

Comparing Islamic and Non-Islamic College Students' Personalities As Perceived by the Adversity Quotient

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ABSTRACT

Adversity Quotient (AQ) influences an individual student's personality in overcoming school challenges to perform well. This study aims to compare the AQ level of EFL students of Islamic (PTKI) and non-Islamic colleges (PTU) and its relationship with their achievement in language learning. This study is a mixed-method study with a sequential explanatory design. The population of this study was the last semester students of the English language education study program at PTKI and PTU in the city of Bengkulu, consisting of 357 students. The sample was selected randomly, consisting of 86 students from PTKI and the other 86 from PTU, with a total number of 172. The data were derived from the questionnaires of which conceptual guidelines from Stoltz. Descriptive statistics through the independent sample test was used to determine the difference in the average AQ results between PTKI and PTU. The results revealed 52,9% of students were in transition climbers. The second category, campers, consisted of 25% of students. The climbers' category was up to 20,35% students, and the last was transition campers revealed up to 0,02% of students. Neither PTKI nor PTU had any quitters. Moreover, the average AQ value of PTKI students is 153.78, while the average AQ value of PTU students is 142.23. The Sig. Levene's Test for Equality of Variances is 0.192, and its independent sample t-test is 0.000. These statistical data imply a significant difference between the average AQ results of students at PTKI and students at PTU.

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1. INTRODUCTION

One of the most widely discussed subjects of educational study is the factors influencing a person's academic performance or achievement. Intelligence Quotient (IQ), Emotional Quotient (EQ), and Spiritual Quotient (SQ) are three well-known factors that influence student learning outcomes among teachers and academics (Villagonzalo, 2016; Tiwari & Dhatt, 2014; Olson, 2008). IQ assesses someone's intellectual intelligence (Howe, 1997; Carter, 2004). EQ assesses someone's performance in life not just on their intellectual intelligence but also on their ability to control their feelings (Mayer, 2006; Goleman, 2001), and SQ assesses a person's disposition regarding religious values (Dhingra, Manhas & Thakur, 2005). Likewise, IQ, EQ, and SQ are utilized to assess an individual's performance. This concept had been in place for the past decade before a change in perception occurred. Stoltz (2000), with his newest definition, Adversity Quotient (AQ), rejects the concepts of IQ, EQ, and SQ. Stoltz feels that IQ, EQ, and SQ alone cannot measure an individual's academic progress and life performance. These three factors typically contribute to only one aspect of a person's success. AQ, not IQ, EQ, or SQ, determines a person's academic and professional achievement.

AQ is a person's approach to engaging with or resolving a dilemma or challenge (Parvathyn& Praseeda, 2014; Nikam & Uplane, 2013; Phoolka & Kaur, 2012; Stoltz, 2000). This intelligence is focused on how a person thinks and describes the problems that must be solved (Hulaikah & Degeng, 2020; Juwita, 2020). AQ remains a missing factor in civilization (Jasak, Sugiharsono & Sukidjo, 2020; Bakare, 2015; Canivel, 2010). In reality, this factor will decide a person's life progress. This disregard for AQ can be seen in how parents cradle their children, resulting in a child who is not tough and independent. For instance, parents are overly concerned with supporting their children in resolving problems and defending them in front of others even when they are mistaken (as seen in the case of many teachers incarcerated for the actions of their students). These incidents appear too prevalent today (Kanoy, 2013).

As the next feature of globalization in society, students bear immense responsibility to reach their early adulthood. Students must be self-sufficient, make their own choices, be accountable for those decisions, and have the confidence to face various changes resulting from those decisions. They must also be able to manage themselves, lead, solve various issues, and so on. It should be said that this process is challenging; reaching growth or maturity requires a lengthy and complicated process (Santrock, 2006; Collier, 1987). Students may face difficulties later in life due to internal factors such as fear of failing exams, anxiety about exams, low self-esteem toward peers, and fear of unemployment (Shin, 2019). External problems, such as difficult-to-understand instructional materials or textbooks, necessitate money for further research, as do unpleasant environmental factors. As a result, students' anguish over this task must be alleviated by acknowledging AQ (Stoltz & Weihe, 2008).

