THE INFLUENCE OF ADVERSITY QUOTIENT ON STUDENT LEARNING RESULTS AT FIFTH GRADE OF SDI MOHAMMAD HATTA MALANG ACADEMIC YEAR 2017/2018

THESIS

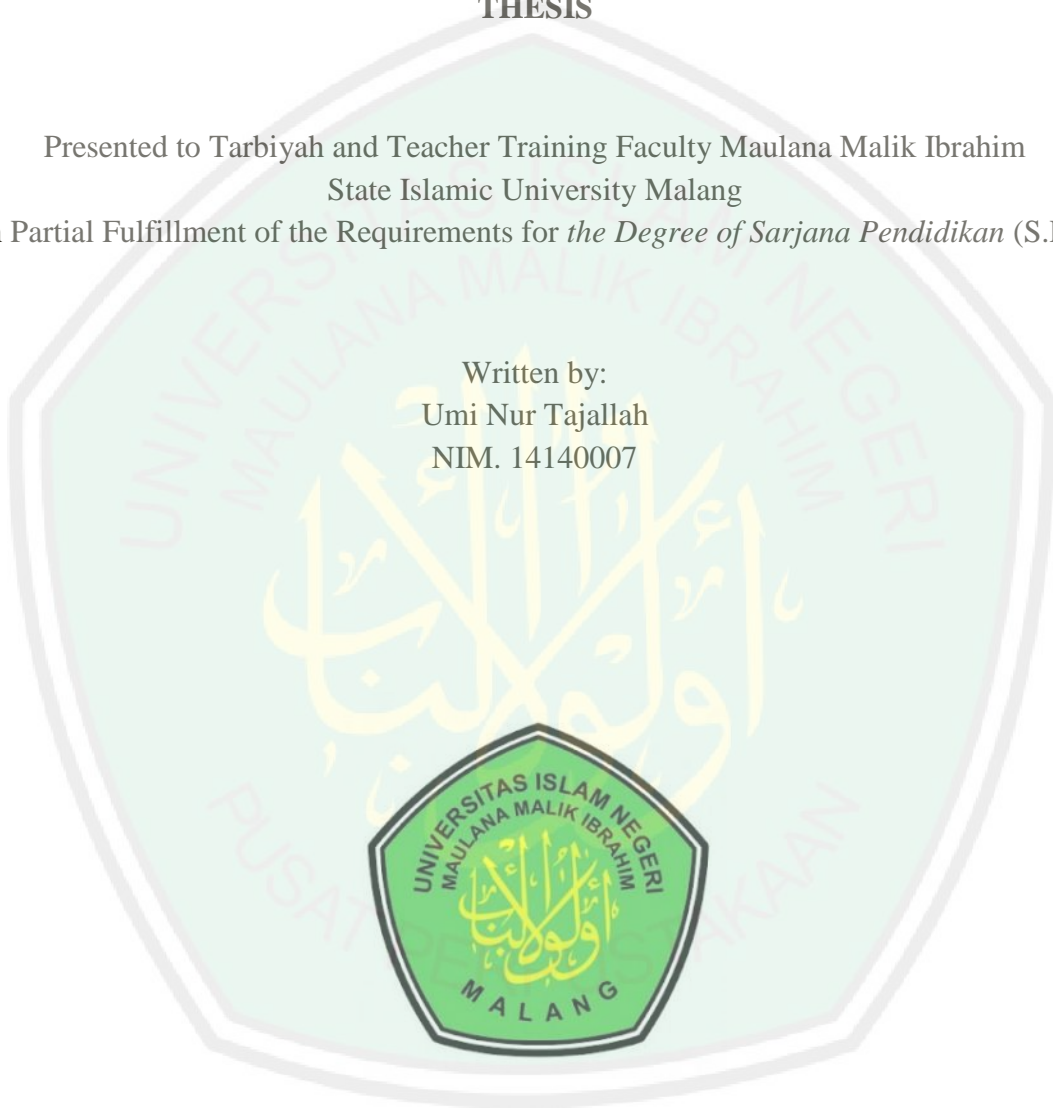Written by:
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July, 2018

THE INFLUENCE OF ADVERSITY QUOTIENT ON STUDENT LEARNING RESULTS AT FIFTH GRADE OF SDI MOHAMMAD HATTA MALANG ACADEMIC YEAR 2017/2018

THESIS

Presented to Tarbiyah and Teacher Training Faculty Maulana Malik Ibrahim
State Islamic University Malang
In Partial Fulfillment of the Requirements for *the Degree of Sarjana Pendidikan* (S.Pd)

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July, 2018

APPROVAL SHEET

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HATTA MALANG ACADEMIC YEAR 2017/2018

THESIS

Written By
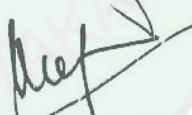
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and declared to be

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iv

DEDICATION

I dedicate this my little work of thesis to:

1. Allah the Al-Mighty and Prophet Muhammad SAW.

2. My beloved mother Tarmini and my father Yazid who has never stop to give me support and pray for me

3. My beloved sister Umi Kholwatin and my beloved grandfather Kasdi who always giving motivate to me in everything

4. My beloved big family De Eti, De Men, De Triman, De Dase, Mas Andika, Mas Ajis, Mas Rohman, Mbak Satul and Mbak Utami.

5. Ustadz and ustdzah in PPBA, PKPBI, and regularry lecturers.

6. All my friends in PGMI ICP 2014, Rahma, Harini, Annisa, Alwi, Sherly, Risda, Azizah, Rima, Ratna, Billa, Tsalats, Anny, Tutut, Nikmah, Nurul, Rosy, Rizka, Rizkya, Riris, Dr Nanda, Yulia, Fina, Miyah and Elma.

