

# The Effect of Civic Education Learning on Adversity Quotient in Students

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**Abstract:** This study aims to analyze the effect of Civic Education learning on Adversity Quotient (AQ) in students. Citizenship Education is one of the efforts to build a national character that has moral and national values. Adversity Quotient itself is an individual's ability to face, overcome, and adapt to difficulties and challenges in life. This study employed a quantitative approach, utilizing a survey method by distributing questionnaires to 12th-grade students as respondents. The sample of this study consisted of 12th-grade high school students from SMAN 6 in South Tangerang City who had attended Civics Education lessons. The data were analysed using the linear regression technique to see the relationship between Civic Education learning variables and AQ. The results showed a positive and significant influence of Civic Education learning on the improvement of AQ in students. Specifically, the results of the independent sample test indicate that  $H_0$  and  $H_1$  are accepted, as evidenced by the calculation of Sig. (2-tailed) 183. So,  $183 < 0.05$  means that there is a significant effect of civic education learning on the adversity quotient in students. As can be seen in the results of the graph for the Climber criteria (very good), there are 14 students; for the Camper criteria (good), there are 18 students; for the Quiter criteria (sufficient), there are three students. This implies that improving the quality of Civic Education learning can be an effective strategy in strengthening students' AQ so that they are better prepared to face various challenges in the future.

**Keywords:** Civics Education; Adversity Quotient; Learners and Intellectual; Superior Quality; School Environment; Community Environment; Pancasila Education; Knowledge and Understanding.

**Received on:** 19/03/2024, **Revised on:** 25/05/2024, **Accepted on:** 26/07/2024, **Published on:** 07/09/2024

**Journal Homepage:** <https://www.fmdbpublish.com/user/journals/details/FTSTL>

**DOI:** <https://doi.org/10.69888/FTSTL.2024.000340>

**Cite as:** M. F. J. L. Putri and Y. Rosmiati, "The Effect of Civic Education Learning on Adversity Quotient in Students," *FMDB Transactions on Sustainable Techno Learning*, vol. 2, no. 3, pp. 144–152, 2024.

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## 1. Introduction

Education is the main key to opening the door of knowledge and understanding for each individual. Education is not only about understanding theories and facts but also about developing skills, critical thinking, and character building. Education is also the foundation for personal growth and development, enabling individuals to become conscious and responsible citizens in later life. Education is part of the process of building a new generation for the sake of progress, utilizing specific methods that align with their competence to create a useful society and achieve the highest goals [1]. Education is the process of developing fundamental skills, both emotionally and intellectually, in a person [15]. The purpose of education is to bring about changes in students who have undergone the educational process, resulting in changes in their behavior in life [3]. The purpose of education in Indonesia is to imply that education should aim to develop the potential of students to become human beings who are faithful

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and devoted to God Almighty, noble, knowledgeable, capable, creative, independent, and citizens who embody the values of Pancasila. This is affirmed in Article 3 of Law No. 20/2003 on the National Education System, which reads: 'Education is organized as a process of acculturation and empowerment of learners that lasts throughout life.' However, over time, the development of education, of course, has its obstacles and challenges from various aspects. Education itself certainly aims to develop aspects of knowledge, skills, and attitudes.

Education seeks superior quality in various fields to contribute to the nation's development. This certainly requires superior human resources and is expected to enhance their competence, which can explain the importance of an effort to improve the quality of education in both qualitative and quantitative ways [10]. To improve human resources, the government established an educational institution. Educational institutions will be a place for the development of students, where they can receive knowledge, form skills, and cultivate noble morals. Education is a place to gain knowledge and interact socially. Additionally, students are expected to be able to answer and overcome challenges, obstacles, and disturbances that arise in every problem they encounter in their family, school, and community environments throughout their daily lives.

One of the subjects included in the curriculum is Pancasila and Citizenship Education. Pancasila and Citizenship Education is a subject that studies the values of Pancasila and its implementation as a good citizen, as the foundation of the state, and Indonesia's national ideology. Typically, subjects such as Pancasila and Citizenship Education are taught at formal education levels, including primary, secondary, and tertiary schools in Indonesia. The aim is to shape the character and personality of citizens who love the country, respect diversity, appreciate differences, and understand the principles of democracy and social justice contained in Pancasila. The material taught in this subject encompasses an understanding of the principles of Pancasila, its history, the values it embodies, and its application in the lives of society, the nation, and the state. In addition, the subject of Pancasila Education focuses on character building in the fields of religion, society, culture, ethnicity, nation, and language, aiming to cultivate good citizens [16].

