



## The Level of Aspects of CO<sub>2</sub>RE (Control, Origin and Ownership, Reach, Endurance) in Camper Students

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### **Abstract**

Adversity Quotient (AQ) is a person's intelligence in facing difficulties and obstacles when getting a challenge. There are three classes of AQ namely Quitter (low class), Camper (medium class), and Climber (high class). Based on the results of observations, it was found that more students were in the camper class than in quitters and climber. So that research is only limited to camper students. In measuring one's AQ, it refers to 4 aspects namely Control, Origin and Ownership, each, Endurance. This research aims to analyze the level of aspects of CO<sub>2</sub>RE (Control, Origin and Ownership, Reach, Endurance) in Camper students. The study used 34 subjects of grade 7th camper students in Surakarta. This research is a qualitative research with a case study approach. Taking the research subject using purposive sampling method, and this study uses triangulation to validate the data. The results show that, seen from the control aspect there are 53% students in the medium category and 47% students in the high category. In the Origin and Ownership aspects there are 74% students in the medium category and 26% students in the high category. In the Reach aspect there are 59% students in the medium category and 41% students in the high category. While in the Endurance aspect there are 3% low category students, 62% medium category students, and 35% low categories.

**Keywords:** *Control; Origin and Ownership; Reach; Endurance; Camper students; Adversity Quotient*

### **Introduction**

Adversity Quotient is an intelligence that is owned by everyone, but the intelligence of each person is different levels. AQ has 3 levels, namely Quitter (low level), camper (medium level) and climber (high level). There are many studies related to Adversity Quotient (AQ) in Indonesia, but the majority of Adversity Quotient research is only measured only to the extent of knowing one's AQ category for correlated with other variables. AQ is one type of human intelligence that can be improved. One way to improve AQ by means of social support (Latifah., 2016). In order for AQ to increase, there needs to be observation in order to find out the problem and a solution to improve it. When observing, it is important to pay attention to 4 aspects of measuring a student's AQ.

The aspects seen in AQ are CO<sub>2</sub>RE (Control, Origin and Ownership, Reach, Endurance) aspects. Control is the level of control that a person feels about an event that causes difficulties, this control questions some of the many controls that are felt over an event that causes difficulties, this control begins with an understanding that whatever it is, this control can be given that gives strength. Origin and Ownership, which will question what or who is causing difficulties and the extent to which an individual considers himself to influence himself as the cause of the origin of difficulties. Reach, which means the extent of the impact of adversity on the impact of other aspects of his life. Endurance is called endurance, i.e. the time span of the difficulty and the cause of the difficulty, how long the difficulty will last, and how long the cause of the difficulty. The CO<sub>2</sub>RE aspect can be measured high, medium and low adjusted to the interval scores obtained by students.

Based on the existing AQ level, there have been many who have examined by connecting with other cognitive aspects or variables. The subject used is also usually 3 levels of AQ. AQ level is only limited to dividing research subjects into 3 levels or used as a review variable and what is investigated more deeply are other aspects such as learning motivation, problem solving skills or others. Never examined the CO<sub>2</sub>RE aspects of Quitter, Camper, or Climber students. Based on this reasoning, initially the purpose of this study was to analyze more deeply related aspects of CO<sub>2</sub>RE on the AQ that every student has. From the results of observation, there are a lot of people who have medium AQ or camper categories. So that makes researchers want to examine aspects of CO<sub>2</sub>RE more specifically on camper students. So the aim of the final research is to analyze more deeply the aspects of CO<sub>2</sub>RE on AQ that camper students have.

### ***Methodology***

The research used is qualitative research that uses a case study approach, and uses a purposive sample technique to select research subjects. The subjects of this study were 7<sup>th</sup> graders of junior high school students in Surakarta. The instrument used in this study was a questionnaire and interview guidelines. The questionnaire used was the AQ questionnaire that had been validated by 3 experts in the field of psychology. The number of statement items in the questionnaire was 23 items, consisting of 7 statements of control aspects, 5 statements of Origin & Ownership aspects, 7 statements of aspects of Reach, and 4 items of endurance.

**Table 1. Adversity Quotient Questionnaire Grid**

| No | Dimension  | Indicator  | Statement Number | UF/F |
|----|--|--|------------------|------|
| 1. | (C) <i>Control</i>                                 | a. Able to control themselves in the face of difficulties. | 1                | F    |
|    |  |  | 13               | UF   |
|    |  |  | 22               | UF   |
|    |  | b. Not easily discouraged in achieving success.            | 3                | F    |
|    |  |  | 14               | F    |
|    |  |  | 11               | UF   |
|    |  |  | 21               | UF   |
| 2. | (O <sub>2</sub> )<br><i>Origin &amp; Ownership</i> | a. Putting guilt appropriately                             | 5                | F    |
|    |  |  | 15               | F    |
|    |  | b. Take responsibility for what has been done.             | 7                | F    |
|    |  |  | 23               | F    |
|    |  |  | 18               | UF   |
| 3. | R ( <i>Reach</i> )                                 | Being able to map problems correctly                       | 10               | F    |
|    |  |  | 20               | F    |
|    |  |  | 6                | UF   |
|    |  | Able to think positively when in a difficult situation.    | 9                | F    |
|    |  |  | 19               | F    |
|    |  |  | 8                | UF   |
|    |  |  | 16               | UF   |
| 4. | E<br>( <i>Endurance</i> )                          | Viewing difficulties or failures is only temporary.        | 4                | UF   |
|    |  | Optimistic in facing difficulties.                         | 2                | UF   |
|    |  |  | 12               | F    |
|    |  |  | 17               | F    |