MOTTO

وَإِذَا سَأَلَكَ عِبَادِي عَنِّي فَإِنِّي قَرِيبٌ أُجِيبُ دَعْوَةَ الدَّاعِ إِذَا دَعَانِ فَلْيَسْتَجِيبُوا لِي وَلْيُؤْمِنُوا بِي لَعَلَّهُمْ يَرْشُدُونَ

"And if my servants ask you about Me, then (answer), that I am near. I grant the request of the one who prays if he prays to me, then let them fulfill (all my commandments) and let them believe in Me, that they may always be in the truth."

(QS. Al-BaqarahVerse 186)

To strive, to seek, to find, and not to yield.

(Alfred Lord Tennyson)

Dr. H. Nur Ali, M.Pd

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OFFICE MEMO OF ADVISOR

Subject   : Thesis of Umi Nur Tajallah   Malang, May 25th, 2018

Attachment : 4 (four) Exemplares

To Whom it May concern,

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In

     Malang

Assalamu'alaikum Wr. Wb.

    This office memo declares that thesis originally owned by:

Name   : Umi Nur Tajallah

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                Learning Resultsat Fifth Grade of SDI Mohammad Hatta

                Malang Academic Year 2017/2018"

    Is considered **acceptable** to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

Wassalamu'alaikum Wr. Wb.

Advisor,

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CERTIFICATE OF THESIS AUTHORSIP

I hereby declare that this thesis is originally written by Umi Nur Tajallah, student of Islamic Elementary Education Department (PGMI) as the requirement for degree of Sarjana Pendidikan (S.Pd), Faculty of Tarbiyah and Teaching Training at Maulana Malik Ibrahim Sattae Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, May 24th, 2018
Author,

Umi Nur Tajallah
NIM. 14140007

PREFACE

Alhamdulillah, Praise to Allah the Al-Mighty who has give to author a mercy, taufiq, and guidance, so that author can finish this thesis with the title "*The Influence Of Adversity Quotient on Student Learning Result At V Grade of Islamic Elementary School Mohammad Hatta Malang Acedemic Year 2017/2018*", shalawat and salam uninterruptedly extended to Prophetof Muhammad and all the families, friends, and all moeslem.

The aim of this thesis is the requirement for *the Degree of Sarjana Pendidikan (S.Pd)*. the specific purpose of this thesis is as a discourse of education that is still a lot of things from an education that must be developed.

There is no pronounceable word that can be extended except the great gratitude to the excellency:

1. Prof. Abdul Haris, M.Ag., as Rector of The State Islamic University of Maulana Malik Ibrahim Malang

2. Dr. H. Agus Maimun, M.Pd., as Dean Faculty of Tarbiyah and Teaching Training

3. H. Ahmad Sholeh, M.Ag, as The Head of Islamic Elementary Education Department

4. Dr. H. Nur Ali, M.Pd, as Advidor who always give guidance and a lot of suggestion in onder to complete the arrangement of research report.

5. Dr. Esa Nur Wahyuni, M.Pd, as validator material expert that has taken time to give guidance and a lot of suggestion in questionnaire of adversity Quotient.

6. All civitas of SDI Mohammad Hatta Malang, especially Mr. Tomi Ariansyah, S.Pd as the Deputy Head of Curriculum who has help and always give guidance in this research, Mrs Nurhasanag, S.Pd as the teacher in the VB class and Mr. Eko Cahyono, S,Pd as the teacher in the VC class who give time and opportunity so researcher can do reseach in their class.

7. All the colleagues of ICP PGMI 2014 who always encourage and give support to the writer in process of arrangement and observation this report.

Hopefully this simple thesis can be beneficial to all researches and readers. Hopefully this thesis can become part of academic discourse in order to develop the science to the PGMI department. This thesis is still a lot of shortcomings. Therefore, the author expects criticism and suggestions from all parties for the perfection of this thesis

Malang, May 24th, 2018

Umi Nur Tajallah

GUIDELINES FOR ARABIC-LATIN TRANSLITERATION

Arab-Latin transliteration writing in this thesis uses the transliteration guidelines based on a joint decision of the Minister of Education and Cultur number 158 year 1987 and number 0543/b/U/1987 can be broadly described as follows:

A. Letter

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	و	= w
خ	= kh	ظ	= zh	ء	= ,
د	= d	ع	= '	ه	= h
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Length Vocal

Vocal (a) length = â

Vocal (i) length = î

Vocal (u) length = û

C. Diphthong Vocal

أَوْ	= aw
أَيْ	= ay
أُوْ	= û
إِيْ	= î

xi

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

TABLE OF CONTENTS

ABSTRAK

Tajallah, Umi Nur. 2018. *Pengaruh Adversity Quotient terhadap Hasil Belajar Siswa Kelas V SDI Mohammad Hatta Malang Tahun Ajaran 2017/2018.* Skripsi, Prodi Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, UIN Maulana Malik Ibrahim Malang. Pembimbing: Dr. H. Nur Ali, M.Pd

Adversity Quotient (AQ) adalah salah satu faktor internal dalam bentuk kecerdasan yang dapat mempengaruhi hasil belajar siswa, jika siswa memiliki AQ yang tinggi atau type climbers maka siswa dapat menghadapi tantangan dengan baik dalam belajarnya maka hasil belajar siswa berada di kategori baik, akan tetapi setiap siswa memiliki AQ yang berbeda dan bukan hanya AQ yang dapat mempengaruhi hasil belajar siswa karena hasil belajar siswa dapat dipengaruhi oleh faktor internal dan faktor eksternal lainnya.

Penelitian ini bertujuan untuk: (1) Mengetahui AQ yang dimiliki setiap siswa kelas V SDI Mohammad Hatta Malang Tahun Ajaran 2017/2018, (2) Mengetahui hasil belajar siswa kelas V SDI Mohammad Hatta Malang Tahun Ajaran 2017/2018, (3) Mengetahui pengaruh AQ terhadap hasil belajar siswa kelas V SDI Mohammad Hatta Malang Tahun Ajaran 2017/2018

Penelitian ini menggunakan metode kuantitatif dengan menggunakan analisis regresi linier sederhana, sedangkan teknik pengumpulan data dihasilkan dari dokumentasi dan angket.

