

The Role of Social Support on The Student Adversity Quotient in Islamic Boarding School

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Abstract. *Students who live in boarding schools often face different challenges, including strict rules in the dormitory, limited interaction with family, and the ability to deal with adversity in their daily lives. This research aimed to determine the correlation between social support and adversity quotient on Islamic Senior High School "X" students in Ponorogo East Java. This research used quantitative method. Sarafino's (1994) social support scale and Stoltz's (2000) adversity quotient scale were used as data collection tools. The sampling technique used in this research was a non-random sampling techniques-accidental sampling technique with a total sample of 120 students. Data analyzed used Pearson product-moment analysis.*

The research results indicated a significant correlation between social support and adversity quotient, with a coefficient value of $r = 0.597$, $p = 0.000$ ($p < 0.05$). It means that the higher the social support, then the higher the adversity quotient of students. The effective contribution of social support to the adversity quotient in students is 37.9%, divided from parental social support, ustadz or ustadzah social support, and peer social support. This result concluded that social support need to be strengthened as it is an important factor for students adversity quotient development.

Keywords: Social Support, Adversity Quotient, Students

Abstrak. Siswa yang tinggal di pondok pesantren seringkali menghadapi tantangan yang berbeda antara lain aturan yang ketat, aturan yang ketat di asrama, interaksi yang terbatas dengan keluarga, dan kemampuan menghadapi kesulitan dalam kehidupan sehari-hari. Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara dukungan sosial dengan adversity quotient pada siswa Madrasah Aliyah Negeri "X" di Pondok Pesantren "X" Ponorogo Jawa Timur. Penelitian ini menggunakan metode kuantitatif. Skala dukungan sosial Sarafino (1994) dan skala adversity quotient Stoltz (2000) digunakan sebagai alat pengumpulan data. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah teknik non random sampling-teknik accidental sampling dengan jumlah sampel 120 siswa. Analisis data menggunakan analisis product moment dari Pearson.

Hasil penelitian menunjukkan bahwa terdapat hubungan yang signifikan antara dukungan sosial dengan adversity quotient, dengan nilai koefisien $r = 0,597$, $p = 0,000$ ($p < 0,05$). Artinya semakin tinggi dukungan sosial maka semakin tinggi adversity quotient siswa. Hasil sumbangan efektif dukungan sosial terhadap adversity quotient pada siswa adalah 37,9% yang terbagi atas dukungan sosial orang tua, dukungan sosial ustadz atau ustadzah dan dukungan sosial teman sebaya. Hasil ini pada akhirnya menegaskan bahwa perlu adanya penguatan dukungan sosial karena hal tersebut menjadi faktor yang penting bagi pengembangan adversity quotient siswa.

Kata kunci: Dukungan Sosial, Adversity Quotient, Siswa

Islamic Boarding School is an educational institution that prioritizes the formation of moral characters and spiritual characters. The values taught in Islamic Boarding School include the principles of survival based on religious values and moral values (Siradj, 1999). Islamic Boarding School is a place of teaching and education that focuses on Islamic studies, and there is a dwelling place for the students to stay, which is called a boarding school. All aspects of life and struggle in Islamic Boarding Schools have strategic value in cultivating quality human creed, knowledge, and charity. The status of Islamic Boarding School in the Indonesian education system has been regulated in Chapter 30 of the Law National Education System Number 20 of 2003 concerning Religious Education. Islamic Boarding School is a government or community group that is religious according to law. The form of religious education organized by regulations (paragraph 1) can be done through formal, informal, and non-formal (paragraph 3) (Kresnawan, 2010).

Islamic Boarding Schools are part of the National education system that focuses on general knowledge and religious knowledge. Generally, the education system in the Islamic Boarding School is different from the system in ordinary public schools. The system in Islamic Boarding Schools is delivered in a more direct way based on the family teaching

system. This system was implemented because the majority of the students were in their teens who were full of high emotions and easily influenced by others. From the beginning, the Islamic Boarding School became the center of dakwah and learning. As the oldest educational institution in Indonesia, Islamic Boarding School has a vital role in the history of education. Islamic Boarding Schools have a strong tradition in teaching values and continue on the concept of their predecessors from generation to generation. (Marhumah, 2011).

According to Dhofier's statement (Maghfiroh, 2011), Islamic Boarding Schools are generally divided into two groups; they are Islamic Boarding Schools with *Salafi* system and *Khalafi* system. Islamic Boarding Schools that apply the *salafi* system are usually called traditional boarding schools, where teachers use classical Islamic books or the yellow book as the root of their education without any modern knowledge materials.