Civic education plays a crucial role in character development. According to Dasim Budiansyah, there are three roles of civic education subjects: first, the existence of a psycho-pedagogical approach to developing programs in formal and non-formal educational institutions, to ennoble and empower children according to their abilities, enabling them to become good and intelligent citizens. Second: from the point of view of the social-cultural approach, the implementation of citizens, both individually and in groups, following their portions, rights, and obligations in their social environment, culture, and active participation responsibly and intelligently, as a form of social and cultural implementation which is then implemented. Third, based on the sociopolitical intervention approach, subjects that teach politics to government and state administrators in the form of guidance, civic knowledge, skills, and policies.

However, in learning Civic Education, it is not only cognitive learning that is to be achieved. The formation of skills and attitudes is, of course, the main thing, too. The humanist attitude that a person must possess is highly expected, as it involves humanizing humans to achieve a balanced spirit and body, and how reason and mind can be carried out in synergy with the physical body. How to have a sense of empathy and sympathy, help others, and respect others with their humanist attitude. In connection with this, the results of education include two levels: individual and group. At the individual level, the results of learning in the process of learning activities to realize the character of each learner/individual, namely having a spiritual/religious, intelligent, healthy, and physically strong, while the group level in their lives can communicate, socialize, contribute, benefit the wider community, can become leaders with character with a spirit of nationalism. One of the characteristics to be realized is how students face challenges and obstacles and then use them as opportunities.

Two factors affect a person's academic performance which include internal and external factors. External factors encompass both physical and psychological aspects. Physical factors are related to general physical conditions, such as hearing and vision. In contrast, psychological factors are related to non-physical aspects, including interest, motivation, aptitude, intelligence, attitude, and mental health. External factors also include physical factors and social factors. Physical factors relate to general physical conditions, such as the place of residence. One example of students' poor learning attitudes is that they are reluctant to review lessons that have been given, are depressed because there are too many homework assignments to complete, feel inferior, give up when facing difficult tests or exams, and become frustrated, leading them to abandon existing problems and responsibilities. Students who experience repeated feelings of distress can have their normal thought processes disrupted. As a result, the desire to learn decreases, and their academic performance suffers as a consequence. However, many students can excel and still have the motivation to learn. This means that there is something that motivates the student to persevere despite facing numerous academic challenges. Therefore, to achieve maximum learning, fighting power is also necessary, enabling students to attain optimal results. Strong individuals will face physical and mental pressure, competition, existing problems, and various other unexpected challenges. Even if there is a threat, they will consider it only temporary, allowing them to endure and solve the problem. This attitude helps people to utilize all their abilities and maximize their potential to solve problems quickly. In contrast, people with low resilience tend to view challenges as persistent and unchangeable. As a result, this will lead to an attitude of helplessness.

Resilience intelligence is a combination of fighting power and resilience, also known as the adversity quotient (AQ). Adversity quotient is one of the important factors that influence a person's success. The adversity quotient is a useful conceptual framework that helps people understand and improve all aspects of success. It is also a useful measure to understand how a person responds to challenges. Additionally, it has a scientific basis for enhancing self-performance and professionalism. The adversity quotient can also help people strengthen their ability and perseverance in dealing with the various challenges of daily life by staying focused on their dreams and principles. The higher a person's level of difficulty, the more likely they are to be more confident and optimistic in solving the problems they are facing. Conversely, the lower a person's level of difficulty, the easier it is for them to give up [12]. In psychological science, character attitudes or behaviors are a manifestation of four potentials, namely Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ), and Adversity Quotient (AQ), must exist in a person, as what has been formulated by the government in the development of national character [9].

In learning activities, learners are required to be able to handle various problems, including challenges and obstacles. For this reason, the adversity quotient is very important to have. The adversity quotient, which measures a person's ability to cope with challenges or problems, can help students tap into their full potential and lead a more fulfilling life. Additionally, the adversity quotient can serve as a form of mental coaching that helps learners avoid psychological problems. Adversity Quotient will encourage learners to take risks to achieve the best learning outcomes. In addition to educational problems and believed values, learners also often face social problems. Socializing is important to learners, and the difficulties that arise cause significant disappointment and emotional distress. Learners often wonder whether their peers accept or reject them based on their social presence. If students can solve various problems optimally, it will lay the groundwork for tackling future problems. Abdullah [1] states that possessing attributes such as an adversity quotient (one's ability to turn difficulties or even threats into opportunities for progress) is very important. An adversity Quotient can be interpreted as someone who can understand and overcome their problems to achieve success [5].