Hasil penelitian ini menunjukkan bahwa: (1) Kebanyakan AQ yang dimiliki siswa kelas V SDI Mohammad Hatta Malang Tahun Ajaran 2017/2018 berada di kategori tinggi (climbers) dan sedang (campers) terdapat 36 siswa di kategori AQ tinggi dengan persentasi 90% dan 4 siswa dikategori sedang tipe campers dengan persentasi 10%, (2) Hasil belajar siswa kelas V SDI Mohammad Hatta Malang Tahun Ajaran 2017/2018 kebanyakan berada di kategori sangat baik dan baik, terdapat 17 siswa dengan persentasi 42.5% dan di kategori baik sebanyak 23 siswa dengan persentasi 57.5%(3) Ada pengaruh yang signifikan antara AQ dengan hasil belajar siswa yang dapat dilihat dari nilai t hitung $2.223 > 2.024$ t tabel dengan nilai signifikan 0.032 dan nilai dari analisis regresi sederhana yakni $Y = 80.043 + 0.220$ dan besarnya pengaruh AQ sebesar 11.5% pada hasil belajar siswa.

Kata Kunci: Adversity Quotient, Hasil belajar siswa

ABSTRACT

Tajallah, Umi Nur. 2018. *The Influence of Adversity Quotient on Student Learning Results at Fifth Grade of SDI Mohammad Hatta Malang Academic Year 2017/2018*. Thesis, Islamic Elementary Education Department, Tarbiyah and Teacher Training Faculty, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Dr. H. Nur Ali, M.Pd

Adversity Quotient is one of internal factor in form of intelligence that can affect to student learning results, if students have a high of Adversity Quotient (AQ) or in type of climbers so students can solve well the problem in their learning so its can make students learning results in good results, but each students have different of AQ and not only AQ that can affect learning results of students because student learning results can affected by some other internal factors and eksternal factors.

This research is aimed at: (1) to know Adversity Quotient that owned by students at fifth grade of SDI Mohammad Hatta Malang academic year 2017/2018, (2) to know students learning result at fifth grade of SDI Mohammad Hatta Malang academic year 2017/2018, (3) to know the influence of Adversity Quotient on student learning results at fifth grade of SDI Mohammad Hatta Malang academic year 2017/2018.

This research employed quantitative research method with using simple linier regression analysis, while data collection techniques were obstained from documentation and questionnaire.

The results of research that has been done states that: (1) Most of Adversity Quotient of students at fifth grade of SDI Mohammad Hatta Malang academic year 2017/2018 in high (climbers) and medium (campers) of AQ of students, there are 36 students in high AQ or type of climbers with 90% percentage and 4 students in the medium AQ or in campers type with 10% percentage. (2) Learning results of student at fifth grade of SDI Mohammad Hatta Malang academic year 2017/2018 in the category of very good and good learning result, there are 17 students with 42.5% percentage in the very good learning results category and 23 students with 57.5% percentage in the good learning results category, (3) There is a significant influence between AQ with student learning results that is shown by t count value 2.223> 2.024 t table with a significance value of 0.032 and obtained a simple linear regression value of $Y = 80.043 + 0.220$ and the magnitude of the influence of AQ is 11.5% on student learning results.

Keywords: Adversity Quotient, Student Learning Results

الملخص

تجلى, أمي نور.2018. تأثير حاصل الشدائد على نتائج تعلم الطلاب في الصف الخامس المدرسة الابتدائية الإسلامية محمد حتا مالانق في العام الأكاديمي 2017 / 2018 . أطروحة . تعليم مدرسي برنامج المدارس الإبتدائية الإسلامية, كلية التربية والعلوم التربوية, جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانق . المستشار : الدكتور نور عالي الماجستير

حاصل الشدائد هو أحد العوامل الداخلية في شكل ذكاء يمكن أن يؤثر على نتائج تعلم الطلاب, إذا كان الطلاب لديهم نسبة عالية من حاصل الشدائد أو في نوع المتسلقين حتى يتمكن الطلاب من حل المشكلة بشكل جيد في تعلمهم حتى يتمكنوا من جعل الطلاب يتعلمون نتائج جيدة, لكن كل طالب لديه اختلاف من حاصل الشدائد وليس فقط حاصل الشدائد يمكن أن تؤثر على نتائج تعلم الطلاب لأن نتائج تعلم الطلاب يمكن أن تتأثر ببعض العوامل الداخلية والعوامل الخارجية الأخرى.

يهدف هذا البحث إلى : (1) معرفة حاصل الشدائد التي يمتلكها الطلاب في الصف الخامس المدرسة الابتدائية الإسلامية محمد حتا مالانق في العام الأكاديمي 2017 / 2018, (2) لمعرفة نتائج التعلم للطلاب في الصف الخامس المدرسة الابتدائية الإسلامية محمد حتا مالانق في العام الأكاديمي 2017 / 2018, (3) لمعرفة تأثير حاصل الشدائد على نتائج تعلم الطلاب في الصف الخامس المدرسة الابتدائية الإسلامية محمد حتا مالانق في العام الأكاديمي 2017 / 2018.

استخدم هذا البحث أسلوب البحث الكمي باستخدام تحليل الانحدار الخطي البسيط, بينما تم الحصول على تقنيات جمع البيانات من الوثائق والاستبيان.

