

## **The Importance Of Adversity Quotient And Spiritual Quotient Capabilities For Consistent Performance Of Educators**

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**Submitted:** 04<sup>th</sup> June 2021 | **Edited:** 27<sup>th</sup> July 2021 | **Issued:** 01<sup>st</sup> Sept 2021

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**Cited on:** Mayangsari, M. (2021). The Importance Of Adversity Quotient And Spiritual Quotient Capabilities For Consistent Performance Of Educators. *AKADEMIK: Jurnal Mahasiswa Humanis*, 1(3), 114-122.

### **ABSTRACT**

The magnitude of the teacher's responsibility is the basis for the importance of maintaining performance. Its role has a great contribution to all stakeholders, both the school and the students themselves. Therefore, several factors need to be considered, so that teacher performance is maintained, including improving problem-solving abilities and spiritual intelligence. This research was conducted to see how it is possible to maintain performance through strengthening the adversity quotient and spiritual quotient abilities. In order for this research to answer the problems and research objectives, a scientific method is established, namely a quantitative approach. The sources of data in this study were the teachers of Al-Madinah Islamic School, as many as 120 people, and the data were obtained through the distribution of questionnaires. The analysis method uses statistical regression techniques with the help of SPSS applications. The results of the study explain that the adversity quotient and spiritual quotient are proven to be able to maintain and improve teacher performance, with a contribution value of 0.404. This finding confirms the fact that the teaching profession requires complete abilities, ranging from personality, intellectual, emotional, to spiritual to be a factor in maintaining performance, so that quality education can be realized.

**Keywords:** Teachers, Performance, Adversity & Spiritual Quotient, Islamic School

### **INTRODUCTION**

Teachers as educators are required to be professional in carrying out their duties. Along with the development of the era, an educator must also be able to adapt to the existing educational environment. Especially regarding the basic abilities that must be possessed by an educator, so that the goals of education itself can be achieved (Fitria, et al., 2020).

Law I Number 14 of 2005 concerning teachers and lecturers Article 1 paragraph 1 states that teachers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service. Thus, the position of the teacher as a

professional at the level of education appointed in accordance with the legislation has three main tasks, namely in the fields of education, research and community service. The three main tasks aim to realize the implementation of learning in accordance with the principles of professionalism in order to fulfill the equal rights of every citizen in obtaining quality education.

One of the indicators that a school is considered successful is by obtaining a high National Examination score and a maximum graduation rate. The school with the highest National Examination score and the passing rate every year is always 100% considered successful and will win the trust of the community. In fact, the low scores of students' National Examination scores are often identified with the inability of teachers to develop students' potential even though students' success and failure are not necessarily the result of teacher performance.

Based on data on the average national exam results (SMPIT Al-Madinah Bogor 2018), showing a fluctuating trend, in 2014 the average national exam score was 7.6, then dropped to 6.6 in 2016, and rose again to 6.8 in 2018 This shows that there are obstacles or difficulties faced by teachers in carrying out the learning process at school through interviews with several subject teachers tested in the National Examination, namely mathematics, science, Indonesian, and English subjects.

Based on the results of interviews with the National Examination subject teachers, almost all teachers have obstacles in motivating students' enthusiasm for learning, some teachers add learning media constraints, namely the incompatibility between the school module and the national exam grid, and the lack of children's ability to understand the questions in the subject. mathematics.

In Stoltz's theory states that *Adversity Quotient* is a person's ability to be able to survive in the face of adversity and be able to face these difficulties, and be able to exceed expectations for performance and potential (Simamora, et al., 2021). In the context of this study where the teacher is the subject of the study, it can be concluded that teachers who have *adversity* can withstand difficulties including difficulties in the learning process at school and in motivating students' interest in learning.

The phenomenon that occurs at SMPIT Al-Madinah Cibinong Bogor, in facing the national exam, teachers are more focused on *drilling* the material being tested and less focused on motivating students so that students' enthusiasm for learning increases first.

Motivation training is given on the H-2 of the national exam where there is no longer time to prepare for the national exam and *training* is given only once. In fact *training* is not enough once and should be held every two months from the beginning of the semester and added to the strengthening of motivation by the teacher in the classroom before learning.

## **THEORY**

### **Adversity Quotient**

Adversity comes from English which means failure or misfortune. Adversity can be interpreted as a condition of unhappiness, difficulty, or misfortune (Weno & Matulesy, 2015). In terms of psychology, Adversity defined as a life challenge (Amila & Gulo, 2020). According to Stoltz, adversity quotient is a person's intelligence in dealing with obstacles or difficulties on a regular basis (Kartikasari & Wiarta, 2021). Adversity quotient helps individuals strengthen their abilities and perseverance in facing the challenges of everyday life while still holding on to their principles and dreams regardless of what is going on. Furthermore, Stoltz added, a person's success in living life is mainly determined by the level of adversity quotient (Suhardi et al., 2021).

