category. then respectively 32.19% and 8.22% are in the low and high categories. This confirms the evidence that the results of the respondents' adversity level are in the normal curve range with the majority in the average or medium category. Students in the low category can be said to be a third of the total sample, when it is associated with the indicator of their adversity ability, they need a progressive matching environment both in growing resilience to face various difficulties and achieve goals.

Furthermore, the results of the comparison of the level of adversity ability in terms of gender can be presented in the following table:

Table 2. Comparison of adversity ability levels in terms of sex

Independent Samples Test										
Levene's Test for Equality of Variances					t-test for Equality of Means					
95% Confidence Interval of the Difference										
F	Sig.t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper			
VAR00001	Equal variances assumed	1.597	.215	.752	32	.457	2.35294	3.12831	-4.01922	
8.72510										
Equal variances not assumed				.752	30.199	.458	2.35294	3.12831	-4.03416	8.74004

The presentation of the results of data analysis provides information that there is no difference in the level of adversity ability between male and female students with a significance value of $0.752 > 0.05$. So the way to grow self-confidence in the face of various difficulties in life is no different. This is in line with the results of research by Djafar, Noviekayati, & Saragih [4] that there is no difference in Adversity Quotient and

Emotional Maturity of Adolescents in Kendari City in terms of sex. The results of a similar study from Pusparani & Jannah [15] show that women have a higher adversity intelligence score difference with a low effect correlation magnitude of 0.202, which means the difference is not significant. Women have superior scores on the dimensions of control, reach and endurance, while men excel in the dimensions of origin-ownership.

Furthermore, the results of the comparison of the level of adversity ability in terms of semester level can be presented in the following table:

Table 3. Comparison of adversity ability levels in terms of semester levels

VAR00004	ANOVA				
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	476.586	3	158.862	1.985	.120
Within Groups	9926.219	124	80.050		
Total	10402.805	127			

The presentation of the results of data analysis provides information that there is no difference in the level of adversity ability between students from the semester level, both from semesters 2,4,6 and 8 with a significance value of $0.120 > 0.05$. These data are confirmed from the results of research by Puspitasari [16]; Wisesa & Indrawati [22]; Fitriany [7] that adversity potential in final year students (the period of compiling the final project), students who are in the learning process and new students who need social adjustment to the environment shows that the same reciprocal relationship can occur. For example, an increase in adversity ability in final year students, followed by a decrease in thesis completion anxiety. Furthermore, if it is associated with during the learning process in college, starting from new students, they are also prone to experiencing stress, depression, burnout, procrastination and others. For example, when participating in student activity units, entrepreneurship, participating in various events or competitions, arranging class schedules, completing assignments, adjusting and others. These activities have the potential to require the role of adversity capabilities. So the way to grow self-confidence in the face of various difficulties in life is no different.

So the way to grow self-confidence in the face of various difficulties in life is no different. This shows that both students who are making the transition of adjustment from high school to college and those who will soon end the learning process in college do not experience any difference. both of them have the potential to be able or not able to be strong in the face of all difficulties and be able to survive according to their capabilities.

For the results of the comparison of the level of adversity ability in terms of place of domicile, the data are as follows:

Table 4. Comparison of the level of adversity ability in terms of place of domicile

ANOVA					
VAR00011					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	324.056	2	162.028	1.857	.172
Within Groups	2878.833	33	87.237		
Total	3202.889	35			

The presentation of the results of data analysis provides information that there is no difference in the level of adversity ability between students in terms of place of residence or domicile while attending lectures, both those living in temporary homes (boarding houses), living with parents and living with relatives or close family with a significance value of $0.172 > 0.05$. As Kurniawan [12] finds that there is no significant interaction between the location of residence and the adversity quotient on adaptation to settlements, as evidenced by the acceptance of H_0 , this hypothesis cannot be verified based on the results of processing data collected based on various possibilities that occur in the formulation of the decision hypothesis, research process, and other factors. Research support provided by Soleman [19] added information that the adversity ability of students in Manado was in the medium category and there were no significant differences between indigenous and nomad students. So the way to grow self-confidence in the face of various difficulties in life is no different. This shows that adversity ability among students is more influenced by psychological attributions in upbringing and or parenting patterns from parents, including family forms [6]. The results of this research study show differences in adversity abilities in terms of intact and incomplete family backgrounds. Apart from being seen from the family form, it can now be said that most of the students were born and grew up from prosperous families, so that parents try to meet the needs of their children, whether they live abroad, relatives or at home.

5 Conclusion

The results of data analysis showed: (1) The level of adversity ability was low 32.19%; moderate 59.59%; and 8.22% high. (2) There is no difference in the level of adversity ability in terms of male and female gender with a sign value. $0.215 > 0.05$. (3) There is no difference in the level of adversity ability in terms of semester two, four, six and eight levels with a sign value. $0.120 > 0.05$. (4) There is no difference in the level of adversity ability in terms of living with parents, siblings and boarding houses with a sign value. $0.172 > 0.05$. The results of the descriptive study showed that the average student of guidance and counseling at universitas sebelas maret was in the medium category. Furthermore, the comparison of the three reviews, namely sex, semester level and domicile of residence showed no significant differences. This gives the conclusion that adversity ability among students can be influenced by various factors including

self-control, origin, recognition, reach and endurance. Recommendations from this research can be followed up on preventive, curative and developmental intervention strategies as an effort to provide therapeutic services for guidance and counseling students, Universitas Sebelas Maret.

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