Meanwhile, Islamic Boarding Schools that implement the *khalafi* system are often referred to as modern boarding schools, wherein this education system there is a blend of traditional (*Salafi*) and modern (*khalafi*) systems by teaching classical books or the yellow book and teaching general modern education in boarding schools.

In addition, Islamic Boarding Schools also have components to support education in boarding schools, such as kiai for education and teaching, santri, mosques, dormitory, and study rooms. Students who live in boarding schools are called santri. They are must be independent to be ready to confront the challenges of life in the future.

Students who follow the *salafi* system have slightly different activities than students who live in Islamic Boarding School with the *khalafi* system. At the *Khalafi's* Boarding School, students are required to adapt to all the activities and regulations. The conditions that are often faced by students include lack of parental attention, busyness to do, strict rules that must be followed, and restrictions on the life of male and female students. The time that students have to work on is very tight, which sometimes creates different conditions and affects their lifestyle. Students who previously attended public school would only be involved in learning activities for about seven hours a day. Students have to do various activities while studying at the Islamic boarding school, starting from getting up in the morning until going back to sleep.

The activity of learning is the same as in the formal schools, except the non-formal schools (*Madrasah Diniyah / Ngaji*) also include a congregation prayer and activities that are sunnah as extracurricular, which all students must follow without exception. It is the strength of Islamic Boarding School as an

educational institution. With these dynamic characteristics, Islamic Boarding Schools as educational institutions operate almost 24 hours non-stop (Hartono, 2006).

The variety of activities that were followed by students at the *khalafi* Islamic Boarding School was so dense. Hence to overcome the psychological pressure of students, it takes toughness in themselves or flexibility to overcome stressful situations. In scientific psychology, toughness or the ability to stay in difficulty is known as the adversity quotient. Adversity quotient is the concept of the psychological intellect defined by Stoltz (2000), which includes the effectiveness of fighting possessed by a person or the adversity ability.

The diversity quotient was defined by Stoltz (2000) as a measure of determining the effectiveness of a person's ability to defend against adversity, self-confidence, and the ability to overcome the barrier and hurdle to achieve success.

Students with high adversity quotient can handle barriers or difficulties. Meanwhile, students with a low adversity quotient often think that problems will continue to come, so they are usually can not handle the barriers. According to Stoltz's (2000) theory of the high and low adversity quotient, they were divided into three parts, namely Quitters, Campers, and Climbers.

Many adversity quotient aspects will affect students' ability to cope with the

barrier. Performance, spirit, intelligence, personality, education, health, talents, beliefs, and genetics affect a person's adversity intelligence. (Stoltz, 2005). Other Adversity Quotient factors include competitiveness, productivity, motivation, taking risks, and improvement.

An individual's response to the difficulties is also influenced by people closest to them, including the two parents, teachers, peers, and those who play an important role in childhood(Stoltz 2005). It can be described that parents, teachers, and peers are very important to the formation of adversity quotient child (Lestary, 2003).

Support from other people is expected to be one of the factors that can increase the adversity quotient. The support of other people is very important because, with that support, the students can be more able and strong in conquering the barrier they have faced. Napitulu, Nashori, and Kurniawan (2007) revealed that basically, every child who feels unable to cope and solve their problems or obstacles in their everyday life needs encouragement from people around them.

Support for students comes from family, peers, and school. These three groups of support cannot stand alone and have a link to each other. Family relationships, peers, and school are seen as a support system that can help overcome challenges in difficult times (Newman et al., 2007; Santrock, 2002).

Results of previous research revealed that social support became an essential factor for the students to overcome barriers and trouble. Lack of social support for students is considered as one of the factors that lead to a low level of life satisfaction, health, and positive self disposition. (Newman, et al., 2007).

The research above indicated the importance of social support as it helps teenagers overcome barriers and troubles. Social support stimulates children to develop more strength and more resistance to the barrier. They are ready to engage in any situation and feel secure because they have supporters willing to inspire and help them.

Method

Variable Identification

This research employed two variables; they are dependent variable and independent variable. The dependent variable in this research is the adversity quotient, while the independent variable in this research is social support.

Research Instruments

The instrument in this research employed two psychological scales. The first scale is the social support scale, referring to the theory of Sarafino (1994), which has some aspects: emotional support, appreciation support, instrumental support, and information support. The social support scale in this research consisted of 33 statement items.

