

The Role of Adversity Quotient and Authoritative Parenting on Academic Achievement of College Students in Denpasar City

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ABSTRACT

This study aims to determine the role of adversity quotient and authoritative parenting on college students academic achievement. Subjects in this quantitative study were specifically college students in Denpasar, the biggest city in Bali which amounted to 106 people who were selected through a multi-stage cluster sampling technique. Instruments used were Adversity Quotient Scale, Authoritative Parenting Scale and students GPA. The results of multiple linear regression test showed a significance value of 0.000 ($p < 0.05$) and an R value of 0.832 with a coefficient of determination (R Square) of 0.692, which means that Adversity Quotient and authoritative parenting style together play a role of 69, 2% towards academic achievement. The higher the level of Adversity Quotient and authoritative parenting, the higher the academic achievement of college students.

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1. Introduction

The COVID-19 outbreak that has occurred since 2019 certainly presents its own challenges for educational institutions, especially universities. Through the circular letter of the Ministry of Education and Culture No.1 of 2020 it is known that there is a prohibition on carrying out face-to-face learning. The circular contains 10 points and one of them is a recommendation to implement online learning (Firman, F. & Rahayu, S. 2020). The implementation of online learning certainly provides its own challenges for students and educators who have to adapt in carrying out the learning process by optimizing technological advances. The existence of online learning causes teachers to be unable to monitor the learning progress and characteristics of their students directly and students are also required to be more independent in studying the material that has been given (Basar, 2021). This very significant difference in the learning process will certainly affect the sharpening of students' thinking. According to PDDIKTI (2019), there are 81 universities on the island of Bali and 50 of them are located in Denpasar City. The large number of universities causes increasingly fierce competition, so students will compete to get the best academic achievements in order to make it easier to follow education at the next level or in finding a decent job (Iryanti et al., 2014). Achievements related to the academic field are called academic achievements. Academic achievement is important to note because the main task of students is to study. According to Yuniah (2006), academic achievement is a learning result obtained after going through a cognitive learning process and is usually determined through an assessment. The demands of obtaining good academic achievement on students will be very different from those of students. Based on the survey results, it is said that students are required to be more capable of being independent and more applicable in applying the field of science to make it easier in the world of work later (Putra et al., 2017). Having a good academic achievement is not an easy thing. Hidayat (2011) explains that in the process of achieving good academic achievement, every student will certainly be faced with various kinds of obstacles that can cause academic achievement to decline. So that students are also required to have the ability to overcome existing obstacles. This ability which is then by Stoltz (2000) is called Adversity Quotient. Adversity Quotient is the ability possessed by individuals to observe, survive and process difficulties with their intelligence so that they can turn these difficulties into challenges to be solved (Stoltz, 2000). Stoltz (2000) adds that the success of an individual is also determined by how a person explains or responds to events in life. Dweck in Stoltz (2000) provides evidence that students who have a pessimistic response to an

obstacle are students who do not excel when compared to students who have an optimistic response to an obstacle. In addition, beside Adversity Quotient, parenting also has an influence on student academic achievement. Parenting is an important aspect to foster academic achievement because it is a way of how parents discipline their children so that they can grow and behave according to the norms in society. Based on the results of Hidayati's research (2018), it is said that authoritative parenting is the type of parenting that has the greatest influence on academic achievement. Authoritative parenting is a type of parenting in which parents will encourage their children to be independent but still provide limits to control the child's behavior. Parents who apply authoritative parenting can make children more confident, independent, have initiative and high curiosity, have self-confidence and are able to make their own choices so they can have a clear life direction and have good achievements (Hasnawati, 2013).). Based on this, the researchers are interested in looking deeper into the role of the adversity quotient and authoritative parenting on the academic achievement of college students in Denpasar City.

2. Methods

The subjects in this study were active students who were studying at one of the universities in Denpasar City and totaled 106 students. This is because Denpasar City is the area with the largest number of students in Bali so that it can lead to a high level of competition between students to achieve maximum academic achievement so that later they can excel in the competition for decent work. The data collection method in this study used two questionnaires in the form of a scale, namely Adversity Quotient Scale and Authoritative Parenting Scale. Data retrieval was done by sending a scale via a google form link to respondents. The instrument to measure Adversity Quotient used was Stoltz's Adversity Response Profile (1997) in a 2000 printed book that is already in Indonesian. The items on this scale are 60 statements with 30 scenarios. The results of the scale trial showed that there were 33 items dropped and 27 items were valid with a total item correlation coefficient ranging from 0.259 to 0.669. The results of Adversity Quotient Scale reliability test using Cronbach's alpha (α) was 0.887. Meanwhile, to measure the variables of authoritative parenting, the scale used was modifying the scale that has been compiled by Rustika (2014). This scale is based on aspects of authoritative parenting from Baumrind's theory. There were 40 items on this scale. The results of the scale trial showed that there were 4 items dropped and 36 items were valid with a total item correlation coefficient ranging from 0.391 to 0.777. The results of the reliability test of the authoritative parenting pattern using Cronbach's alpha (α) was 0.954. Data analysis technique used was multiple linear regression technique carried out using the help of the SPSS program.

