

ADVERSITY INTELLIGENCE VIEWED FROM HIGH- LOW SOCIAL SUPPORT IN DAAR EL- QOLAM JAYANTI ISLAMIC BOARDING SCHOOL STUDENTS, TANGERANG, INDONESIA

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Abstract

New students in boarding school feel the differences between their home school environment and conditions environment. These make the student must be able to adapt with the new environment and academic demands. Students are required to quickly adapt to the new environment, managing their time between studying, playing and subject memorizing. Adversity intelligence is something that students need when facing and dealing with their problems. One of the factor affecting adversity intelligence is the social support. The purpose of this research is to determine the effect of social support on adversity intelligence in students of Daar el-Qolam Islamic Boarding School. The design of this research is comparative causal with a simple random sampling technique with 219 sample students of Daar el Qolam Boarding School. Social support measurements are using scale of social support with a magnitude of reliability (α) = 0.936 with 52 valid items. Adversity intelligence measurement is using the item scale of adversity intelligence with reliability (α) = 0.886 with 36 valid items. Based on the results of the chi square test, this research earned sig score (p) = 0.045; ($(p) < 0, 05$), which is, there is the effect of social support for adversity intelligence, it means the hypothesis in this research is accepted. It is known that all students who are educated at Daar el-Qolam Boarding School have high social support as much as 53.0% and most of all have adversity intelligence climbers 38,9 %. Sex and birth orders of children in family have no effect on adversity intelligence.

Key words: Social security, Adversity intelligence, Student.

Preliminary

Daar el-Qolam I Islamic boarding school is a boarding school with a training program specifically for students graduating from elementary / MI with six years of study. In its application, Daar el-Qolam applies the integration of an educational system that is characteristic, the system is in two ways namely, a teaching pathway that combines religion and general sciences, such as mathematics, chemistry, physics, natural sciences, and so forth. Santri are also required to be

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able to master and memorize religious sciences such as hadiths, commentaries, mahfudzot, muthala'ah and others. It aims to make the students balanced between ukhrawi and worldly. The second path is the path of care that aims to provide guidance and development to students. This activity is carried out in the form of applying ritual discipline, and daily life discipline arranged according to regulations.

In addition, students also carry out curricular activities, namely additional activities that students must be followed even if they are not studying in class. Things to do such as speech training in three languages (muhadharah), namely Arabic, English and Indonesian, study of salafiyah books , discipline in the use of Arabic, and English, as well as memorizing certain surahs of the Koran as syat absolute graduation (daarelqolam.ac.id) .

According to observations made by researchers, in its application the Daar el-Qolam Islamic boarding school requires students to implement the use of Arabic and English in 1 week according to a predetermined schedule. Not only that students are also required to be able to speak Arabic and English, in class students are also required to be able to memorize several subjects such as hadiths, commentaries, mahfudzot, muthala'ah and others. Santri also must have entered the class at 07.00 WIB in the morning and finished at 15:45 WIB. In the evening, students conduct joint learning activities from 20:00 WIB until 22:00 WIB. In addition, students also conduct speeches at night according to a predetermined schedule. The high academic burden given to students makes some students experience difficulties or obstacles, thus making some students skip classes from taking lessons and even pretending to be sick so as not to participate in activities at Islamic boarding schools.

Another thing that is an obstacle for students is living separately from parents, so students are required to live independently in boarding schools. All needs and activities are carried out by the students themselves, for example making the bed, preparing books and clothing, to preparing food, and getting used to sleeping with other students. Therefore, students who are not accustomed to independence are assumed to consider this a problem. In addition there are problems of "logging" by peers and senior students, oversight of goods, punishment from the chairman of the room, as well as receiving nosy treatment. This situation resulted, not a few students missed classes and even wanted to run away because they did not feel at home studying in Islamic boarding schools (Not at home in Islamic Boarding Schools, 2016).

One internal factor that is thought to be able to overcome various obstacles experienced by adversity intelligence (Stoltz, 2000, Saudi, 2018). According to Stoltz (2000) Adversity intelligence is an ability that a person has to endure difficulties and the ability to overcome problems in the face of adversity. Stoltz (2000) classifies adversity intelligence into three categories: climbers, campers, and quitters. climbers or climbers are people who have dedicated their lives to climbing and have a high category of adversity intelligence . campers or those who camp are people who did not complete the climb ^{because} of boredom or feeling comfortable or those who have a category of moderate adversity intelligence , quitters are categories of people who ignore, cover, or leave the urge to climb, avoid obligations, back off and stop or those who have a low level of adversity intelligence .

