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The Effect of Adversity Quotient on Learning Outcomes of Buddhist Religious Education at Junior High School

Indi Sukmawati[1*], Komang Sutawan[2], Taridi[3], Ria Astika[4], Tejo Ismoyo[5], Sutiyono[6]

Jinarakkhita Buddhist College of Lampung, Jl. Raya Suban, Pidada, Kec. Panjang, Kota Bandar Lampung, Lampung, Indonesia, 35241

indisukmawati@sekkha.kemenag.go.id

Abstract: This study aimed to find the effect of adversity quotient intelligence on the learning outcomes of Buddhist religious education. The problems that occur in students are that there are students who admit that they have never received a ranking, rarely study at home, and there are also students who cannot focus for a long time when studying, and the teaching method is less effective. In addition, learning carried out by teachers is still primarily done conventionally, and the lack of learning facilities is also the cause of weak student learning motivation in carrying out the learning process. This study uses a quantitative approach with a survey method. The population in this study was 133, with a sample of 100 obtained by the Proportional Random Sampling sampling technique. The study results showed a significant adverse effect between adversity quotient intelligence on the learning outcomes of Buddhist religious education with a t count of -3.804 and a significance value (p) of 0.000 <0.05. From the results of the simple regression analysis calculation, the R Square value was obtained at 0.136. This means that adversity quotient intelligence influences the learning outcomes of Buddhist religious education by 13.6%, and other factors influence the remaining 86.4%. The adversity quotient value measures an individual's ability to handle and overcome challenges. Students with high AQ may feel burdened if students face challenges or difficulties in the learning process regularly. Excessive stress and fatigue can harm learning outcomes.

Keywords: Adversity Quotient; Learning Outcomes;Buddhist Religious Education Introduction

1. Introduction

Education equips the younger generation with the knowledge and skills to face the challenges ahead. The current development of education, which is more directed towards student creativity, independence, and entrepreneurship, can help produce a better-prepared generation to face the demands of the times [1]. The preservation of human existence relies heavily on education, which is a deliberate and strategic endeavor. Education aims to establish an environment and teaching approach that fosters students' active participation, enabling them to unleash their full potential as contributors to developing a quality society. The quality of its human resources can measure the progress and welfare of a nation, so education is one of the crucial factors in national development.

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From the moment an individual is born into a family, their educational journey begins, starting with formal and structured learning at school. This educational process fosters interaction between learners and educators, thus creating a conducive learning environment [2]. The National Education System No. 20 of 2003 says that "Education is a conscious and planned effort to create an atmosphere of learning and learning so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves and society." Sourced from the goal of developing students' potential, one of which is development in religious spirituality. This development can be achieved by learning religious education subjects that follow their beliefs[3]. In Buddhism, giving something right to students, noble initial guidance in various layers of life and deep understanding, teaching how to do the right thing, live successfully, happily, and lead it towards progress that controls everything, prosperous and prosperous [4], develop a good personality with perfect behavior and knowledge and end suffering [5].

Buddhist Religious Education centers on the knowledge and understanding of Buddhism, which includes its values, teachings, practices, and historical background [3], [6]. The subject of Buddhism covers the vast teachings of the Buddha, so students have difficulty remembering, understanding, and applying the material correctly [7]. The learning process of Buddhist education can be hampered by the challenge of understanding the material thoroughly [8]. This barrier arises from the complexity of Buddhist philosophical and spiritual ideas, coupled with students' limited understanding of the cultural and historical background in which these teachings developed [9]. In the process of implementing learning, challenges, and obstacles are inevitable. Students' ability to succeed in their learning journey is determined by their ability to overcome these difficulties. These challenges can arise from various internal and external factors students face [10]. This can have an impact on student learning outcomes. Sometimes, some students lack cognitive skills, which results in low learning outcomes [11].

Learning outcomes result from a person's learning process through several stages. Changes that occur as a result of learning are expressed in knowledge, understanding, attitudes and behavior, skills, and abilities [12]. Changes in the sense of changes due to growth are not considered learning outcomes. Changes resulting from learning are relatively permanent and can potentially develop [13]. Factors that affect learning outcomes can be divided into three types: internal, external, and learning methods. One internal factor affecting learning outcomes is AQ (adversity quotient). AQ is an individual's intelligence to overcome difficulties that can occur. AQ is often associated with fighting adversity [14] Adversity Quotient is one of the intelligences that a person has when facing problems, or in other words, the ability to struggle that a person has [15]. According to the adversity quotient is a person's ability to overcome and change difficulties to achieve success. AQ is a standard by which one can measure one's ability to handle and overcome adversity, making it a valuable resource for improving one's response to challenging situations [16]

AQ explores the resilience of individuals as they strive to reach their highest potential, utilize their abilities, and consistently move forward [17]. Paul G. Stoltz, PhD, a

renowned business consultant, is the mastermind behind the concept of adversity quotient. Stoltz assures us that utilizing AQ can increase productivity, creativity, and competitiveness, even amid ever-changing and unpredictable conditions [18], [19]. AQ is the culmination of extensive psychological research. A comprehensive understanding of how humans deal with challenges involves cognitive psychology, psychoneuroimmunology, and neurophysiology. AQ refers to the mental ability to face and overcome obstacles and the ability to navigate through various difficulties that a person encounters [20].