Hema and Gupta (2015) investigated the Adversity Quotient (AQ) of students entering higher education from high schools in Gandhinagar, Gujarat. This study included four hundred sixty-one boys and girls from Gujarat State Board (GSEB) and Central Education of Secondary (CBSE) schools. This study shows that AQ is not affected by gender, educational flow, or family influences but is influenced by the form of school. Further, Effendi, Matore, and Khairani (2016) investigated the relationship between Adversity Quotient (AQ) and other intelligence such as IQ, EQ, and SQ in Malaysian polytechnic students' National Education Philosophy (NEP). Using the Rasch model, this analysis contributes significantly to correlation intelligence with interval data.

This also indicates an attempt to investigate the potential of AQ in inspiring students with other forms of the intellect for Malaysian polytechnic students, where AQ was suggested as a good predictor of improving EQ and SQ in improving student results. Purnamasari (2018) used odd-semester parallel classes as research subjects to analyze students from the Faculty of Computer Science during the 2017/2018 academic year. For one semester, the researcher taught English to the students. The researchers used these scoring parameters to produce a conversion ranking based on the AQ categories. Based on this report's findings, most Fasilkom students fall into the "Campers" group, which denotes an individual with a disposition who appears to survive when confronted with problems and does not strive to better himself in order to advance to a higher level.

Considering the contexts mentioned above, the task of AQ is becoming exceedingly necessary for the general public to understand as the dosage of everyday difficulties rises. As a result, we can see that IQ, EQ, and SQ can teach us how to live a happy and fulfilling life, while AQ teaches us how to live life even in adverse circumstances. If the student possesses positive psychological characteristics, especially the ability to overcome challenges or stamina (return to normalcy) in the face of adversity (Yalim, 2007; Marashi & Rashidian, 2018). The failure to resolve any challenges would affect their life and future growth and whether they will become a quality individual and reliable replacements in society.

Mostly, the effect of adversity quotient is researched in mathematical studies, and they showed an obvious contribution of AQ on students' mathematical achievement (Anggraini, T and Mahmudi, 2021; Colmar et al., 2019; Suryadi, B & Santoso, T. I, 2017; Ahmad, S. R., 2016). After all, research from other disciplines shows similar pieces of evidence proving that the adversity quotient influences students' academic achievement. In the study conducted by Safi'i et al. (2021) entitled "The Effect of The Adversity Quotient on Student Performance and Student Achievement in the Covid-19 Pandemic Era: Evidence from Indonesia," they made the point that the adversity quotient was precisely one of the significant constructs that affected the academic achievement, learning autonomy, and overall performance of the students during the Covid-19 pandemic. Each of the facets above arose from some triggers, including the students' capability to know the causes that contribute to their learning difficulties, their capacity to work around the difficulties, and their ability to possess the challenges they encounter when learning. Although the findings revealed the effect of adversity quotients on each of the three variables mentioned earlier, additional research is still required because all results indicated a moderate to low predictive significance. In alignment with Safi'i et al., quantitative research conducted by Bakare (2015) also demonstrates that the adversity quotient is one of the predictors of academic gains among students in one Senior School in Nigeria. This research revealed that it was vital to consider the psychological characteristics of students when seeking explanations for the decline of academic achievement in secondary school, particularly in mathematics and English. Therefore, exploring the adversity quotient in the educational field is postulated to help identify weak resilience so that each student's needs can be met in skill development (Juwita, Roemintoyo & Usodo, 2020: p.505-515).