Students who have adversity intelligence climbers category are suspected students can survive in facing academic and social problems, students will also continue to strive to face the problems or difficulties they face, such as having a spirit of learning, not avoiding in dealing with various problems and focus on the goal of being able to complete their education at the boarding school. It is different from santri adversity intelligence quitters. It is suspected that santri will easily surrender or avoid when facing demands or difficulties in the boarding school, such as pretending to be sick to not participate in activities, and running away from the boarding school. Whereas students with adversity intelligence campers allegedly students will feel quickly satisfied when they have successfully completed the task and memorization given. But they have no desire to be able to achieve more than what was achieved. Even though there are many potentials that are not actualized in the students themselves.

From the above categories it can be said that at the level of climbers individuals with high adversity intelligence , while individuals at the campers or quitters level have low levels of adversity intelligence (Stoltz, 2000; Putra, Hidayati, Nurhidayah, 2016).

One of the factors that influence adversity intelligence is the environment . The environment in which individuals live will influence how individuals adapt and respond to difficulties. This indicates that the environment can affect how a person responds and faces an event that he experienced (Stolt, 2000). One form of environmental influence that is expected to increase adversity intelligence is the support of others or social support.

According to Uchino (in Sarafino, 2006), social support is the acceptance of someone from another person or group in the form of comfort, care, appreciation or other assistance that makes individuals feel loved, cared for, and helped. Sources of social support can come from their loved ones such as parents, teachers, and friends (Sarafino,

2006). The existence of high social support in the form of attention from parents, support from people around students, advice and assistance when students experience difficulties, this will make students feel themselves loved, loved, feel cared for, feel understood, feel comfortable, feel valued, so allegedly makes students feel happy and excited in facing challenges in the boarding school environment, so that students are encouraged to try their best, not giving up easily, spending maximum effort and potential in facing difficulties in the boarding school.

Conversely, when students do not get attention, from parents, are not given direction, advice and do not get help from the people around them, it is suspected that students will feel sad, ostracized, cornered, feel disregarded, and no respect for their existence. This is thought to make students insecure, decreased motivation to learn, pessimistic, do not want to try if you have difficulties and do not have the desire to be able to survive in boarding schools.

From the description above it is suspected, students who get high social support are predicted to form or cause adversity intelligence climbers while students who get low social support will cause adversity intelligence quitters or campers. That is because love and help from others will make students feel psychologically and emotionally comfortable, so that students can overcome difficult situations (Sarafino, 2002).

This is in line with research conducted by Puspasari, Kuwato and Wijaya (2012) that social support has a positive relationship to adversity quotient, meaning that the higher the social support received, the higher the adversity quotient in adolescents. Conversely, the lower the social support received, the lower the quotient of adolescents who experience a school transition. In addition, Mashliha (2011) states that there is a significant relationship between academic achievement of Subang Assyifa Boarding School SMPIT students and parents' social support. This means that the greater the social support of parents perceived by students, the better academic achievement students can achieve. Another study conducted by Rosyidah (2016) found that social support had a positive or strong relationship to academic adjustment, meaning that social support influenced academic adjustment in students at the Al-Hidayah Islamic Boarding School, West Jakarta. The higher the social support received by the students it would be better penyesuaian academic. And vice versa, the lower the social support received by students, the worse the academic adjustment.

Based on previous research, the researchers focused on social support as an independent variable and adversity intelligence as a dependent variable. This research has a difference with previous research. The difference is the previous research examines the relationship or correlation. In this study, researchers wanted to see the difference in adversity intelligence categories in terms of the level of social support possessed by students. From the explanation and description above, the researcher is interested to find out "Is there a difference in the social support of students of Adversity Intelligence in students of MTs entering the Daar el-Qolam boarding school.