The Adversity Quotient is a form of intelligence that enables individuals to deal with the difficulties and challenges they encounter effectively. Teachers in classroom learning rarely notice this intelligence adversity Quotient [2] in his book Emotional Intelligence, Goleman says that with the knowledge that some people with high IQs fail, while many with moderate IQs can develop rapidly. Goleman says that, in addition to intellectual, there is a further aspect, namely emotional, known as Emotional Intelligence, which is the emotional ability to empathize with others. However, EQ cannot be used as a benchmark. I and EQ only plays a role, and these two aspects are not what makes a person able to survive, overcome their problems, and succeed. There is another aspect, namely the Adversity Quotient (AD). Sotoltz [12] suggests that a person's attitude plays a role in internalizing intelligence beliefs. The adversity quotient is a person's ability to achieve their life goals and respond effectively to the difficulties they face. In class learning, of course, there are challenges, obstacles, and difficulties that each student faces. In the case of Citizenship Education, the results of initial observations indicate that many students vary in their responses to and solutions for the problems they face. They respond that some give up, some try, and some never give up. This is influenced by the adversity quotient that each student has. This is, of course, a concern for teachers and parents if the learner or their child becomes someone who easily gives up, even desponds, in the face of the difficulties that exist within them. This poses a significant risk and is detrimental to his future, as he is unlikely to achieve success.

Learning in the classroom often prioritizes the intelligence of knowledge without paying attention to the development of students' attitudes and skills. The phenomena and problems that exist today are that many students cannot overcome the problems, obstacles, and difficulties they face. This problem can be caused by factors or backgrounds they face, such as personal mental unpreparedness, family factors, community environmental factors, playmates who have a negative impact, lack of self-confidence, not being good at managing emotions, not being skilled in solving problems, an unsupportive school environment, learning that only focuses on knowledge, teachers who cannot understand the character of students, students who close themselves in their problems, from the difficulties, challenges, and obstacles that each student encounters will have negative consequences such as suicide, confining themselves, being unstable, seeking attention by doing negative activities, hanging out with the wrong peers, helplessness, and even daring to do things beyond their limits. While parents demand that their children be good individuals according to their standards, they often overlook what should be instilled in their children to help them face the problems, challenges, and difficulties they will encounter in the future.

Indonesia's data on children's mental health shows some things to note, according to Tri Mental health Indonesian society, 2023 written Indonesian data on children's mental health shows some things to note, the prevalence of mental disorders: The 2018 Basic Health Research states that more than 19 million people in Indonesia aged over 15 years' experience mental-emotional disorders, and around 12 million of them have depression. These mental disorders can impact a person's physical and emotional well-being. In the suicide crisis, data collected by the National Institute of Health in 2016 from the Sample Registration System showed that approximately 1,800 people commit suicide each year in Indonesia. More than 47.7% of suicide perpetrators are aged 10 to 39 years old, which is the productive and adolescent age group. It is crucial to maintain one's mental health with the support of a positive environment. The importance of understanding and support: More than 96 percent of adolescents said they

do not have an adequate understanding of how to cope with stress due to problems they often experience. Everyone should actively participate in raising awareness about children facing mental health issues and helping them.

In addition to the problems mentioned above, teachers' understanding of the concept of adversity quotient is still lacking, even not knowing the importance of adversity quotient in learning, especially learning Citizenship Education, so it is necessary to explore and reintroduce an understanding of adversity quotient to teachers so that there is no gap between theory and practice in Citizenship Education subjects, especially values that can be implemented in everyday life so that students can face obstacles, difficulties and challenges in their lives both now and in the future. Lack of learner involvement is an obstacle to their skills in the adversity quotient. Another factor is the lack of support from schools, curriculum, teaching methods, teacher quality, and school environment for the development of students' skills, especially the adversity quotient. Then, a measuring instrument to determine the skills of adversity quotient in students does not yet exist in Pancasila Education learning, so it needs to be developed.