The second scale is the adversity quotient, referring to Stoltz's (2000) theory, which has some aspects: self-control (control), origin, ownership reach, and endurance. The adversity quotient scale in this research consisted of 37 statement items. The scale in this research contains attitude statements in the form of favorable and unfavorable and has four alternative answers; very suitable, suitable, unsuitable, and Very Unsuitable.

Research Subject

This research involved 120 male and female students aged 15-18 years from Islamic Boarding School "X" Ponorogo East Java. This research used a non-random sampling technique- precisely the accidental sampling technique. Accidental sampling is a technique of sampling based on chance. Individuals who accidentally or incidentally meet with the researchers can be used as samples when the people who happened to encounter them are suitable as a data source (Sugiyono, 20 09). The techniques are based on certain traits and characteristics interrelated with known traits and characteristics in the previous population.

Analysis Techniques

The data analysis technique used is statistical methods for analysis; they are assumption testing, including normality test,

linearity test, and hypothesis test using Pearson Product Moment correlation analysis techniques. Data processing was carried out with the help of SPSS (*Statistical Package for Social Solution*) 26.0 for windows.

Results

Based on the table, it shows that the value of each Kolmogorov-Smirnov of social support and adversity quotient are 0.079 and 0.066. The significant value of the variable social support is 0.062 ($p > 0.05$) and adversity quotient of 0.200 ($p > 0.05$). Because the significant value of the variable social support is greater than 0.05, it can be concluded that the data is normal, while the significant value of the adversity quotient variable is more 0.05; thus, the data is declared normal. The research data meet the normality assumption test.

The linearity test is executed to calculate whether the data in this research is linear, meaning whether the data used in this study follows a linear correlation line or not. Moreover, it is also determined whether it causes a negative or positive correlation (Suseno, 2012). The rule used in this context is if p (linearity) < 0.05 and p (deviation from linearity) > 0.05 , then the relationship between the independent variable and dependent variable can be seen as linear.

Table 1
Linearity Test Results

<i>Between Groups</i>	F	Sig.	Keterangan
<i>Linearity</i>	64,012	0,000	p < 0,05
<i>Deviation from Linearity</i>	0,932	0,582	p > 0,05

The Pearson product-moment analysis method was used in this research to determine the correlation between social support and adversity quotient of students in at in Islamic Boarding School "X" Ponorogo East Java. The analysis is listed in the following table.

Table 2
Coefficient of Social Support and Adversity Quotient

Variable	r_{xy}	P	Hypothesis
Social Support and Adversity Quotient	0.597	0.000	Accepted

Based on the calculation results, the coefficient of social support and adversity quotient is $r_{xy} = 0.597$ where $p = 0.000$ ($p < 0.05$). Based on the analysis above, it can be concluded that there was a significant correlation between social support and

adversity quotient in students in Islamic Boarding School "X" Ponorogo East Java.

The correlation can be indicated in a positive direction, which means the higher the social support, the higher the student adversity quotient of students. It also means that the hypothesis is accepted.

Table 3
Effective Contribution Social Support to Adversity Quotient

Variable	R	R Square	Adjusted R Square
Social Support with Adversity quotient	0,615	0,379	0,363

Based on the table, it is known that in this research, social support gave an adequate contribution of 37.9% (R Square 0.379 x 100%) to the adversity quotient. Therefore, it is assumed that other factors besides social support of 62.1% affect the adversity quotient.

On both scales of this study, subjects were divided into five tiered categories: very low, low, medium, high, and very high in terms of social support and adversity quotient. The analysis is listed in the following table

Table 4
Social Support Score Categorization

Kategori sasi	Skor	Jml	Present tase
Very Low	$X \leq 52,8$	-	0%
Low	$52,8 < X \leq 72,6$	-	0%
Medium	$72,6 < X \leq 92,4$	10	8%
High	$92,4 < X \leq 112,2$	88	74%
Very High	$112,2 < X$	22	18%

The table above shows the number of subjects and the percentage of each category on the social support variable. Subjects included in the very low and low-level categories were 0 people, or equivalent to 0%, ten subjects in the medium level category (8%), subjects in the high-level category were 88 people (74%), subjects in the very high-level category were 22 people (18%). The

table shows that the level of social support for students of Madrasah aliyah "X" Islamic boarding school "X" Ponorogo East Java is in the high category because the largest number of samples is in the range of scores of $92.4 < X \leq 112.2$ compared to other score ranges. Namely 88 people (74%) out of a total of 120 people.