Stolz (2000) states that adversity intelligence is the ability a person has to survive facing difficulties and the ability to overcome problems. Adversity intelligence has four dimensions that can measure the ability of individual adversity as a whole. These dimensions are called CO₂ RE (Stoltz, 2000), namely: control (control); o₂ = origin and ownership (origin and recognition); r = reach; e = endurance. Stolz grouped individuals based on their fighting power into three namely quitters, campers, and climbers. Quitters (those who stop) are groups of quitters who choose to leave, avoid obligations, back off and quit. They stopped the climb and refused the opportunity given. They ignore, cover up or leave the urge to climb. Campers (those who camp) are those who have at least faced the challenges given. This group has reached a certain level but did not continue the climb and chose to end and look for a flat and comfortable place to hide from hostile situations. Then climbers (the climbers) designation for individuals who are always climbing for the rest of his life, he will continue to climb regardless of background, profit or loss, bad luck or good fortune, he will continue to climb. Stoltz (2000) described adversity intelligence as a tree called a success tree. Potential aspects of the tree are considered to influence adversity intelligence of individuals, including: Internal factors (genetics, beliefs, talents, desires and wishes, character, performance, intelligence, health) and external factors (education and environment).

In addition, based on the concept of health psychology according to Uchino (in Sarafino, 2006), social support is the acceptance of someone from another person or group in the form of comfort, care, appreciation or other assistance that makes individuals feel loved, cared for, and helped. The availability of social support will make individuals feel that they are loved, valuable and become part of a group. there are four social supports, namely: emotional support or appreciation, real or instrumental support, information support, and friendship support.

Research methods

Based on the classification of research according to Sugiyono (2013), this study is a quantitative study because social support variables and adversity intelligence are measured using predetermined instruments, then the data obtained is processed and analyzed through statistical procedures, with the aim to test the hypotheses that have been set. In this study using des ai n the study of causal comparative due to the wanted notice causality .

Population and Sample

The population of this study are all students of MTs-class boarding school Daa r el-Qolam I as much as 638 sant ri , with a total population of 638 students , based on the formula solvin (in Noor, 2011) and with an error rate of 10%, it will be taken a sample of 86 students. The number of samples is a minimum number of samples, but because the researchers categorized using z- scores, the researchers added the number of samples to 219 .

Research Instruments

Adversity intelligence and social support instruments use a Likert Scale consisting of 36 items of adversity intelligence while social support instruments consist of 52 items.

Validity and Reliability

Testing the validity and reliability in this study using the Cronbach Alpha formula . From the test results obtained by the value of the reliability of social support for (α) = 0.936 , while for Adversity intelligence of (α) = 0.886 .

Categorization

The categorization in this study uses the Z-score test to determine the value of adversity intelligence. adversity intelligence category is divided into three, namely climbers, campers and quitters. Of the 260 subjects after a Z - score test , there were 219 valid items , it is known that from table 1 it was dominated by subjects who had an adversity intelligence category of climber of 38.9%. Subjects who had adversity intelligence in quitters category were 31.5% and those who had adversity intelligence in campers category were 29.6%. After knowing the value of the z- score, it can be said that in the category of climbers can be referred to as high adversity intelligence , while in the campers or quitters category can be said as low adversity intelligence .

Table 1 Results of Adversity Intelligence Categorization

Categorization	amount	Percentage
Climbers	85	38.9%
Campers	65	29.6%
Quitters	69	31.5%
Total	219	100%

Whereas social support is categorized into two categories, namely: high social support and low social support. The minimum score for social support is 115, the maximum is 203, and the mean value is 168 , 70 from social support. Table 2 shows that there were more students with high social support, namely 116 students (53.0%).

Table 2 Overview Categorization Social Support

Score Limits	Score	Category	Qty	%
$X \geq \mu$	$X \geq 168.70$	High	116	53,0%
$X < \mu$	$X < 168.70$	Low	103	47,0%
Total			219	100%

Analysis Method

The analysis in this study uses the chi-square technique . According to Winarsunu (2015) c hi-square can be used to test hypotheses whether there are differences or influences in a study. If the value of sig. $p = <0,05$, then the hypothesis is accepted or there is a high-level influence of the lack of social support on the category of adversity intelligence .

Results and Discussion

Overview of Research Respondents

1. Gender

Subjects who are male are more dominant in this study. Based on table 3 , there were 129 male subjects (58,9%), and 90 female subjects (41.1%)

Table 3

It does not describe the sex of the santri

Gender	Frequency	Percentage
Male	129	58.9%
Girl	90	41.1%
Total	219	100%

Thus, it can be concluded that the highest number of respondents who were students of men numbering 129 people or reached 58,9% .