In this adversity quotient research, the researcher selected high school students as the subjects based on the researcher's understanding of the adolescent development stage. Adolescents in the vocational high school age group are experiencing many changes, both physical, emotional, and social. This is a sensitive stage of development, during which they begin to face various challenges and difficulties in everyday life. Therefore, it is essential to understand how they respond to and overcome these difficulties, which can be measured through the Adversity Quotient. Relevance to Civic Education aims to foster a strong character and personality, enabling individuals to face various challenges in their social lives. Therefore, adversity quotient research in the context of Citizenship Education learning will provide a better understanding of and skills to help learners overcome the obstacles and difficulties they face. Preparing for the future, senior high school is the last stage before learners enter the workforce or continue their education at a higher level. Knowing the adversity quotient skills can help learners prepare themselves for the various challenges they may face in the future, both in their careers and personal lives.

Based on the existing problems, the researcher aims to investigate the skills students possess in dealing with the problems, obstacles, and difficulties they encounter [13]. The researcher aims to investigate Civics Education learning, specifically whether the learning of Civics Education provided by teachers to students in the classroom has a positive impact on students in facing obstacles, difficulties, and challenges [6]. Consequently, the researchers focus on researching students' skills. The results of this measurement will be whether students can be categorized as Climbers, a group of people who choose to survive and will continue to struggle in facing problems, obstacles, and challenges, camper a group of people who try to face problems, obstacles, and challenges but they will stop when they feel they can no longer, Quietter is a group of people who do not like to accept challenges in their lives [4]. After knowing that students fall into the adversity quotient category of Climber, Camper, and quitter, then researchers can find out the extent to which Civics Education learning influences students' skills in dealing with obstacles, challenges, and difficulties that exist and whether the adversity quotient owned by students can turn challenges and threats into opportunities.

Maunah [3] in her research entitled Development of Stoltz's [7] Adversity Quotient Concept in Early Childhood Education. Having an attitude of belief in adversity quotient intelligence is a person's ability to determine the direction of their life goals. It serves as a measuring tool for how they respond to the difficulties they face. In another study by Yanda [11], the results of the Adversity Quotient before receiving treatment with problem-solving techniques were very low. In contrast, after receiving the treatment, they showed high results. This demonstrates that group adversity quotient guidance services, combined with problem-solving techniques, can enhance students' adversity quotient. Research conducted by Dewantari [4] found a correlation between the Adversity Quotient and self-concept concerning student learning independence.

## **2. Methodology**

Based on the variables to be studied, a quantitative approach with experimental research methods. The quantitative approach is a planned and careful problem-solving method. With a tightly structured design, data collection is systematically controlled, aiming to develop theories that are inductively derived within the framework of empirically testing hypotheses. Quantitative research is a type of research that utilizes numerical data in presentation and analysis, employing statistical tests to support its findings. Quantitative research is a type of research guided by specific hypotheses. One of the objectives of the research conducted is to test a previously determined hypothesis. Quantitative methods are research methods based on the philosophy of post-positivism, used to research specific populations or samples, collect data using research instruments, and analyze quantitative data with the aim of testing predetermined hypotheses [17]. According to Sugiyono [18], the research method is a scientific approach to collecting data with specific purposes and applications. The research method can be defined as the plan, structure, and strategy for investigating to obtain answers to research questions or problems. The method used in this research is a survey research approach with a quantitative orientation. This study used a survey method with a quantitative approach. The purpose of this study was to determine the effect of civic education learning on the adversity quotient in students. According to Sugiyono [18], the survey method is a technique used to investigate the effect of certain treatments. The survey method is

used to obtain data from a specific natural setting (as opposed to an artificial one). Still, researchers employ various methods in data collection, such as distributing questionnaires, administering tests, and conducting structured interviews (these methods differ from those used in experiments). The survey method involves administering a structured questionnaire to respondents; it is a method used to measure existing symptoms without investigating the underlying causes of those symptoms. According to Sugiyono [18], this quantitative research is grounded in positivism and is employed to examine specific populations or samples. The goal is to collect data with research instruments, which are then analyzed with quantitative or statistical techniques. This validity test is validity testing with a Likert Scale of 1-5 as the level of eligibility. The questionnaire validity test was carried out with the help of the SPSS 26.0 Windows program. The results of the test were used for the construct validity method using the product-moment technique by comparing:

If  $r_{count} > r_{table}$ , then the questionnaire is declared valid.  
 If  $r_{count} < r_{table}$ , then the questionnaire is declared invalid.  
 By comparing the significant value of 0.05.