Table 5
Adversity Quotient Score Categorization

Kategorisasi	Skor	Jml	Presents
Very Low	$X \leq 59,2$	-	0%
Low	$59,2 < X \leq 81,4$	-	0%
Medium	$81,4 < X \leq 103,6$	24	20%
High	$103,6 < X \leq 125,8$	78	65%
Very High	$125,8 < X$	18	15%

The table above shows the number of subjects and the percentage of each category on the adversity quotient variable. Subjects that fall into the very low and low-level categories are 0 people or equal to 0%, the subjects in the medium level category are 24 people (20%), the high-level category subjects are 78 people (65%), the very high-level category subjects are 18 people (15%). The table shows that the adversity quotient level of students at Madrasah Aliyah "X"

Pondok Pesantren "X" Ponorogo, East Java, is in the high category because the most samples are in the range of scores $103.6 < X \leq 125.8$ compared to other score ranges. Namely 78 people (65%) out of a total of 120 people.

Discussion

Based on the statistical data presented above, it can be concluded that there is a positive correlation between social support and adversity quotient for students in Islamic

Boarding School "X" Ponorogo East Java. The higher the social support provided, then the higher the adversity quotient students have. It also means that the lower the social support students receive, the lower the adversity quotient students have.

The hypothesis of this research showed that social support plays a vital role in increasing the adversity quotient of students in Islamic Boarding School "X" Ponorogo East Java. The results of this research are also in accordance with Sarafino (2012), which stated that interpersonal relationships could be enhanced with one of the functions of social support. If someone has good social support, they will also have good interpersonal relationships. Lestariningsih (in Andarini, 2013) believed that if individuals receive social support, the individual will have more mature self-stability and an attitude of accepting reality, thinking positively, developing self-awareness, being independent, and achieving the desired outcome goals.

The categorization for social support and adversity quotient of subjects also

indicated that none of the students had very low or low levels of social support, although there were ten students or the equivalent of 8 % who were at the moderate level of social support. Moreover, 88 students, or the equivalent of 74%, have a high level of social support, and 22 students, or the equivalent of 18%, also have a very high level of social support. Based on the data description, the empirical *mean* of the social support variable is 104.53 while the hypothetical *mean* is 82.5, which indicates that the students in Islamic Boarding School "X" Ponorogo East Java have a relatively high level of social support.

The variable adversity quotient categorization results showed that no students have a low level of adversity quotient. There were 24 students or the equivalent of 20% who have a moderate level of adversity quotient, 78 students or the equivalent of 65% who have an adversity quotient at a high level, and 18 students or the equivalent of 15% who have an adversity quotient at a very high level. Based on the data, the empirical mean of the adversity quotient variable is 113.05, and the

hypothetical mean is 92.5; it indicated that the students in Islamic Boarding School "X" have a high level of adversity quotient.

The high social support and adversity quotient possessed by students in Islamic Boarding School "X" was developed through support and attention given to students from peers, associates, ustadz, ustadzah, administrators, and others who are involved in the student's environment. This will provide a positive stimulus and separate encouragement for students so that they will feel they have the support and concern of those around them. A strong student adversity quotient will be formed.

The results of the effective contribution of social support to the adversity quotient of the students in Islamic Boarding School "X" is 37.9%. This indicated that social support has a significant influence on students' adversity quotient. At the same time, the remaining 62.1% is influenced by other factors such as the influence of genetics, belief, talent, desire or wish, character, performance, intelligence, education, environment, and health (Stoltz, 20).

Conclusion

Based on the results of this research, it can be concluded that there is a significant positive correlation between the social support and the adversity quotient of students in Islamic Boarding School "X" Ponorogo, East Java. The correlation coefficient is $r_{xy} = 0.597$ where $p = 0.000$ ($p < 0.05$). The higher the social support, the higher the adversity quotient that students have. Likewise, the lower the social support, the lower the adversity quotient that students have. This statement can be indicated that the hypothesis proposed by the researcher is accepted. Furthermore, the amount of the effective contribution of social support to the adversity quotient of the students in Islamic Boarding School "X" Ponorogo, East Java is 37.9%, of which the remaining 62.1% is influenced by other factors.

This research also showed that social support gave an effective contribution as an external factor for students' adversity quotient. This research has several limitations, further research is suggested to explore the inner aspects such as personality, IQ, and motivation and can try to increase the population coverage of other Islamic boarding schools.

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