The results of research conducted by Putra & Roza (2020) suggest that the adversity quotient greatly affects the motivation of teachers in completing their tasks. In fact, on the other hand, the adversity quotient is the main key for teachers in bringing students to success. Indirectly, adversity quotient improves the teacher's own performance.

The results of research Atalia, et. al. (2020) stated that adversity quotient is the deepest side of a teacher, which has a large portion of professionalism. Adversity quotient leads teachers to strong characters, such as being a role model, charismatic and inspiring. Even in their daily life, teachers with adversity quotient can place themselves at a dignified social level.

### **Spiritual Quotient**

In English spiritual comes from the word spirit which means spirit, soul, and spirit. The word spirit in this case is a spirit related to the human soul or spirit. While the word spiritual in English has inner, spiritual, and religious meanings. In general, spiritual intelligence can be interpreted as a person's expertise based on religious values (Faizin

et al., 2021). Generally the reflection of this intelligence is wisdom and breadth of understanding (Baihaki, 2019).

For teachers, spiritual intelligence is an abstract competency that must be possessed, although in writing it is not required. Remembering, educating students requires an attitude of patience, gratitude, care, sincerity, obedience and so on. Where all of that is the spiritual realm (Ekowati, et, al., 2020). And the greatest success of a teacher is being able to turn students into pious/religious individuals. Because a pious/religious student will display a polite attitude and behavior.

The results of the research by Imron & Warsah (2019) revealed that spiritual intelligence had a significant effect on performance. In a broad context, spiritual intelligence is able to surpass the success of teachers in terms of education. With this intelligence, teachers are able to be role models who inspire students to become good human beings in social life and succeed in academics.

The results of research conducted by Sonitra & Ekowati (2020) and stated that teacher performance was not only good in UN scores and student report cards, but far from making students with character, religious and high social spirit. In his research, spiritual intelligence has a significant effect on teacher performance.

### **Performance**

In the organization the term performance is the most important part. Performance is defined as individual achievements that affect organizational achievement. Thus performance is seen as important. In many ways, performance is seen as a luxury. It is based on, the results caused by performance. If an employee performs well, various benefits will be obtained. On the other hand, if the employee performs low, then it is ignored.

The results of research conducted by Hati, et al. (2019) stated that performance is a measure of employee sustainability. If an employee can prove it, then he is given an award. However, if the employee does not perform well, it will be evaluated.

Rahmah's research results (2020) explain that performance is everything for employees and organizations. Because performance is a portrait of the future. Therefore, performance will have a major impact on future progress and prosperity. Statistically, performance can be measured and improved by independent variables. However, the value is big and small, it really depends on the organization, employees, environment,

culture, vision and mission of the organization. Amila & Gulo (2020) stated that many factors affect performance. In an effort to improve it, it takes a joint effort and participation of all parties in a measurable, directed and dignified way.

## METHOD

The research method uses quantitative. Quantitative approach is one way to solve problems through statistical estimation. The unit of analysis in this study were the teachers of the Integrated Islamic School Al-Madinah Cibinong Bogor, amounting to 120 teachers. The sampling technique used the census or saturated method. While the data collection method used a questionnaire as a research instrument with a Likert scale. After the data is collected, then tabulation is carried out, thus the data is ready to be processed. Furthermore, the stages of statistical analysis were carried out, including descriptive analysis, validity, reliability, classical assumption test, partial test, simultaneous test and coefficient of determination test.

## RESULTS

The results of the validity and reliability tests show that all research instruments on the *Adversity Quotient*, *Spiritual Quotient* and Performance variables have met the expected assumptions. Thus, the data obtained can be accounted for for their truth and consistency, and can be used for subsequent analysis.

Based on the results of the above data processing, the following explanation can be put forward:

1. The regression equation  $Y = 15.328 + 0.691 X_1$ . The constant of 15.328 states that without *Adversity Quotient*, performance is still formed at 15.328. variable *Adversity Quotient* has a positive effect on performance with a coefficient value of 0.691. variable *Adversity Quotient* increases by 1 unit, then the performance will increase by 0.691. This finding explicitly confirms that the performance of SMPIT Al-Madinah teachers already has the fundamentals of a good teacher. Where the personality of the SMPIT Al-Madinah teachers even though they are in difficult circumstances or are faced with a problem, both in the teaching and learning process or in social life, the SMPIT Al-Madinah teachers tend to be resistant to these pressures.