In the statement questionnaire, using the same validity test, namely the Likert Scale, which gives a score of 1-5, students choose SS, S, R, TS, and STS. The following table describes the Likert scale 1-5, which is described qualitatively. The reliability test carried out is designed to assess the feasibility and reliability of the product. The product is considered reliable if the answers to the questions given to respondents are stable and consistent. In testing the reliability of this study using the Cronbach Alpha technique, namely measuring reliability testing with the characteristics of Ghazali's [7] decision-making, if the Cronbach Alpha coefficient is greater than 0.699, then it can be said to be feasible, or the variable is declared reliable. Still, if, on the contrary, the Cronbach Alpha coefficient  $< 0.699$ , then it is not feasible. This Cronbach alpha calculation uses the help of SPSS 26.0 for the Windows program. Reliability is calculated using Cronbach's Alpha formula, which previously calculates the item variance and total variance.

### 3. Results and Discussion

#### 3.1. Result

##### 3.1.1. Definition of Adversity Quotient

Adversity comes from English, which means failure or misfortune. In Indonesian, the word adversity can also be interpreted as a condition that causes unhappiness, difficulty, or misfortune. Rifameutia in Akbar [14] states that in psychological studies, Adversity is a term that refers to the difficulties faced by humans. Stoltz [12], a highly recognized consultant in leadership development and skills-based education, was the first to develop the concept of AQ (Adaptive Quotient). He argues that cognitive (IQ) and emotional (EQ) scores are insufficient to predict one's success, as there is an additional component called intelligence quotient [2]. The adversity quotient refers to the mental resilience a person possesses in the face of Adversity, enabling them to survive and find a way out, even when facing problems or difficulties, and even turning these difficulties into opportunities [19]. The adversity quotient is defined as one's ability to consistently handle challenges or problems effectively. The adversity quotient helps individuals become stronger and braver, enabling them to face life's daily challenges with resilience by staying true to their values and dreams, regardless of what happens around them. There are three types of adversity quotient that determine a person's success in life, Stoltz [12].

##### 3.1.2. Basic Theory of Adversity Quotient Formation

The Adversity Quotient is a factor that measures a person's ability to progress based on three different areas of knowledge that combine to form a building block, the foundation of success. Cognitive psychology is the science that investigates the human mind. It is also considered the study of processes based on mental dynamics. Based on the following research, cognitive psychology has several important concepts for understanding human motivation, effectiveness, and performance.

#### 3.2. Dimensions of Adversity Quotient

Four dimensions of the Adversity Quotient, according to Stoltz [12], can result in a person's ability to have a high Adversity Quotient:

- **Control (C):** The extent to which a person feels able to control the challenges they face and the degree to which they believe they have control over the events that give rise to these challenges is related to control.
- **Endurance (E):** This dimension has more to do with whether or not the Adversity will last. Endurance can significantly impact your perception of a situation as either good or bad.

- **Reach (R):** The part of the adversity quotient that questions the extent to which Adversity will reach other parts of a person, which also means the extent to which existing Adversity will reach other parts of a person's life.
- **Ship/origin and ownership:** Ownership, or origin and recognition, would question who or what is causing the distress and the extent to which individuals believe that they are the source of the distress.

### 3.2.1. Levels of Adversity Quotient

Stoltz [12] divides people into three groups based on their fighting power: quitters, campers, and climbers. According to Stoltz [12], in the story of the Everest climbers, some climbers gave up before reaching the summit, while others, having reached a certain height, continued to climb. According to Stoltz [12], climbers who give up are called quitters, campers who feel satisfied with certain achievements, and climbers who continue to want to achieve success are called climbers. The intelligence to face challenges is known as Adversity. According to Stoltz [12], there are three levels of a person's endurance when facing problems.