نتائج البحوث التي تم القيام بها تنص على ما يلي: (1) معظم حاصل الشدائد التي يمتلكها الطلاب في الصف الخامس المدرسة الابتدائية

الإسلامية محمد حتا مالانق في العام الأكاديمي 2017 / 2018 .... في ارتفاع (المتسلقين) والوسطى (المخيم) من حاصل الشدائد من الطلاب ، هناك 36 طالبًا في حاصل الشدائد عاليًا أو نوعًا من المتسلقين بنسبة 90٪ و 4 طلاب في المتوسط حاصل الشدائد أو في نوع المعسكر بنسبة 10٪ (2) نتائج التعلم من الطلاب في الصف الخامس المدرسة الخامس الابتدائية الإسلامية محمد حتا مالانق في العام الأكاديمي 2017 / 2018 في فئة نتائج التعلم الجيدة والجيدة للغاية ، من بين 40 طالبًا ، هناك 17 طالبًا بنسبة 42.5٪ في فئة نتائج التعلم الجيدة جدًا و 23 طالبًا بنسبة 57.5٪ في فئة نتائج التعلم الجيدة, (3) هناك تأثير كبير بين حاصل الشدائد مع نتائج تعلم الطلاب التي يتم عرضها من خلال قيمة العدد 2.223> t t 2.024 جدول بقيمة دلالة 0.032 وحصلت على قيمة انحدار خطية بسيطة لـ Y = 80.043 + 0.220

الكلمات الرئيسية: حاصل الشدائد ، نتائج تعلم الطلاب

CHAPTER I
INTRODUCTION

A. Background of the Research

Education is an important means in the intellectual life of the Nation. Through education, will be taught how someone has a good personality and other useful things for the life of the community and his country. This is reflected in the Law of the Republic of Indonesia Number 20 Year 2003 about National Education System, which reads:

> Education is a conscious and well-planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual spiritual power, self-control, personality, intelligence, noble character, as well as the skills needed by him, society, nation and state.[1]

From the definition of Education above can be concluded that education aims to human beings can develop well, able to practice what has been learned and able to actualize himself well that has benefits for himself, society, nation, and country.

Indonesia has three stages of education, starting from elementary school/Madrasah Ibtidaiyah, Junior High School/Madrasah Tsanawiyah, and Senior High School/Madrasah Aliyah. From the various stages above, Elementary School/ Madrasah Ibtidaiyah have an important role for the next level of education, because at this stage students will receive basic knowledge as stock for further education.

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[1] *Undang-Undang Republik Indonesia No 20 Tahun 2003 Tentang Sistem Pendidikan Nasional* (UGM: http://luk.staff.ugm.ac.id/atur/UU20-2003Sisdiknas.pdf) accessed on 11th November, 2017

To provide knowledge at the basic level in a student's learning will be taught the diversity of basic materials, so that students not only understand one knowledge course, but to understand a variety of complex knowledge in life.

As an educator, absolutely have the desire that all students have good learning result, the success of students in a learning can be seen from how the level of students mastery to the material that has been taught, to measure the mastery level can be seen from student learning result with daily exam, midterm exam and final exam. From some of these exams can be expressed in the form of student report card, the value of the report cards can describe how the students' learning result and report card is from the *leger*. *Leger* is a list of student learning results that will be poured into student report cards. In this leger is reflected in the value achieved by student in taking a test or exam and usually also reflected the rank of all the students.

The results of learning itself is a capability that is owned by students after receiving learning. [2] Such capabilities can be cognitive, affective, and psychomotor aspects. The diversity of success in student learning results is usually influenced by several factors, namely factors from within the individual (internal) and factors from outside the individual (external) and one of the internal factors that can affect student learning results is the factor of intelligence.

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[2] Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: Remaja Rosdakarya, 2014) p. 22.

Intelligence is a factor that have influence for student learning results, one of the intelligences known by most people is intellectual Quotient (IQ). Intellectual Quotient is a scientifically measured intelligence and influenced by heredity, the intellectual intelligence has long been regarded by parents, teachers and entrepreneurs as predictors of success, but many examples of people who have high IQ but do not realize their potential.[3]

How much IQ does not guarantee a person can be successful in life, such as the case of Ted Kaczynski who has a very high IQ but police checked him because of bombing problems, Ted has an IQ of 160-170 at the age of 6, Ted entered Harvard University at the age of 16, after doing the program, his masgister and his doctorate Ted became a professor at Barkeley, after two years Ted abandoned his profession and became famous for being a terrorist.[4] IQ can not be served as a measure of a person in determining success so that the form of intelligence is re-established by Daniel Goleman.

Daniel Goleman in Paul G Stoltz formulates a new idea of intelligence, that in addition of IQ, all individuals have EQ (Emotional Quotient), EQ reflects the ability to empathize with others, controls impulses, self-consciousness, survives, and good friends with but like the IQ, not everyone can take full advantage of their EQ and potential, besides

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[3] Paul G. Stoltz, *Adversity Quotient: Mengubah Hambatan Menjadi Peluang,* terj., T. Hermaya (Jakarta: Grasindo, 2003) p. 14

[4] Fuad Hasim, Teroris dari kampus Harvard (detikX https://x.detik.com /detail/intermeso/ 2017 0901/Teroris-Dari-Kampus-Harvard/index.php) accessed on 28th Juny, 2018

the EQ does not have a legitimate benchmark and a clear method to study it, so EQ remains difficult to understand.[5]

Someone who has a high EQ also does not guarantee the success of someone, like his friend of Arafat ie A person, Arafat is author book of mentor leader university, the A person has a friend that is B person, A person and the B person have the same EQ and work in the same company but the B person is promoted to a higher position because the A person has a higher IQ than the A person.[6]

If it is associated with learning for a student then a student with a high IQ may be able to think well when learning so as to get a good value, but a high IQ also does not guarantee its value can be maximally because may be it is determined by lazy and other factors so that the value is not maximized.

Similarly with EQ, students who have high EQ may be able to communicate well with the teacher when facing with problems in learning so that the value obtained to be good, but EQ also does not guarantee the results obtained students to be maximal, maybe IQ students is low so the way of thinking is very difficult in accepting learning or maybe the student is lazy to repeat the material when at home so that the value becomes not maximal.