There are numerous obstacles that EFL students in Indonesia may face during their studies, particularly those in their final year of enrollment. To illustrate, they may be struggling with academic English language-related challenges (Mehar, 2019), making it difficult to pursue any academic writing tasks such as *skripsi*, or they may find it difficult to demonstrate their command of the target language on English proficiency examinations as graduation requirements (Azhari, T., & Sahputri, J. (2022); Rahma, E. A., Syafitri, R., Syahputri, V. N., & Parlindungan, F. (2021); Trisnawati, I. K., & Netta, A. (2020). Farkhan, M., Nurlia, V., & Haucsa, G. M. (2019). Therefore, studying AQ in such EFL students' adversities' contexts is considered crucial.

Despite the many existing studies on AQ in different contexts, as earlier mentioned, it is still instructive to examine the differences in AQ between students with different university backgrounds, such as those attending non-Islamic (General Higher Education/ PTU) and Islamic (PTKI) universities. Most PTKI students with a religious upbringing are more likely to prioritize problem-solving abilities when learning English. Moreover, comparing the AQ of PTKI versus PTU students is still lacking. Having considered these, this study aimed to seek the answers of the following research questions:

1. Is there a difference in the Adversity Quotient (AQ) between English study program students at PTKI and PTU?
2. Is there a correlation between AQ and the English problem-solving abilities of English language study program students at PTKI and PTU?
3. What is the role of AQ for students at PTKI and PTU in solving English problems?

2. METHODS

This study used a mixed-method study that incorporates quantitative and qualitative research methods (Bryman, Hanson in McMillan, 2008), of which the design is sequential explanatory. The sequential explanatory type is a mixed qualitative and quantitative method where quantitative data mining is carried out first at the beginning. Then the research implications are obtained through qualitative evidence (Cresswell, 2012). According to Creswell (2012), the explanatory survey method allows hypothesis testing to identify a description and causal relationship between two or more variables.

Researchers chose to use this explanatory research method with several considerations. First, the researcher wanted to measure the Adversity Quotient (AQ) difference between students of English study programs at PTKI and PTU. To measure the level of AQ differences among these students, the author used quantitative methods where a survey was conducted by distributing questionnaires adapted from Stolz (1997). The results of the AQ measurement grouped these students into three levels of personality, namely students in the position of the quitters' group (AQ at the lowest level), campers (intermediate), and climbers (AQ at the highest level). Second, researchers also compiled the students' GPA in order to determine their English learning accomplishments. The results of AQ measurements and students' GPA were correlated. The correlation between AQ levels and English language skills is the second problem to be answered in this study. Third, researchers showed proof of how AQ plays a role in overcoming students' English learning problems at PTKI and PTU. In this case, AQ grouped students into several personality types. These personality types were assumed to influence the achievement of students English learning achievements.

As a consequence of their learning accomplishments, students frequently encountered obstacles when attempting to attain good grades or high GPA. According to the AQ theory, from this point forward, adversity can be transformed into an opportunity to realize one's objectives. Turning obstacles and challenges into opportunities depends on the individual's AQ and, more specifically, their AQ-based personality type. Consequently, the qualitative method was utilized by researchers to elucidate in detail the function of AQ concerning how students overcome obstacles to achieve their own English proficiency. Additionally, this study contrasted the AQ of students attending Islamic religious universities to that of students attending public universities.

All last semester students enrolled in English language education study programs at Islamic Religious Universities (PTKI) and Public Universities (PTU) in the city of Bengkulu constitute the population of this study, consisting of 357 students that were from four Universities in Bengkulu. The sample was selected randomly, consisting of 86 students from PTKI and the other 86 from PTU, with a total number of 172.

The data collected for this study are primary data sources: information gathered from English language education program students via questionnaires constructed with concept guidance from Stoltz (1997), students' Grade Points Average (GPA), interviews, reflective journals, and think-aloud protocols. The second data source is secondary data obtained from various publications, scientific papers, and other data pertinent to the issue under investigation. The obtained data were analyzed with spss 23.0 to answer problem formulation questions 1 and 2. They were narrated in the discussion using models from Miles and Huberman to answer problem formulation question 3, which categorized the steps in data analysis activities as data collection, reduction, data presentation (data display), and conclusions.