Based on an initial study by conducting interviews with students online on July 31, 2024, information was obtained that there were students who admitted that they had never been ranked, rarely studied at home, and there were also students who, when studying, could not have a long focus. The researcher also obtained information that the teaching method was not effective. In addition, information was also obtained that the learning carried out by teachers was still primarily done conventionally. The lack of learning facilities is also the cause of weak student motivation in the learning process. This makes the learning process and learning outcomes need to know the reason. Therefore, seeing students' difficulties in dealing with learning problems is essential. Raqib et al.'s research results show that entrepreneurial students who are research subjects have a moderate level of adversity quotient. This indicates that these students are good at dealing with the difficulties that arise in entrepreneurship. They also tend to have strong self-confidence to achieve the desired goals. Showed that the math connection ability of students with high adversity quotient tends to be higher than that of students with low adversity quotient [21]

The essence of teaching Buddhism lies in understanding spiritual doctrines; it aims to equip students with the capacity to deal with the difficulties and tribulations that occur in life. The adversity quotient (AQ) sustains growth amidst uncertainty, challenges, and problems, a highly sought-after element in Buddhist religious education learning [22]. Therefore, it is essential that, in a Buddhist education setting, efforts are directed toward developing this aspect of students' intelligence. By doing so, they can address the various life circumstances that confront them rationally and compassionately. It is hoped that through formal education starting from elementary, junior high, and high school levels, students will be able to deal with difficulties in learning [23]. Based on the problems above, the researcher is interested in examining more deeply the effect of adversity quotient intelligence on the learning outcomes of Buddhist Religious Education at Junior High School, so it is necessary to research to reveal the problem of student learning outcomes as the primary variable which is undoubtedly associated with other variables that are thought to be able to overcome the problem of student learning outcomes, namely the adversity quotient intelligence variable. The final result of this study can prove the research hypothesis regarding Adversity Quotient Intelligence on Buddhist Education Learning Outcomes in Junior High School.

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2. Method

This study uses a descriptive quantitative approach with a survey method to collect and analyze data conducted by researchers. Descriptive quantitative is a statistical analysis used to describe, summarize, and analyze quantitative data [24]. According to [25] quantitative research methods are research methods based on the philosophy of positivism, which is used to collect data to study populations or samples using research tools, data analysis is quantitative/artistic, intending to test hypotheses. The population of this study was 133 respondents. The sampling technique in this study was to use the proportionate stratified random sampling method, with a sample size of 100 respondents. This study uses simple linear regression analysis techniques. Data analysis uses SPSS (statistical program for the social sciences) data processing to obtain better and more reliable results.

3. Results

Based on the validity test on the instrument trial, the number of respondents of 33 students and the number of statement items are 60 items of adversity quotient intelligence variables. The adversity quotient intelligence variable results are 58 valid items and two invalid items. Invalid items are number 31 with a rcount value of 0.023 and item 38 with a rcount value of 0.060. Some of these items are declared invalid by comparing the rtable on 33 respondents with a significance level of 0.05, namely 0.344; if rcount < rtable, then the item is declared invalid. Researchers removed invalid statement items because other item numbers could already represent each statement indicator, so of the 60 statement items, there were still 58 statement items used in the study. In the research reliability instrument test, the reliability coefficient was obtained on 58 valid items; the reliability statistics using SPSS 26.0 resulted in a Cronbach's alpha value of 0.953 because the significance value> 0.05 means that the measuring instrument is declared reliable. It can be concluded that the adversity quotient intelligence instrument used in this study met the requirements for good reliability.

Table 1. Reliability Test

Reliability Statistics	
Cronbach's Alpha	Cronbach's Alpha
,953	,953

(Source: Research data in 2024 using SPPS 26.0)

The purpose of the normality test is to see whether the residual value data distribution is normal. The normality test was carried out using the One Sample Kolmogorov Smirnow test. Sample data requirements come from a normally distributed population with a significant 0.05 or 5% level. Based on the results of the normality test obtained from 100 respondents, it is known that the critical value (2-tailed) is 0.200, which means 0.200> 0.05; it can be concluded that the data is typically distributed. The results of the normality calculation using the One-Sample Kolmogorov Smirnov test are presented in the following table.

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Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		X_Y
N		100
Normal Parameters[a,b]	Mean	295,3500
	Std. Deviation	21,15426
Most Extreme Differences	Absolute	,072
	Positive	,060
	Negative	-,072
Test Statistic		,072
Asymp. Sig. (2-tailed)		,200[c,d]
a. Test distribution is Normal.		

(Source: Research data in 2024 using SPPS 26.0)

The homogeneity test results are seen from the output of the test of homogeneity variance significance value of intelligence adversity quotient and learning outcomes of 0.481, which means 0.481> 0.05; it can be said that the two data are homogeneous. More details can be seen in the following test of the homogeneity of variances table.