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[5] Paul G. Stoltz, *Adversity Quotient: Mengubah Hambatan Menjadi Peluang,* terj., T. Hermaya (Jakarta: Grasindo, 2003) p. 15.
[6] M. Arafat Imam. *Step by Step Leader* (Jakarta: Kim Ara Holdings Group, 2016) p.156-157

Based on the example above though someone who has high IQ and EQ but they still fail to demonstrate their abilities and less successful in his life, so IQ and EQ also can't be served determine a person's success, but both plays a role. Responding to this, so occur the new theoretical framework of intelligence called Adversity Quotient.

According to Paul G. Stolz theory, Adversity Quotient can explains how to understand and improve all aspects of success, to know the individual response to problem and how to improve the response to the problem.[7]

Adversity Quotient is an individual ability in facing difficulties or problems that can be seen from how individuals respond to difficulties, if the ability is high so the individual will respond to the challenge well and successfully through the challenge and if the ability is low so the individual will respond to the challenge as a disaster and causing the individual can not face the problem well.

Siti Hajar is one example of someone who has high in Adversity Quoteint in facing challenges. One time his son named Ismail thirst and siti nursing him suddenly dried up his milk, she finally looking for water in the middle of the desert with all his ability to go back and forth from Shafa hill to Marwah up to 7 times, until finally Allah SWT give help to siti hajar.[8]

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[7]Paul G. Stoltz, *Adversity Quotient: Mengubah Hambatan Menjadi Peluang,* terj., T. Hermaya (Jakarta: Grasindo, 2003) p.9

[8] Muhammad Syafi`ie El Bantanie.*Berani Hidup Berani Sukses*. (Jakarta:Republika, 2008), p. 54-56

From the story of Siti hajar if experienced for people who have a high IQ might think there is no water in the desert so they may despair, for people who tend to have a high EQ they may be overwhelmed by responding to their own emotions, but siti hajar have a high AQ, siti hajar not care about the desert situation but siti hajar still optimistic surely that she can find the water, so that God was helping him because the her effort is really to looking for water for his son.

Adversity Quotient Everyone has different levels in facing the challenges in life, life in Paul's book likened life to mountain climbing, on this journey that required effort, on the way there are various difficulties and challenges. In this difficulty Paul devide three types of climbers there are Quitters (those who stopped), campers and climbers.[9]

The types of climbing arise from the way they respond to a difficulty, while the better one's response to difficulty the higher the level of Adversity Quotient that owned. Type of Quitters (Low AQ) for those who respond poorly to the difficulty of climbing so as to bring negative thoughts within themselves, they are afraid of carrying out the climb so they choose to quit, Type of Campers (Medium AQ) for them to respond either to difficulty but to being tired or they are comfortable in the middle of the climbing, so they choose to camp but at least they have tried to climb rather than not to do climbing not at all, Type of Climbers (High AQ) for those who continue to well respond to the difficulties so they are

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[9] Paul G. Stoltz, *Adversity Quotient: Mengubah Hambatan Menjadi Peluang,* terj., T. Hermaya (Jakarta: Grasindo, 2003) p. 18-19.

filled with positive thoughts and make spirit appear from them to continue to climb because they believe the beautiful scenery if it is at the top. From here can be found a great influence between AQ and one's success.

From the previous of siti hajar story, can explain the importance of AQ in life, therefore AQ is very important for students. Paul in his theory said that students who have a high AQ will make them a passion for learning and make student achievement increased.[10] Therefore, if climbing a mountain in the Paul theory for students is likened to "learning study" so there are students who have type of Quitters, Campers and Climbers.

First, students who have Quitters type (Low AQ) will respond to a difficulty be a burden to them, so that there is no motivation for them to learn, students assume that all learning materials in school is boring, complicated and creepy, finally students lazy to learn, when they know that their daily exam or another exam are low value, they do not want to try to make this value to be good, even they tend to hate this learning materials.

Second, students who have Campers type (Medium AQ) will respond well to a difficulty in learning so they have the motivation to learn, but because this type of campers have the nature of feeling satisfied and get tired, so when students get daily exam with value 75 they will be satisfied with the value, these campers students feel they have succeeded

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[10] Paul G. Stoltz, *Adversity Quotient: Mengubah Hambatan Menjadi Peluang,* terj., T. Hermaya (Jakarta: Grasindo, 2003) p. 95

in the learning result, sometimes they feel the fatigue in learning so that they stop to improve their learning efforts.

Third, students who have type Climbers (High AQ) will always respond well to the difficulty in learning so that they continue to have high motivation and always learn hard, they believe the effort in learning will not be vain and they sure can get value results maximum.

From the explanation above can be concluded that AQ determine one's success beside IQ and EQ, AQ influences student success by seeing students respond to challenge in a learning, the higher AQ student, so better also student response to difficulties happened in learning, while better response will increasing positive thinking, so that bring the students motivation to always learn and try that gives influence to the learning results.

Adversity Quotient is needed by students in dealing with problems or challenges in learning, by having AQ students can undergo the challenge by responding positively to the challenge, so that students have a strong and optimistic energy in learning, if students accustomed early respond positively to the challenge then the student will be accustomed to respond to various challenges that exist in their life well.

This Adversity Quotient considers a challenge to be an opportunity to be achieved, this is in harmony with the study of patience by Imam Al-Ghazali, Imam Ghazali divide the patience into three kinds one of which is patient in the face of calamity that is always steadfast in accepting

calamity, trials or challenges and not despair and pessimistic so as not to suffer from the disaster and convinced that in any problems there must be wisdom behind it. [11] This can explains that AQ integrates with the understanding of Islam.