In general, this research procedure entails a number of the following phases: 1) the pre-research stage; 2) the preparation stage of quantitative instruments (AQ measurement instruments and student English proficiency measurement instruments); 3) the validation stage of quantitative instruments; 4) the quantitative data collection stage; 5) the quantitative data analysis stage (analysis of AQ measurement survey results, analysis of students' GPA, and correlation analysis between AQ scores and students' GPA); 6) Phase of developing qualitative instruments (interview, reflective journal, and think aloud protocol to determine the function of AQ in overcoming student English difficulties); 7)

The phase of qualitative data acquisition; 8) The phase of qualitative data analysis and thorough conclusion drawing or verification (conclusions).

3. FINDINGS AND DISCUSSION

3.1 Results

The data obtained in this study were analyzed by mean scores of two set of data, variance analysis, t-test and z-test. The analysis made was in accordance with the research questions given in the introductory part of this study. The following sections find proof of the hypothesis testing.

3.1.1 The Differences between Final-Year English Students at PTKI and PTU in Bengkulu As Perceived by Adversity Quotient (AQ)

In an attempt to figure out the differences between PTKI and PTU students' mean scores in AQ, Stoltz's theory related to the study was made as to the basis for which the researchers labelled the value standard of the AQ levels. The total data tested from PTKI and PTU amounted to 172 students, of which 75 of them were included in the criteria for high achieving students and 92 were included in the category of moderate achieving students, and 5 students were low achieving students. This categorization was based on the students' GPA (Gradual Achievement Index), in which students with GPA of 3.50 – 4.00 belong to high achieving group, those with GPA 3.00 – 3.49 belongs to students with moderate achievement, and the rests with GPA below 3.00 or <3.00 belong to low achieving students. The categorization of AQ values is based on five levels that have been made by Stoltz, which are as follows:

Table 1. AQ Value Standard (Paul G. Stoltz)

Category	Score
Climbers	166 – 200
Transitional Climbers	135 – 165
Campers	100 – 134
Transitional Campers	60 – 99
Quitters	0 – 59

The results of the AQ scores obtained by students are categorized based on table 1 above. The following are the results of AQ categorization obtained by the final-year students of English study programs at PTKI and PTU:

Table 2. The Results of the Adversity Quotient of final-year English students at PTKI and PTU in Bengkulu

No	Category	PTKI Students	PTU Students
1	Climbers	24.4%	16.3%
2	Transitional Climbers	60.5%	45.3%
3	Campers	14.0%	36.0%
4	Transitional Campers	1.1%	2.4%
5	Quitters	0	0
Total		100%	100%

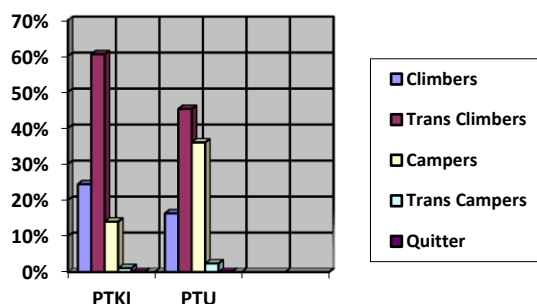


Figure 1. The Percentage of final-year English students' AQ at PTKI and PTU in Bengkulu

Table 2 and Figure 1 demonstrate that the majority of PTKI and PTU students belong to the transitional category of climbers. The category for campers was ranked second, the category for climbers was third, the category for transitional campers was fourth, and neither PTKI nor PTU had any students in the category for quitters. The researchers conducted a t-test to answer the first research question, whether there was a difference in Adversity Quotient (AQ) between students in the final year of the English study program at PTKI and PTU in Bengkulu. The table below displays the results of the normality test and z-test conducted by researchers.