### 3.3. Citizenship Education

Civic Education is an important component of the national education system. Therefore, Civic Education is included in the curriculum starting from elementary school. Civic Education learning becomes the foundation for children to develop a good character for the nation's future generation at the school level, starting from elementary school. It is hoped that by teaching children about Citizenship Education, those who will become the nation's successors will develop good character and morals and change their bad habits based on their awareness and desire. In the book "Citizenship Education," published by the Director General of Learning and Student Affairs of the Ministry of Research, Technology and Higher Education, it is explained that the concept of Indonesian citizens is a citizen in the contemporary sense, not as in Ancient Greece, where citizens were only artists, soldiers, and scientists and philosophers. Citizens are defined as residents of a country as defined by current laws. Conceptually, the terms "citizen" and "national" are not distinct. This is also related to the term civic education. In English literature, the terms "citizen," "citizen education," and "citizen" are used to describe all three.

Epistemologically, Civic Education (Also Known as Civics Education) is understood as the concept of civic or citizenship education. Novilita & Suharnan [5], cited in Ismail and Hartati [8], argue that "onderdaan" and "semi-citizen" differ in the meaning of citizen. In addition, it is said that the culture of feudal kingdoms in Indonesia carries the word "kawula negara," which is translated as "onderdaan." The terms "citizen," "nationals," "citizens," or "civitas" are used. Therefore, it would be useful to be in the field of citizenship. Education is a conscious human effort that aims to develop the potential of individuals to become intelligent members of society and citizens. Citizenship education is a pedagogical and socio-cultural vehicle that is widely accepted as an integral part of human civilization.

As a multidimensional character education, "citizenship education" carries the full vision and mission of developing "civic competencies." Within these abilities are the development targets: "civic knowledge, civic dispositions, civic skills, civic competence, civic confidence, civic commitment," which leads to the integrative ability of 'well-informed and reasoned decision-making,' focusing on the formation of a diverse self in terms of religion, socio-culture, language, age, and also ethnicity to become a smart, skilled, and characterful Indonesian citizen. The main objective of Civic Education is to prepare a good citizen, that is, an individual who understands and can carry out their rights and obligations as a member of society and can participate well in their society.

Good citizens are citizens who master the knowledge, attitudes, skills, and literacy of citizens in the learning process carried out in the form of learning by doing, learning to solve social problems (social problem-solving learning), learning through social involvement (socio-participatory learning), and learning through socio-cultural interactions following the context of local, national, and global community life. For civic education to build global citizens who can participate in a global society, several roles can be carried out. Civic Education is the main axis in preparing global citizens in the era of globalization. The younger generation will face a new world order. To develop a global outlook, young citizens must be equipped with the attitude and willingness to interact with fellow human beings based on the principles of maintaining human dignity as noble beings, guided by moral principles such as sympathy and respect.

## 4. Discussion

The research conducted is a quantitative study at SMAN 6, South Tangerang City. In variable X, namely, the role of Pancasila education research using questionnaires, and variable Y, namely, Adversity Quotient research using an agent (Questionnaire). To find out the results of this statistical test, researchers used the help of the SPSS application (Table 1).

**Table 1:** The following data are the results of the questionnaire/questionnaire distribution to students

Reliability Statistics	
Cronbach's Alpha	No. of Items
.745	31

Based on the results of the calculation of instrument reliability using the Alpha Cronbach formula, assisted by SPSS, it produces a coefficient with a value of 0.745. Based on the results of the reliability test, it can be concluded that the research instrument is reliable, meets very high criteria, and can be used in future research (Table 2).

**Table 2:** Summary of data inclusion for analysis

Case Processing Summary			
		N	%
Cases	Valid	35	100.0
	Excluded	0	.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

Based on the results of the independent sample test, it can be concluded that Ho and H1 are accepted with the calculation of Sig. (2-tailed) 183. So,  $183 < 0.05$  means that there is an effect of Pancasila education learning on adverse outcomes (Table 3).

**Table 3:** Results of Levene's test and independent t-test for group differences in x

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	
									Lower	Upper
X	Equal variances assumed	3.868	.058	1.359	33	183	7.291	5.364	-3.623	18.204
	Equal variances are not assumed			1.345	27.990	190	7.291	5.423	-3.817	18.399