2. Order of Children in the Family

Based on the results of data processing, it was found that 100 subjects were the 1st child (45.7%), 74 subjects were the 2nd child (33.8%), 34 subjects were the 3rd child (15.5%), 8 subjects were the 4th child (3.7%), 2 subjects were the 5th child (0.9%), and 1 subject was the 7th child (0.4%). More clearly can be seen in table 3 the order of children in the family .

Table 3

Order of Children in the Family

Order of Children in the Family	Frequency	Percentage
1st child	100	(45,7%),
2nd child	74	(33,8%)
3rd child	34	(15,5%),
4th child	8	(3,7%),
5th child	2	(0,9%)
7th child	1	(0,4%)
Total	219	100%

Thus it can be concluded that the subject that most are kid-1, amounting to 100 people or reached (45,7%).

3. Normality test

In this study, normality tests were conducted on social support and adversity intelligence variables . The following will explain the results of the calculation of data normality test in table 4 which is assisted by statistical test equipment.

Table 4
Normality Test Results

	Adversity intelligence	Social Support
N	260	260
Komolgro-Smirnov		
Z Asymp. Sig. (2-tailed)	.200	0.071

Based on the table, it is obtained that the data on adversity intelligence is normally distributed with a value of sig (p) = 0.200; ((p)> 0.05) which states that the data are normally distributed. As for the social support data, the value of sig (p) = 0.071 ((p)> 0.05)) means that the data is normally distributed.

Based on the calculation of normality tests that have been done, it can be concluded that the data adversity intelligence and social support are normally distributed. Because the sig value of each data is greater than 0 , 05 ((p)> 0.05).

4. Differences in Social Support for Adversity Intelligence

To answer the purpose of this study to see the difference or influence of social support on adversity intelligence, the researchers conducted a chi-square test which can be seen in Table 5 below.

Table 5
Chi Square Test Results

	Sig
Pearson Chi-Square	0 , 0 45

From the above results obtained (Pear) Chi-Square (s) value of (p) = 0.045; ((p) <0.05) which means that there is an influence between social support for adversity intelligence on students of MTs Islamic Boarding School Daar el-Qolam 1 Jayanti, Tangerang, meaning that the hypothesis of this research is accepted.

Table 6 shows that subjects who received high social support were more in the category of adversity intelligence climbers by 50 people (22.8%) than the campers category by 38 people (17.4%) and quitters by 28 people (12.8 %).

Table 6
Overview of Crosstab Social Support for Adversity Intelligence

Endorsement Social	AQ category			Total
	Climber s	Camper s	Quitter s	
High	50 22 , 8 %	38 17.4 %	28 1 2.8 %	116 5 3.0 %
Low	35 16 , 0 %	27 12.3 %	41 18.7 %	103 4 7.0 %
Total	85 3 8 , 8 %	65 2 9 , 7%	69 3 1 , 5 %	120 100%

5. Gender Crosstab Overview of Adversity Intelligence

Based on table 7 the results of the gender chi square value of adversity intelligence known sig value (p) = 0.536 ; ((p)> 0.05), meaning that gender does not affect the level of adversity intelligence in students of Mts Islamic Boarding School Daar el-Qolam 1.

Table 7
Chi Square Crosstab Test Results for Adversity Intelligence

	Sig
Pearson Chi-Square	0 , 536

From the data processing it is known that between men and women both have adversity intelligence category climbers. The following is the result of crosstab social support with adversity intelligence can be seen in Table 8 illustrates the influence of sex on adversity intelligence crosstab .

Table 8
Gender Crosstab Overview of Adversity Intelligence

Gender	AQ category			Total
	Climber	Camper	Quitter	
Male	48 21.9%	42 19.2 %	39 17.8 %	129 53.0 %
Girl	37 16,9 %	23 10.5 %	30 13.7 %	90 47.0 %
Total	85 38,8 %	65 29,7%	69 31,5 %	219 100%

6. Overview of Crosstab Sequence of Children in the Family Against Adversity Intelligence

Based on the chi square value for adversity intelligence with the order of children in the family it is known that the value of sig (p) = 0.753 ((p)> 0.05), meaning that there is no influence between the order of children in the family on adversity intelligence . Table 9 shows the results of chi square sequences of children in families against adversity intelligence.