Tabel 3. Group Statistics Output

		PTKI/PTU	N	Mean	Std. Deviation	Std. Error Mean
AQ	PTKI		86	153.78	17.944	1.935
	PTU		86	142.23	20.166	2.175

Based on the "Group Statistics" output table above, it is known that the number of AQ data for the PTKI and PTU groups is 86 people, each with different averages. The average AQ value of PTKI students is 153.78, while the average AQ value of PTU students is 142.23. Thus, statistically descriptive, it can be concluded that there is a difference in the average AQ results between final-year students of English study programs at PTKI and PTU. Furthermore, to prove whether the difference is significant (significant) or not, we need to interpret the output of the independent sample test through the following Z test:

Tabel 4. Comparison Test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
AQ	Equal variances assumed	1.719	.192	3.967	170	.000	11.547	2.911	Lower 5.801 Upper 17.292
	Equal variances not assumed			3.967	167.735	.000	11.547	2.911	Lower 5.800 Upper 17.293

Based on the output above, it is known that the value of Sig. Levene's Test for Equality of Variances is 0.192 > 0.05, which means that the data variance between PTKI and PTU students is

homogeneous or the same. Thus, the interpretation of the Independent Samples Test output table above is guided by the values contained in the "Equal Variances Assumed" table. Based on the "Independent Samples Test" output table in the "Equal variances assumed" section, it is known that the value of Sig. (2-tailed) of $0.000 < 0.05$. So, as the basis for decision making in the independent sample t-test, it can be concluded that there is a significant difference between the average AQ results of students at PTKI and students at PTU.

3.1.2 The correlation between AQ and student learning outcomes at the end of the English study program at PTKI and PTU

The researchers used a simple linear regression test to answer research question no. 2 regarding the correlation between AQ (Adversity Quotient) and student learning outcomes of English study programs at PTKI and PTU. Before knowing the effect between variables, the researcher conducted a normality test and homogeneity test on the sample to perform a simple linear regression test. Here are the results obtained:

Table 5. Normality Test Data

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		172
Normal Parameters ^{a, b}	Mean	.0000000
	Std. Deviation	.10864537
Most Extreme Differences	Absolute	.063
	Positive	.063
	Negative	-.048
Test Statistic		.063
Asymp. Sig. (2-tailed)		.095 ^c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

From table above, it can be seen that the value of Asymp. Sig. (2-tailed) 0.095 is more significant than 0.05. So, according to the basis for decision-making in the Kolmogorov-Smirnov test above, it can be concluded that the data are normally distributed. Thus, the assumptions or requirements in the regression model have been met.

Furthermore, the researchers conducted a homogeneity test on the data obtained, namely the learning outcomes of PTKI and PTU students taken from the GPA value. The following are the results of the homogeneity test carried out:

Table 6. Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
IPK	Based on Mean	.050	1	170	.823
	Based on Median	.011	1	170	.917
	Based on Median and with adjusted df	.011	1	159.217	.917
	Based on trimmed mean	.017	1	170	.897

Based on the table above, it can be seen that Sig. is based on the mean of 0.823. This means that it can be concluded that the variance of the data on the achievement of English students at PTKI and PTU is homogeneous because $0.823 > 0.05$. From the two tables above, the researcher can perform a simple linear regression test because all the conditions have been met. A simple linear regression test is used to see the effect of the relationship between the dependent variable (X) on the independent variable (Y), in this case, variable X is the student learning outcomes of English which is labelled with GPA and the Y variable is the student's AQ result that has been tested previously and labelled AQ. The following are the results of a simple linear regression test performed.