Research on Adversity Quotient has been done both domestically and abroad. One research from abroad was conducted by Pimnada Prasittisrisakul, Shuttawee Sitsira-at and Pinyapan Piasai in their journal about the Adversity Quotient application of handwriting scores in Class 1 Mekkajorn Chiang Mai, the results showed that the application of Adversity Quotient can improve handwriting achievement and improve score Adversity Quotient students. [12]

While one of the domestic research on AQ is implemented by Husna Maratus Sholihah, her research is the influence of Adversity Quotient on Student Achievement of Mathematics Grade VII of MTsN Aryojeding Academic Year 2010/2011, the result of the research shows a significant influence between Adversity Quotient with student learning achievement in mathematics. [13]

Adversity Quotient of each student is different as well as students in SDI Mohammad Hatta Malang, SDI Mohammad Hatta Malang is an

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[11] Maman Imanulhaq Faiqah.*Zikir Cinta:Menggapai Kebahagiaan.*(Jakarta: Kompas Media, 2008) p. 26

[12] Pimnada Prasittisrisakul, dkk. *Adversity Quotient Practice and Handwriting Score in First Grade Students.* Jurnal Hill Publishing (http://www.hillpublisher.com/UpFile/201711/201711023 5906065.pdf) accessed on 20th Februari, 2018

[13] Husna Maratus Sholihah, *Pengaruh Adversity Quotient terhadap Prestasi Belajar Matematika Siswa Kelas VII MTsN Aryojeding Tahun Ajaran 2010/2011*, skripsi, IAIN Tulungagung, 2011

accredited school "A" which is located at Jalan Store Flamboyan street number 30 lowokwaru Malang. The school is very active in the race event that is the general champion of PAI competition 6 years, in addition to often include races at the district and district levels ranging from pantonym, choir, Asmaul Husna, Tapak Suci, Adzan, prayers pilgrims, and batik, even ever follow the National Mathematics Olympiad competitions, researcher also see the value in the two classes of class VB and VC average student learning results the value is above 80 to 100, because researcher saw the high learning results that researcher feel the level of AQ students also is high.

Based on the description and explanation of some research results on Adversity Quotient above, the researcher motivated to know whether there is influence of Adversity Quotient with student learning result in fifth grade of Islamic Elementary School Mohammad Hatta Malang so the researcher took the title: "*The Influence of Adversity Quotient on Student Learning Results at Fifth Grade of SDI Mohammad Hatta Malang Academic Year 2017/2018* "

B. Problem of the Research

Based on the background problem above, then the formulation of the problem in this research is:

1. How Adversity Quotient of students at fifth grade of SDI Mohammad Hatta Malang academic year 2017/2018?

2. How student learning results at fifth grade of SDI Mohammad Hatta Malang academic year 2017/2018?

3. Is there any influence of Adversity Quotient on student learning results at fifth grade of SDI Mohammad Hatta Malang academic year 2017/2018?

C. Objective of the Research

Based on the formulation problem of the research above, this research is objective to:

1. To know Adversity Quotient of students at fifth grade of SDI Mohammad Hatta Malang academic year 2017/2018

2. To know student learning results at fifth grade of SDI Mohammad Hatta Malang academic year 2017/2018

3. To know whether any Influence of Adversity Quotient on Student Learning Results at Fifth Grade of SDI Mohammad Hatta Malang Academic Year 2017/2018

D. Significance of the Research

The results of this research are expected to have theoretical and practical benefits, as follows:

1. Theoretical Benefit

The results of this research are expected to assist the development of science in the field of Adversity Quotient and its influence on student learning results.

2. Practical Benefit

   a. *For the Institute,* to be an additional material in the academic information about Adversity Quotient

   b. *For Teachers,* to be considered in assessing students in learning, teachers can also learn more about how to improve student AQ.

   c. *For the Researcher*, to be a guide that can be used after becoming a real educator.

E. Hypothesis of the Research

The hypothesis in this research were divided into two categories namely the null hypothesis (H_0) and alternative hypothesis (H_a), based on the division are:

1. Null hypothesis (H_0): There is no influence between *Adversity Quotient* on student learning results.

2. Alternative hypothesis (H_a): There is an influence between *Adversity Quotient* on student learning results.

F. Scope of the Research

The scope of this research is used as a limitation of the problem that will be used as a research guide, so that the research will be not deviate from the goal. The scope of this research is limited to:

1. Student in Fifth Grade of SDI Mohammad Hatta Malang used as Research Population whereas VB and VC as sample of research.

2. The Adversity Quotient which researched is the level or type of each AQ student through Questionnaire of AQ.

3. Assessment of learning result obtained from teachers based on the leger card of class VB and VC.

G. Previous of the Research

Research on Adversity Quotient has been done by previous researchers but there are many differences regarding the subject and the object under research, This following table will explain originality in this research with comparing several previous studies:

Table 1.1 Previous of The Research

No	Name of Researcher, Title, Form, Publisher and Year of Research	Similarities	Diffrences	Originality of Research
1	Anissa Swi Ratna Aulia.*Pengaruh Adversity Quotient (AQ) dan Motivasi Belajar terhadap Hasil Belajar Mata Pelajaran Ekonomi,* Skripsi, Universitas Pendidikan Indonesia, 2014	a. The Independent Variables same use *Adversity Quotient*	a. Dependent variable of previous researcher result of research on subjects economics, while researcher own calculation result learn all subjects. b. Previous researcher used two independent variables, while the researcher himself used 1	The results of previous research explain the positive influence of AQ and learning motivation on student learning result on subject of economy, while the researcher themselves want to find the influence of AQ on all subject in student learning result

			independent variable c. Technique of data analysis of previous researcher use *path analysis* model , while researcher self use simple linear regression analysis	
2	Tesa N Huda dan Agus Mulyana. *Pengaruh Adversity Quotient terhadap Prestasi Akademik Mahasiswa Angkatan 2013 Fakultas Psikologi UIN SGD Bandung.* Jurnal, UIN Sunan Gunung Djati Bandung, 2015	a. The Independent Variables same use *Adversity Quotient*	b. Dependent Variables previous research that is academic achievement (IPK), while the researchers themselves using student learning result c. The subject of previous research is the students while the students themselves are elementary students	The results of previous research shows AQ affects students' academic achievement
3	Husna Maratus Sholihah, *Pengaruh Adversity Quotient terhadap Prestasi Belajar Matematika Siswa Kelas VII MTsN Aryojeding Tahun Ajaran 2010/2011*, skripsi, IAIN Tulungagung, 2011	a. The Independent Variables same use *Adversity Quotient*	a. Dependent variable The previous researcher is the achievement of learning mathematics, while the researcher himself uses student	The results of previous researchers' research explain the influence of AQ on learning outcomes Mathematics