Table 9
Chi Square Test Results of the Order of Children in the Family against Adversity Intelligence

	Sig
Pearson Chi-Square	0 , 753

From table 10 the sequence of children in the family is known that the order of children one to three is more dominant to have adversity intelligence climbers, children fourth and five have more dominant adversity intelligence climbers and quitters, while the seventh child has adversity intelligence campers .

Table 10

Adversity Intelligence Category				Total
Climbers	Campers	Quitters		

What order do you come in your family	1	35 16.0%	32 14.6%	33 15.1%	100 45.7%
	2	29 13.2%	20 9.1%	25 11.4%	74 33.8%
	3	17 7.8%	10 4.6%	7 3.2%	34 15.5%
	4	3 1.4%	2 0.9%	3 1.4%	8 3.7%
	5	1 0.5%	0 0.0%	1 0.5%	2 0.9%
	7	0 0.0%	1 0.5%	0 0.0%	1 0.5%
	Total	85 38.8%	65 29.7%	69 31.5%	219 100%

Overview of Crosstab Sequence of Children in the Family Against Adversity Intelligence

Discussion

Based on the chi square test results in table 5 , the value of sig (p) = 0.045; ((p) <0.05) the results state that there is a difference between social support for the adversity intelligence of students of Islamic Boarding School Daar el-Qolam I Jayanti Tangerang, which means that the research hypothesis was accepted. This is in line with the results of research conducted by Ahyani (2016), regarding fighting power and social support, which states that there is a significant difference between fighting power before training and fighting ability after training. That is, social support can increase the fighting spirit in children. In addition this is in line with what Lestari said (in Puspasari, Kuwato, and Wijaya, 2012), that social support obtained by parents, teachers, and peers will form adversity intelligence .

According to Stoltz (2000) adversity intelligence is the ability to change obstacles into an opportunity for success in achieving goals, or an ability to understand responses and improve responses to difficulties in life. This means that students who have adversity intelligence climbers are able to respond to the difficulties faced in the boarding school environment as a challenge and try to face these challenges to have maximum effort, such as when students face difficulties in speaking English and Arabic. Santri who have high adversity intelligence are students who keep trying to practice in the ability to communicate Arabic and English, trying to control and control behavior, even though they get unsatisfactory responses, but continue to think positively.

This study proves that the abilities to strive for the challenges of the so-called adversity intelligence one of them is affected because of the support from the people who were in the neighborhood of students (Stoltz, 2000). Attention from parents, get advice or advice from religious teachers when they don't feel comfortable in Islamic boarding schools, and get help from their friends when students find it difficult, this makes students feel loved, loved, feel cared for, feel confident, feel confident, feel confident understandably, feel comfortable feeling valued, make students feel happy and excited in facing the challenges of the boarding school environment, thus making students motivated to try optimally, not easily give up, spend maximum effort and potential in dealing with academic and social difficulties, and have the motivation high to be able to graduate or complete his education at the boarding school.

Conversely, when students do not get the attention of parents, ignored by their friends, ignored by clerics / clerics, do not get direction or advice from people around them and do not get help when students experience difficulties, then students feel sad, feel isolated, feel ignored, feel alone, feel cornered, feel disappointed and feel unappreciated. This makes students become less confident, decreased motivation to learn, are pessimistic, do not want to try if they have difficulties, and do not have the desire to be able to survive in the boarding school. The condition of students like this can be said that students have adversity intelligence campers or quitters.

According to Uchino (in Sarafino, 2006) social support is the acceptance of someone from another person or group in the form of comfort, care, appreciation or other assistance that makes individuals feel loved, cared for, and helped. Taylor (in King, 2010) argues that social support has benefits that can provide motivation, advice, and guidance when experiencing difficulties, so that students can face difficult situations. When students know that students have social

support, students will know how or direction about how to solve the problems they face. Social support can calm students who are suffering, so that students feel cared for, loved, and have greater confidence to be able to overcome all problems.