Table 7. The Results of Simple Regression Analysis

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.891 ^a	.793	.792	.10896

a. Predictors: (Constant), AQ

b. Dependent Variable: IPK

Table 7 above shows that the correlation or relationship (R) value is 0.891. The percentage of the influence of the independent variable on the dependent variable can be seen from the coefficient of determination which is the result of squaring R. From the output, the coefficient of determination (R²) is 0.793, which implies that the effect of the independent variable (AQ) on the dependent variable (GPA) is 79.3 %, while the rest is influenced by other variables. To answer the hypothesis formulated from question no. 2, the researcher looks at the following coefficient table:

Tabel. 8 The Results of Variable Significance Test

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	1.822	.063		29.125
	AQ	.011	.000	.891	25.536

a. Dependent Variable: IPK

In addition to describing the regression equation, the table in the output above also displays a significance test with a t-test, which is to find out whether there is a significant (significant) effect on variable X (AQ) on variable Y (GPA). It can be seen from t count = 25,536 with a significance value of 0.000. Because the value of Sig. $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. If H_a is accepted, it can be said that there is a difference in AQ (Adversity Quotient) of English students in overcoming English problems. Because there are significant differences, the formulation of research problem number two can also be answered: Adversity Quotient influences students' learning outcomes in the English study program at PTKI and PTU.

3.1.3 The role of AQ for students at PTKI and PTU in Bengkulu in solving English problems

AQ has a very important role in determining the success of final-year students, especially in solving English language problems they face in the lecture process. However, when the researchers conducted interviews with lecturers, students, and campus stakeholders, this adversity intelligence

was not well known to them. So far, the general intelligence that is often used as a benchmark for a person's success is IQ, EQ, and SQ which are determined by intellectual, emotional, and spiritual intelligence alone. In fact, there is one more intelligence that must be known and needs to be improved for one's success in the future, namely AQ.

Actually, the respondents know that fighting power is one of the important things that play a role in a person's life, but they just don't know what kind of intelligence is meant. After being given an explanation about the research topic, it was obtained that they agreed that this intelligence should be sharpened for students, especially English students in solving problems in lectures.

3.2 Discussion

AQ and student learning outcomes which are the variables of this study, appear to be related where if a student has a high AQ, it will also have an impact on good achievement results (Kartikaningtyas et al., 2018; Matore et al., 2015; Pangma, 2009; Stoltz, 1997). AQ can shape a person's character in the face of various obstacles and obstacles. In the realm of this research, students' struggles in understanding English language problems, both from an academic and social perspective, can be seen from the extent to which they solve the problem.

Students' differences in dealing with problems can be divided into three main parts, namely quitters, campers, and climbers. However, the researcher took 5 categories with additional transitions from quitters to campers and transitions from campers to climbers. Based on the results of the distribution of the AQ questionnaire and the results of student achievement, it was found that the number of students who were at the climbers transition level (from campers to climbers) was at most, namely 91 students (52,91%). The second category was campers, with 43 student's (25%). After that, followed by the category climbers as many as 35 students (20,35%), transition campers (from quitters to campers) as many as 3 students (1,74%). However, there were no students who were in the quitters' category at both PTKI and PTU.

3.2.1 Differences in AQ between students at PTKI and PTU

Based on the different test or z test that has been carried out to answer research question no. 1, it was found that there was a difference in AQ between students at PTKI and PTU, where PTKI students had less fighting power than students at PTU. This is evidenced from the "Independent Samples Test" output table in the "Equal variances assumed" section where the Sig value is known. (2-tailed) of 0.000 < 0.05, which means it can be concluded that there is a significant (significant) difference between the average AQ results of students at PTKI and students at PTU.

The cause of the difference in AQ between students at PTKI and PTU was further answered in the interview session with the campus and students. It is said that socioeconomic status (SES) has an important role in forging one's AQ. Most students at PTKI come from families with middle to lower economic levels, which of course unconsciously make them have to fight more if they want to achieve their goals, especially in pursuing education. In pursuit of goals, the studies by Siregar (2020) and Bakare (2015) found proof that socioeconomic background influences how an individual's AQ develop.