			learning outcomes b. Subjects researched previous researchers ie MTS students, while the researchers themselves using elementary students c. The data analysis technique of the previous researcher used Analysis of Variation (ANOVA) Non-Parametric 1 Path. while the researchers themselves use simple linear regression analysis	
4	Pimnada Prasittisrisakul, dkk. *Adversity Quotient Practice and Handwriting Score in First Grade Students*. Jurnal Hill Publishing, 2017	a. The Independent Variables same use *Adversity Quotient*	a. Dependent Variables of previous researchers Handwriting Score, while the researchers themselves the results of student learning b. Research type of	The results of this study indicate the difference between students learning AQ "LEAD" with students who did not learn AQ on their Handwriting score

| | | | previous researcher use quasi experimental design, whereas researcher use correlation type eksplanation | |
| | | | d. The data analysis technique of the previous researcher used One Way Manova. while the researchers themselves use simple linear regression analysis | |

H. Operational Definition of KeyTerm

Variables in this research need to be explained in more detail in order to avoid the wrong perception of the research title, it is necessary to define the things as follows:

1. Adversity Quotient is the ability of a person to face all kinds of challenges in life by exploiting the potential he possesses with tenacious and earnest. Adversity Quotient can be measured with an *Adversity Respon Profile* (ARP) that looks at how a person responds to a problem by using CO_2RE Indicator.The *Adversity Response Profile*

in this research was modified as best as possible by adjusting the grade level of grade V in SDI Mohammad Hatta Malang.

2. Student Learning Results is a result obtained after doing the learning activity, the result is usually stated in the value or behavior, from the result can be known how far the success of student in a learning, result of student learning in this research it shows through the value of students leger cards in first final semester exam and second midterm exam.

I. **Composition of Research Finding**

In Generally, the discussion in this thesis is divided into three parts namely, The Beginning Section, The Main Section, and the End Section.

1. The Beginning Section includes: External Cover Page Inside Cover Pages, Title Page, Offering Page, Page Motto, Dinas Notes, Statement Page, Preface, Transliteration Page, Table List, Image List, Appendix List, Table of Contents, and Abstract Page.

2. The Main sections include:

a. CHAPTER I is an Introduction that include Background of the Research, Problem of the Research, Objectives of the Research, Significance of the Research, Hypotheses of the Research, Scope of the Research, Previous Research, Operational Definition of Key Term, and Composition of Research Finding.

b. CHAPTER II is a Review of Related Literature which includes the Theoretical Framework and Research Roadmap

c. CHAPTER III is a Research Method that includes Research Setting, Approach and Research Design, Research Variables, Population and Sample, Data and Data Source, Research Instrument, Data Collection, Test Validity and Reliability, Data Analysis and Research Procedure.

d. CHAPTER IV is the Exposure of Data and Element Result of the Element which includes Data Description and Hypothesis Testing

e. CHAPTER V is Discussion of Research Results

f. CHAPTER VI is a cover that includes the conclusions and suggestions from researchers

3. The End Section which includes Reference List, Appendices and Student Biodata

CHAPTER II

REVIEW OF RELATED LITERATURE

A. **Adversity Quotient**

1. **Understanding of Adversity Quotient**

   Adversity Quotient was first introduced by Paul G. Stoltz, Ph.D., who is the president of PEAK Learning Incorporated, he was the Consultants and excelling in the world of work and education.

   The concept of *Adversity Quotient* arises because the potential of IQ (*Intellegence Quotient*) and EQ (*Emotional Quotient*) intelligence is not enough to be the capital of one's success, so Paul G. Stoltz develops a new intelligence concept called *Adversity Quotient* that helps one become successful by exploring potential and his intelligence.

   In English, the word *"Adversity"* has meaning misery or misfortune,[14] while according to paul G Stolzt *Adversity Quotient* has meaning of one's ability or intelligence in facing challenges or obstacles in everyday life with full confidence with his principles and ideals with effort and persistence regardless of what happens.[15] With other words, AQ is intelligence in the face of a challenge or problem in life.

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[14] Kamus Bahasa Inggris.(https://kamusbahasainggris.id) accessed on 25th February, 2018
[15] Paul G. Stoltz, *Adversity Quotient: Mengubah Hambatan Menjadi Peluang,* terj., T. Hermaya (Jakarta: Grasindo, 2003), p. 12.

According to Paul G. Stoltz, the concept of *Adversity Quotient* has three forms. *First,* AQ is a conceptual framework for understanding and improving all aspects of success. *Second,* AQ is a measure to know how one responds to difficult. *Third,* AQ is a set of tools to improve one's response to difficult or problem.[16] A person who has knowledge of AQ will be able to understand how to improve success by changing a negative response to a challenge into a positive response by applying AQ skills in turning challenges into opportunities.

Adversity Quotient is a remedy for someone who had been pessimistic in the face of the challenges of life, or assume that a change if occurs will be a big problem, both for those who become a businessman, managers, professionals, teachers, students and parents. because AQ can change the mindset of helplessness that can bring a pessimist into a mindset of a powerless person filled with optimism. The positive response will make a person passionate in carrying out his duties and increased performance that makes result of person's performance better, in other words AQ can predict the success of someone in life.