3. Findings and Discussion

The results of multiple linear regression test showed that the calculated F was 115.514 with a significance of 0.000 ($p > 0.05$). This shows that Adversity Quotient and authoritative parenting play a role in academic achievement of college students in Denpasar City. The results of this multiple linear regression can then be used to see the big role of the Adversity Quotient and authoritative parenting on academic achievement. The results of these tests showed an R value of 0.832 with an R Square of 0.692. This showed that Adversity Quotient and authoritative parenting have a role of 69.2% on academic achievement, while other variables not examined in this study have a role of 30.8% on academic achievement. Based on the research that has been done and analyzed using multiple linear regression analysis techniques, the results showed that the major hypothesis of the role of Adversity Quotient and authoritative parenting on academic achievement of college students in Denpasar City can be accepted. Adversity Quotient variable has a standardized beta coefficient of 0.657 and a significance level of 0.000 ($p < 0.05$), which means that Adversity Quotient has a role in academic achievement. Adversity Quotient score of students in this study showed a tendency towards a very high level. Stoltz (2000) explains that when an individual has a high Adversity Quotient, the individual is able to change obstacles and serve as opportunities for success. The obstacles that students feel include inappropriate learning methods, psychological and physical conditions, family economic conditions, interest in a lesson and gadget addiction. The obstacles most felt by respondents were related to learning methods that they felt were not suitable. The results of this study are in line with the findings of Williams and Bryan (2013). In his research, it was explained that a good Adversity Quotient was able to encourage individuals to gain reinforcement to stay focused on achieving academically even though they were being afflicted with many personal problems. Similar to the results of this study, the results of research conducted by Mulyana and Huda (2018) also obtained the results that there was a positive relationship of Adversity Quotient on academic achievement. This shows that if a student's Adversity Quotient score increases, the student's academic achievement will also increase. Meanwhile, variable of authoritative parenting has a standardized beta coefficient of 0.260 with a significance level of 0.000 ($p < 0.05$), which means that the high level of authoritative parenting also increases the level of academic achievement. This is in

accordance with the opinion of Baumrind (in Santrock, 2007) which states that authoritative parenting is parenting that encourages children to be independent but still limits and controls actions. If parents show high warmth and support, it can optimize children's intellectual development so that later children can achieve high academic achievements (Sanjiwani & Lestari, 2014). The results of this study were in line with the results of research from Lestari and Auliana (2009) which showed that children who were educated with authoritative parenting have higher academic achievement abilities than other parenting styles. This is because by applying authoritative parenting, it can help children to grow well so that they can spur their academic achievement. This is in line with the opinion expressed by Shochib (2000), that democratic parents do not contribute to children's behavior to be aggressive and become a driving force for children's development in a more positive direction. A very high level of authoritative parenting is also related to the education and occupation of parents. Slameto (2003) argues that parents who have taken a high level of education will tend to pay more attention to and understand the importance of education for their children. The majority of college students in Denpasar City have a father with an S1/S2/S3 educational background and a mother with a high school/equivalent educational background. Farida and Naviati (2014) stated that parents who have a minimum education of SMA/equivalent or S1/S2/S3 will usually tend to apply good parenting patterns, one of which is authoritative parenting. In addition to the educational background of parents, economic factors can also affect children's learning activities. According to Dalyono (2005), the family economy is closely related to children's learning activities. Based on the data obtained in this study, it shows that the majority of university students in Denpasar City have parents who work as private employees and entrepreneurs. Based on the subject's academic achievement data, it shows that the majority of the subjects have academic achievements with honors even though they are doing online learning. This is because students can take part in learning without being constrained by place and time (Sadikin & Hamidah, 2020). In addition, in a study conducted by Sadikin & Hamidah (2020) it was also found that students felt more comfortable expressing their ideas when learning online. The physical absence of lecturers and peers causes students not to feel awkward when expressing their opinions. This can make students dare to express themselves in asking questions and opinions freely.

4. Conclusion

Based on the results of the research and discussion above, it can be concluded that there is a role of Adversity Quotient and authoritative parenting on academic achievement of college students in Denpasar City. Adversity quotient has a role in the academic achievement of college students in Denpasar City and authoritative parenting has a role in academic achievement of college students in Denpasar City. Thus, the higher the level of Adversity Quotient and authoritative parenting, the higher the academic achievement of college students in Denpasar City. This study provides knowledge about psychology, especially educational and developmental psychology regarding Adversity Quotient and authoritative parenting on student's academic achievement.

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