Table 3. Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Adversity Quotient Intelligence	Based on Mean	.971	13	84	.486
	Based on Median	.744	13	84	.715
	Based on Median and with adjusted df	.744	13	57.939	.713
	Based on trimmed mean	.976	13	84	.481

(Source: Research data in 2024 using SPPS 26.0)

The hypothesis testing criteria is to reject Ho if $t_{count} > t_{table}$ or significance <0.05. Based on data analysis, the tcount value is -3.804, and the ttable value with df = n-2 is df-98 of 1.660 with a significance value of 0.000 because the absolute value of tcount -3.804> 1.660 and significance 0.000 <0.05, then Ho is rejected and Ha is accepted. The negative coefficient means that adversity quotient intelligence negatively affects the learning outcomes of Buddhist religious education classes VIII and IX of SMPN 4 Tanjung; more details can be seen in the following coefficients table.

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Table 4. Regression Equation Output

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	100.738	5.487		18.359	.000
	Adversity Quotient Intelligence	-.096	.025	-.359	-3.804	.000
a. Dependent Variable: Learning Outcomes						

(Source: Research data in 2024 using SPPS 26.0)

From the ANOVA analysis output, the F_{count} value is 15.457 with a significance of 0.000, so there is no need to match the F table because SPSS has provided the significance value. The importance of 0.000 <0.05 indicates that Ho is rejected and Ha is accepted. This shows that adversity quotient intelligence affects the learning outcomes of Buddhist religious education classes VIII and IX SMPN 4 Tanjung; more details can be seen in the following ANOVA table.

Table 5. ANOVA Analysis Output

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	494,645	1	494,645	15,457	,000[b]
	Residual	3136,161	98	32,002		
	Total	3630,806	99			
a. Dependent Variable: adversity quotient intelligence						
b. Predictors: (Constant), Learning Outcomes						

(Source: Research data in 2024 using SPPS 26.0)

The minimum residual on adversity quotient intelligence is obtained -22,047, the maximum value is 10,555, the average value (mean) is 0.000, and the standard deviation is 5,628 with a total of 100 respondents, for more details, it can be seen in the following Residuals Statistics table.

Table 6. ANOVA Analysis Output

Residuals Statistics[a]					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	73,35	85,04	80,01	2,235	100
Residual	-22,047	10,555	,000	5,628	100
Std. Predicted Value	-2,979	2,252	,000	1,000	100
Std. Residual	-3,897	1,866	,000	,995	100
a. Dependent Variable: Learning Outcomes					

(Source: Research data in 2024 using SPPS 26.0)

The coefficient of determination R Square, which has a value of 0.136, thus means that 13.6% of the effect of intelligence adversity quotient on student learning outcomes, while the remaining 86.4% is influenced by other variables, for more details, can be seen in the following summary model table.

4. Discussion

Based on the results of data analysis and hypothesis testing, it is known that there is a negative and significant influence between adversity quotient intelligence and learning outcomes [26]. Students have a deep understanding of Buddhist religious subjects, consistent achievement of grades above the standard average, and the ability to apply learned ideas to the material so that student learning outcomes in this area are categorized as good [27]. This means that students can overcome difficulties in the learning process by doing assignments, understanding the material, asking questions, and participating with other students, which can improve good learning outcomes. The results of this study align with [28] that students of SMP Quba Kota Sorong class VII have moderate adversity quotient intelligence, and learning outcomes are categorized as good. The adversity quotient measures an individual's ability to handle and overcome challenges. Students with high AQ may feel overwhelmed if they regularly face challenges or difficulties in the learning process [29]. Excessive stress and fatigue can harm learning outcomes. ‘Gautama Buddha recommended that his students be able to make good use of time by mastering what has not been mastered, and realizing what has not been realized [30]. Based on simple linear regression analysis, the tcount value is -3,804, and the significance value (p) is 0.000 <0.05. From these results, it can be interpreted that the intelligence of adversity quotient negatively affects the learning outcomes of Buddhist religious education classes VIII and IX SMPN 4 Tanjung. The amount of influence can be seen from the results of the simple linear regression test analysis, which found the R square determination value of 0.136, which means that adversity quotient intelligence affects learning outcomes by 13.6%, and the remaining 86.4% is influenced by other factors not examined.

5. Conclusion

Based on the research results on the influence of adversity quotient intelligence on the learning outcomes of Buddhist religious education students, it can be concluded that there is a significant negative influence between adversity quotient intelligence and the learning outcomes of religious education students. The adversity quotient value measures an individual's ability to handle and overcome challenges. Students with high AQ may feel overwhelmed if students face challenges or difficulties in the learning process regularly. Excessive stress and fatigue can harm learning outcomes. The magnitude of the influence of adversity quotient intelligence on Buddhist religious education learning outcomes can be seen from R square, which is 13.6% of adversity quotient intelligence affecting Buddhist religious education learning outcomes, while 86.4% is influenced by other factors not examined. The results of this study indicate that adversity quotient intelligence can play an essential role for students because of the ability to overcome challenges in

learning, support mental resilience, and limit the impact of problems that show the amount of progress in learning outcomes. Students who can manage adversity quotient intelligence well are more likely to overcome learning obstacles and improve the quality of learning outcomes.

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