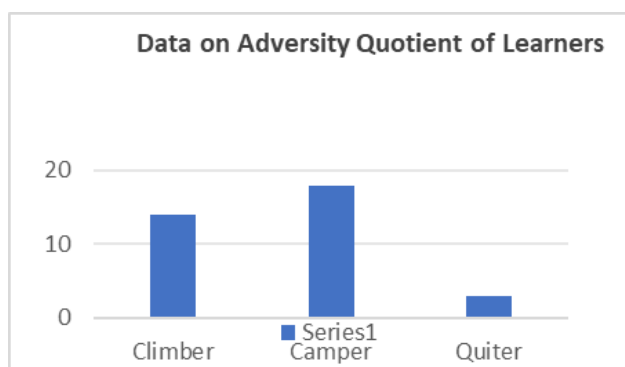
Based on the research, Table 4 results, there is an effect of learning civic education subjects on Adversity Quotient. Where the results of this study are grouped on the Adversity Quotient criteria, namely Climber, Camper, and Quiter. The following are the results of the questionnaire data distributed, which are grouped into Adversity Quotient criteria.

**Table 4:** Adversity quotient data results

Respondent	Total	Average
Kusuma Yuda Pratama	115	3,833333333
Jonathan Cristopheher S	126	4,2
Dafa Gumaysa Nugroho	140	4,666666667
Aira Bintang P	107	3,566666667
M, Rusli Pratama	101	3,366666667
Aisyah Arumi Assegaf	105	3,5
Zakiya Kartisyah	101	3,366666667
Kenny Danuarta	124	4,133333333
Danish Anaqi Isa	91	3,033333333

Rifky Naufal	120	4
Haidar Ali Rafa Habibie	142	4,733333333
Nur Arif Falah	147	4,9
Firaas Naufal Hakim	87	2,9
Abrar Duta Yudhistira	131	4,366666667
Dzaky Al Aulia	115	3,833333333
Rizky Syawaludin	112	3,733333333
Luluan Bixar Panjaitan	146	4,866666667
Siti Amara Audrey	119	3,966666667
Safira Fitri Andini	120	4
Dena Alisha	110	3,666666667
Lidia Amalia	112	3,733333333
Raissa Nashita	123	4,1
Salsabila Parwita	115	3,833333333
Laura Syaikha Adzia	132	4,4
Adinda Leaderia Fathina Utma	115	3,833333333
Kanz Zakiyy	88	2,933333333
Radza Evandyakbar Siwy	98	3,266666667
Muhammad Salman Al-Farizi	111	3,7
Keisya Putri Mawazzi	114	3,8
Aisyah Karimah	121	4,033333333
Arsyad Athar Athaillah	109	3,633333333
Ayman Shakil	107	3,566666667
Ahmad Kamal	80	2,666666667
Zaidan Madan Arffa	121	4,033333333
Dave nathan Ibrahim	102	3,4

Based on the results of the (Figure 1) graph above, it can be observed that Civic Education subjects have a significant positive effect on the Adversity Quotient of students. It can be seen from the graph results that for the Climber criteria (very good), there are 14 students; for the Camper criteria (good), there are 18 students; and for the Quiter criteria (sufficient), there are three students (Table 5).



**Figure 1:** Learner distribution by adversity quotient: climber, camper, quitter

**Table 5:** Respondent classification summary

Respondent	Climber	Camper	Quiter
35	14	18	3

## 5. Conclusion

Based on the research results, it can be concluded that civic education subjects influence the Adversity Quotient in students. It can be seen that the results of the independent sample test indicate that  $H_0$  and  $H_1$  are accepted based on the calculated significance level (Sig). (2-tailed) 183. Thus,  $183 < 0.05$  indicates that there is a significant effect of civic education learning on the adversity quotient in students. It can be seen from the graph results that for the Climber criteria (very good), there are



14 students; for the Camper criteria (good), there are 18 students; for the Quiter criteria (sufficient), there are three students. This shows that students have excellent skills in overcoming obstacles.

**Acknowledgement:** The authors gratefully acknowledge the support and resources provided by Pamulang University. We are thankful to the faculty members for their continuous guidance and academic encouragement. Their contributions played a vital role in the successful completion of this research.

**Data Availability Statement:** All relevant data supporting the results of this study can be obtained from the corresponding author upon reasonable request.

**Funding Statement:** This research was carried out independently and did not receive funding from any external organizations.

**Conflicts of Interest Statement:** The authors confirm that there are no known financial or personal conflicts that could have influenced the outcomes of this work.

**Ethics and Consent Statement:** The study adhered to ethical research practices, and all participants voluntarily participated with full assurance of privacy and confidentiality.

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