Research results from Rosyidah (2016) regarding "Relationship of Social Support with Academic Adjustments in Al-Hidayah Islamic Boarding School Students" also prove that social support has a positive or strong relationship to academic adjustment, meaning that social support influences academic adjustment in students at Al-Hidayah Islamic Boarding School, West Jakarta. The higher the social support received by the students will better academic adjustment. And vice versa, the lower the social support received by students, the worse the academic adjustment. Other research conducted by Puspasari, Kuwato, and Wijaya (2012) on "Social Support and Adversity Quotient in Adolescents Experiencing School Transitions", that students who get social support can help students when facing a school transition period which means there is a positive relationship between social support with adversity quotient in adolescents who experience school transition. The higher the social support, the higher the adversity quotient in adolescents who experience school transition. The higher the social support, the higher the adversity quotient in adolescents.

From the two studies above it is known that social support has a strong relationship with adversity quotient and academic adjustment. High social support in the form of attention from parents, help when students find it difficult, and giving awards from people around, this makes students feel loved, cared for, felt cared for and felt happy. This situation makes the students feel strong and able to exert their struggle to solve the problem, have motivation in learning, be able to complete the task to the maximum, and can memorize the lessons given, or in other words, students like this have high adversity intelligence

Conversely students who have low social support such as not getting attention, not getting help and not getting appreciation from the people around him, thereby making students feel unappreciated, feel no one cares, feel ignored and feel alone in their social environment. These conditions make students easily pessimistic if faced with problems, feel alone in their social environment and students choose to avoid or leave the problem.

Based on the results of the crosstab picture obtained data that students who get high social support as many as 50 students who entered the adversity intelligence climbers, while students who received low social support as many as 27 people who entered the adversity intelligence campers and 41 quitters. However, this study also found that students had high social support but had low adversity intelligence. It is suspected that students interpret social support they receive with a negative response, so that social support becomes a demand for students and allegedly makes students have adversity intelligence quitters or campers. This situation is supported by the opinion of Shumaker & Brownell (in Evelyn & Savitri, 2015), that social support acts as an exchange of resources perceived by one party to the other party. This means that social support provided by one party may not be interpreted as a positive thing, but the response of each student or individual is different.

Another finding from this study is that gender has no influence on the level of adversity intelligence. It is known that from the results of Crosstab gender has a value of $\text{sig}(p) = 0.509$; ($p > 0.05$). The results of this study indicate that male and female students both have adversity intelligence climbers. This is in line with research conducted by Hema, Sanjay, & Gupta (2015) on "Adversity Quotient for Prospective Higher Education" which states that gender has no influence on adversity quotient on the sexes of men and women. The study also found that men and women alike had a high adversity quotient.

In addition, the results of crosstab sequence of children in the family have a value of $\text{sig}(p) = 0.753$; ($p > 0.05$) means that the order of children in the family has no influence on adversity intelligence, but other factors are thought to affect adversity intelligence such as beliefs, talents, characters, desires, performance, health and education (Stoltz, 2000).

Closing

Conclusion

Based on the results of the discussion using the chi square test in the previous chapter, we get the value of $\text{sig}(p) = 0.045$; ($p < 0.05$), there is an influence between social support on the adversity intelligence of students of MTs Islamic Boarding School Daar el-Qolam I Jayanti, Tangerang. Santri who get high social support more who also have the category of adversity intelligence climbers.

The findings of this study that students who study at Daar el-Qolam Islamic Boarding School have the highest social support (53.0%) and have the most adversity intelligence climbers (38.9%) . The sex and order of children in the family has no influence on adversity intelligence.

Suggestion

The following are suggestions that researchers can provide for students and future researchers. The advice given, among others , namely :

1. Theoretical Suggestions

To further study the researchers suggest to examine whether there are differences or the influence of adversity intelligence to factors other , and can pay attention to the time of sampling.

2. Practical Advice

a. Santri

It is known that from this research there are still many students who have adversity intelligence campers or quitters , the researchers suggest to students to increase adversity intelligence by having targets or achievements in learning and in developing their potential.

b. Islamic boarding school

For boarding school is expected to know further the cause of the problem of students not stand in boarding school by way of figuring out the problems experienced by students directly through a contextual approach and make individual counseling as well as complaints that the appreciation of the students can be channeled. It is recommended that teachers be able to guide students in the learning process by using various learning methods, such as games, quizzes, and tournaments to encourage or motivate students to be more active in learning and more enthusiastic while in the Daar el-Qolam I Islamic boarding school. Jayanti, Tangerang.

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