In contrast to students from PTU, when interviewed, most of their families were from a not-too-difficult economic level. They still have a high fighting spirit in pursuing education, especially in the English language study program, but their burden is not too heavy like the students at PTKI, who also have to think about tuition fees each semester. In terms of religious factors, it is well-known that PTKI emphasizes learning in an Islamic direction, requiring students to take a number of required courses, whereas at PTU, religion courses may only be taught in the first semester. This religious basis may be an additional factor contributing to PTKI students' high fighting capacity, given that they are taught Islamic values that require them to always struggle, particularly in learning. These findings have provided evidence to support the claims made in some previous studies, which hypothesized that spirituality and AQ are reciprocity (Bahri & Farizal, 2020; Villagonzalo, 2016).

3.2.2 The Influence of AQ on Final Year Students' English Learning Outcomes

After performing a simple linear regression test to determine the effect of AQ on final year student learning outcomes in the English study program, the results obtained are Sig. $0.000 < 0.05$, which means that H_0 is rejected and H_a is accepted. If H_a is accepted, it can be said that there is an effect of AQ on the learning outcomes of English students.

If viewed from the AQ categorization and student achievement scores or GPA, it can also be concluded that high achievers tend to be in the climbers or climbers transition category, while medium and low-achieving students tend to be in the campers and campers transition categories. This is also supported by the results of R Square on a simple linear regression test. The coefficient of determination or R square obtained is 0.793. This means that AQ has an influence of 79.3% in helping students overcome English language problems.

3.2.3 The role of AQ for students in solving English problems

When a student has a climber soul, it can be assumed that he is a true warrior who doesn't care how big the difficulties that come in his life are. Students who have a climbers personality always think of various alternative problems and consider the existing difficulties and obstacles to be opportunities to advance, and develop by feeling and learning from them. When they are in difficulty in learning English, he will try his best to break the barrier. For example, when they find it difficult to work on an English thesis, they will try to read various literature in the library or online journals, and ask colleagues, seniors, and even lecturers about the topic being researched. They are the type of people who are always ready to accept challenges, whatever it is in learning English, because they think that there will always be a way out in a difficulty.

The second type most English students have at PTKI and PTU is the campers' spirit. Campers-type students have personalities who are satisfied with what they have achieved even though sometimes they realize that they can still exceed higher limits. Someone who is at this level is usually just happy to be in the 'comfort zone', does not want to try to achieve more success because they are satisfied with just being content and do not want to develop themselves anymore. In the success of learning English, students with this type of personality will only walk in place. Usually in class, this type does not stand out too much in academic achievement because it gets pretty good grades, it's fun for them, as long as it doesn't repeat or remedial.

Then, the last one is a student with a quitter personality. From the results of the questionnaires distributed, there were no students at PTKI and PTU in this category. This type of student usually tends to be passive. Moreover, someone with this personality tends to give up easily and give up when faced with a challenge (Juwita & Usodo, 2020; Nahrowi, N., Susanto & Hobri, 2020). They prefer to avoid problems, which sometimes causes students to choose shortcuts, for example, cheating whether they have friends or from the internet in completing English assignments in class. They also lack self-confidence because they tend to limit themselves with words, such as "cannot", "don't want to", "impossible", "impossible", "I don't want to" etc. From these explanations, it can be concluded that AQ (Adversity Quotient) can be one of the factors that encourage English students' success at PTKI and PTU in overcoming the problems of their lectures.

4. CONCLUSION

This study reveals a significant difference between the average AQ scores of PTKI and PTU students. The reasons for the findings concern the gap between PTKI and PTU students' socioeconomic backgrounds as well as the reciprocity between spirituality and AQ. In this case, the number of AQ levels of PTKI students in the positions of a high level of AQ (those with climbers and transition campers to climbers' level category) was statistically greater than that of PTU students, even though public university students perform better in their English learning achievement. Despite this, it is abundantly clear that students with a high level of Adversity Quotient performed noticeably better academically than students with a lower level of Adversity Quotient, specifically Campers and

Transitional Campers. Climbers outperformed Campers and Transitional Campers in this regard. Students with middle to low academic potential typically fall into the campers and campers transition categories. In contrast, students with high academic potential typically fall into the climbers or transition categories.

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