2. The t-count value is greater than the t-table of  $8.209 > 1.660$  and the t-significance level is less than  $0.000 < 0.05$ . This result reinforces the fact that the teaching profession has a great responsibility, namely educating and forming the noble character of students. In other words, teachers are not only required to be intellectually intelligent and competent in conveying knowledge, but teachers must be an inspiration and role model for students.
3. Partial test *Adversity Quotient* on performance above, it is answered that  $H_0$  is rejected and  $H_1$  is accepted. This concludes that it is true that *Adversity Quotient* can improve teacher performance. The mental strength of the teacher is the key to success in educating students.

Based on the results of the above data processing, the following explanation can be put forward:

1. The regression equation obtained is  $Y = 10.387 + 0.762 X_2$ . The constant of 10.387 states that without *Spiritual Quotient*, the teacher still has a performance of 10.387. variable *Spiritual Quotient* has a positive effect on performance with a coefficient value of 0.762. variable *Spiritual Quotient* increases by 1 unit, then the teacher's performance will increase by 0.762. This finding is evidence that spiritual intelligence for a teacher is a necessity. In educating students, the aspect that stands out is exemplary. Because the main task of the teacher is to change the behavior of students into pious children. Soleh means, students can maintain attitudes and behavior in society, students become responsible and independent individuals, students become individuals who consistently run the rules, students become individuals who excel. In other words, spiritual intelligence is one of the most powerful factors in influencing teacher performance.
2. The t-count value is greater than the t-table of  $8.327 > 1.660$  and the t-significance level is less than  $0.000 < 0.05$ . This statistical value is proof that the influence of spiritual intelligence on performance is a fact.
3. Partial test *Spiritual Quotient* on performance above, it is answered that  $H_0$  is rejected and  $H_2$  is accepted. These results provide a conclusion, that it is true that if a teacher has spiritual intelligence then he can control his attitude and behavior, he will be sincere and earnest in educating students, he will complete imparting

knowledge, and he will be patient in educating students to become high achievers and achievers. noble character.

Based on the statistical regression analysis, it can be stated that the calculated F value is greater than the F table of  $41.295 > 3.07$  with a significance of F of  $0.000 < 0.05$ , then  $H_0$  is rejected and  $H_3$  is accepted. This shows that the *Adversity Quotient* and *Spiritual Quotient* together have a positive and significant effect on performance.

Based on the statistical regression analysis, it can be explained that the R coefficient value is 0.643. This means that the correlation between *Adversity Quotient* and *Spiritual Quotient* on performance is 0.643. It can be said that there is a positive relationship of 0.643 between the *Adversity Quotient* and *Spiritual Quotient* on performance. The Coefficient of Determination Value of Adjusted R Square is 0.404. These data indicate that *Adversity Quotient* and *Spiritual Quotient* on Performance contribute 40.4%, the remaining 59.6% is explained by other variables outside of this study.

The results of the analysis and discussion above confirm that performance is the main factor for the teaching profession. Because the measure is glory, which is to educate and shape the character of students. So a teacher must have a solid faith endurance (spiritual intelligence) and resilient in the face of problems (*adversity quotient*). Therefore, the Al-Madinah Integrated Islamic School needs to be present to create and maintain the performance of teachers, including through:

1. Creating a work environment through the system. Then the system is abstracted in the form of rules, and the rules are compiled based on the school's vision and mission
2. Prepared equipment and facilities in an effort to support the implementation of these rules, and involve all parties, to carry out, maintain, supervise, and evaluate.
3. Creating school cultural values and carried out together on a consistent basis.

## CONCLUSION

Based on the explanation of the analysis and discussion, it can be concluded that 1) *Adversity Quotient* has a significant and positive effect on Teacher Performance at Al-Madinah Cibinong Islamic School, Bogor. 2) *Spiritual Quotient* has a significant and positive effect on Teacher Performance at the Integrated Islamic School Al-Madinah

Cibinong Bogor. 3) *Adversity Quotient* and *Spiritual Quotient* have a significant effect on the performance of the Integrated Islamic School Teachers Al-Madinah Cibinong Bogor. *Adversity Quotient* and *Spiritual Quotient* on Performance contribute 40.4%, the remaining 59.6% is explained by other variables outside this research.

The findings above suggest that to optimize teacher performance, one of them is forming a strong personality (motivational) and religious, namely by providing training and personality improvement seminars, such as ESQ. Also, a solid school culture is formed based on Islamic principles.

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