The number of students distributed to the AQ questionnaire was 62 students, but only students who used the camper category were used in the study. After the questionnaire was distributed, the number of camper category students was 34 students. so the research subjects used were only 34 camper students. The categorization of AQ is taken from the theory proposed by Stoltz (2000).

**Table 2. Grouping Adversity Quotient**

| Score     | Adversity Quotient |
|-----------|--------------------|
| 0 – 94    | Quitter            |
| 95 – 165  | Camper             |
| 166 – 200 | Climber            |

This study uses triangulation to validate data. After the questionnaire was distributed, the researchers then interviewed the subject teachers of the students to find out the validity of each aspect of CO<sub>2</sub>RE held by the camper students. Every aspect of CO<sub>2</sub>RE has high, medium and low categories. Next is the categorization of aspects of CO<sub>2</sub>RE used by Stoltz (2000). Each item has a maximum score of 5 and a minimum of 0. Final scores on each aspect obtained from the formula:

$$\text{Final Score} = \frac{\text{score obtained}}{\text{maximum score}} \times 50$$

**Table 3. Categorizing Scores on the CO2RE Aspect**

| Score   | Categorizing CO2RE Aspect |
|---------|---------------------------|
| 10 – 23 | Low                       |
| 24 – 37 | Medium                    |
| 38 – 50 | High                      |

### Results and Discussion

This study originally used as many as 62 students as research subjects, because what was needed in the study was only camper students, so the final research subject was 34 students. questionnaire distribution was carried out for 2 days. The first day was 31 students in class A and the second day was distributed to 31 students in grade C. Class selection was carried out randomly, because it was adjusted to the time of research and learning time at that time. Obtained 23 camper students in class A and 11 camper students in class C. So there are 34 camper students who are used to identify aspects of CO<sub>2</sub>RE.

**Table 4. Results of Adversity Quotient Grouping**

| Adversity Quotient | Total Students |         |         |         |
|--------------------|----------------|---------|---------|---------|
|                    | Class A        |         | Class C |         |
|                    | Valid          | Invalid | Valid   | Invalid |
| Quitter            | 0              |         | 0       |         |
| Camper             | 23             | 0       | 11      | 2       |
| Climber            | 8              |         | 20      |         |

After 34 students were distributed questionnaires, researchers then analyzed each aspect of CO<sub>2</sub>RE on 34 camper students. From 34 camper students, there are 53% students who have medium control, and 47% students who have high control. In the Origin & Ownership aspect, there are 74% students who have medium Origin & Ownership and 26% students have high Origin & Ownership. In the Reach aspect, there are 59% students having a medium Reach and 41% students having a High Reach. Then in the endurance aspect there are 3% students have low endurance, 62% students have medium endurance, and 35% students have high endurance.

**Table 5. Categorizing Scores on the CO<sub>2</sub>RE Aspect**

| Aspek CO <sub>2</sub> RE |     |     |                    |     |     |       |     |     |           |     |     |
|--------------------------|-----|-----|--------------------|-----|-----|-------|-----|-----|-----------|-----|-----|
| Control                  |     |     | Origin & Ownership |     |     | Reach |     |     | Endurance |     |     |
| L                        | M   | H   | L                  | M   | H   | L     | M   | H   | L         | M   | H   |
| 0                        | 53% | 47% | 0                  | 74% | 26% | 0     | 59% | 41% | 3%        | 62% | 35% |

Information:

L = Low      H = High

M = Medium

After calculating the scores for each aspect of CO<sub>2</sub>RE, then interviews with teachers related to the list of scores obtained by students on each aspect of CO<sub>2</sub>RE. this is done to determine the validity of the data in table 4. After asking the teacher, it was found that the data in table 4 is in accordance with the assessment of the subject teacher. The teacher assesses each student based on student assessment on learning and when solving problems in class.

### **Conclusions and Recommendations**

Based on the results and discussion, it can be concluded that of the 34 camper students who score every aspect of CO<sub>2</sub>RE at the moderate level more than the score of each aspect of CO<sub>2</sub>RE at high and low levels. Of the 4 aspects of CO<sub>2</sub>RE, the Origin & Ownership and Endurance aspects are the aspects that have the least number of camper students in the high category. Adversity Quotient can be improved, even though each student has their own Adversity Quotient. From the results of this study, it is hoped that there will be research that can provide a treatment by paying attention and referring to each of the 4 aspects of CO<sub>2</sub>RE.

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