Paul G Stoltz stated that the success of a job and life can be determined by the AQ possessed, because: *First* AQ can know how far a person survives and the ability to face a challenge. *Second*, AQ

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[16] Paul G. Stoltz, *Adversity Quotient: Mengubah Hambatan Menjadi Peluang,* terj., T. Hermaya (Jakarta: Grasindo, 2003), p. 9.

knows who succeeded and lost in facing challenges. *Third*, AQ knows whether or not a person succeeds in bringing their potential and performance. *Fourth*, AQ can know who will survive or who fails to face the challenge.[17]

From the description above can be concluded that AQ is one factor of success in addition to other factors such as IQ and EQ, while AQ itself is an intelligence in the face and able to survive in various types of life challenges, AQ also assumes that response of person is element from success, so that any form of challenge must be handled properly in order to improve performance and improve the work well.

2. **Dimension of** *Adversity Quotient*

The Level of *Adversity Quotient* as a whole can be determined by the dimensions of CO_2RE. These dimensions of CO_2RE include *Control*, *Origin* and *Ownership*, *Reach* ,and *Endurance*, the following will explain the four dimensions of CO_2RE:[18]

a. *Control*

This dimension asks: "How much control does a person feel when facing challenge or difficulty". The keyword of this dimension is feeling. This dimension is a complement to Seligman's optimism theory. This dimension of control directly affects empowerment and other dimensions. Feeling this control even it is small can have an effect on one's actions and thoughts.

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[17] Paul G. Stoltz, *Adversity Quotient: Mengubah Hambatan Menjadi Peluang,* terj., T. Hermaya (Jakarta: Grasindo, 2003), p. 9.
[18] *Ibid.,* p. 140.

The difference between low AQ and high AQ in this dimension is quite dramatic, Higher AQ of person can feel many control in the face of a challenges so they ultimately take an action in solving the challenge, because this happens continuously so they will continue to take more control over and those who have higher AQ tend to make the climb continuously, they will take action with the tenacity and tireless determination. Vice versa, someone has lower AQ will tend to camp or quit, they just feel the small of control or do not have a sense of control, they consider themselve helpless and unable to do anything to handled the problem and finally those with lower AQ inclined pessimist with their self and it can affects to action their taken.

From the description above can be concluded that the control dimension is the control that someone feel in taking an action, whether the person is optimistic so they have control and can overcome a challenge or person who pesimist they avoid from the challenge.

b. Origin and Ownership (O$_2$)

1) Origin

This dimension asks: "Who is the cause of a problem or difficulty". This dimension relates to a feeling of "guilt". People who have lower AQ feel that they are the sole cause of difficulties or problems.

Guilt has two important functions. *First,* the guilt that makes one reflect, learns to improve his behavior. *Second*, guilt that towards to regret. Guilt becomes a powerful motivator when used appropriately. Guilt in the right measure will inspire a person to act and can improve and develop himself, but if the guilt that is felt too big will be destructive that creates a setback.

A person with a lower AQ tends to blame himself, such as "this is all my fault or I am so stupid", the over guilt becomes destructive and destroys hope and energy or can cause a person to stop facing a difficulty. Conversely, a person with a high AQ can place a reasonable guilt and tend to assume the cause of difficulties originating from others person or other factors, such as "there are many of other factors that play a role in this problem".

From the above description it can be concluded that the origin is a dimension that asks where the coming of a problem related to guilt, lower AQ will assume it is the main factor in the problem, whereas higher AQ will tend to assume there are other factors as the cause of the occurrence a problem.

2) Ownership

This dimension asks: "What the extent does one recognize the consequences of a problem". This dimension is

directly related to responsibility. Someone who has a higher AQ will recognizes the consequences of a problem that occurs and raises a sense of responsibility to do something to solve problems or difficulties that occur, even though the problem is not caused by him, while people who have lower AQ do not recognize the consequences of the problem tend to delegate responsibility to others person.

from the description above, can be concluded that the dimension of ownership is related to responsibility of person, the higher AQ level have the higher awareness of responsibility to solve the problem and so on the contrary for lower AQ, they have the lower awareness of responsibility to solve the problem.

c. Reach

This dimension asks: "What extent person feel difficulties will reach or spread to person's life" This dimension focuses on one's ability to withstand a problem so as not to spread into their life.

A person who has a high AQ in this dimension will limit the problem so the problem not to spread to other life, they are able to put the problem in the right place, they consider a misunderstanding is a misunderstanding and do not assume that

misunderstandings can destroy another life. They can become more empowered and feelings so they can easily solve problems.

While someone who has a lower AQ in this dimension considers challenge as a disaster, they do not limit the area of the problem that makes difficult can spread in their life, they let the difficulty widespread wich will suck the happiness and increase the weight of the load and the energy needed to solve the problem, as well as the peace of thinking will disappear helpless in taking an action.

From the description above, it can be concluded that the reach is the ability of a person to limit the difficulty that occurs, someone with a higher AQ will limit the difficulty so that the mind becomes clear in taking an action, while someone with lower AQ will let the difficulty spread in thier life so that his mind becomes not clear in taking an action.

d. Endurance

This dimension asks: "How long will the perceived difficulty last?" And "how long will the cause of the problem take?" Based on Seligman's research, it shows that the differences between those who associate the difficulties are temporary versus eternal.

Someone with a higher AQ considers the difficulty is something that is temporary and considers success as something

eternal, this can increase the optimism, energy, and action was taken. Assuming the difficulty and its causes of difficulty will pass can increase the ability to succeed in facing greater difficulties.

A person with a lower AQ, assume the difficulty and the cause will be long and something positive will be temporary. This can makes person lossing of hope and feelings of helplessness, so one may be less to act against to solve difficulty which assumed as a permanent problem.

From the description above, it can be concluded that endurance emphasizes the ability of a person to consider how long the difficulty and the cause of the difficulty, the higher AQ of a person in this dimension assume the difficulties and causes are temporary, while the low AQ assumes the difficulties and causes of difficulty are permanent.

The dimensions above are the dimensions of AQ that will be used as the researcher as a reference or guidance to measure the AQ students and the summary of this dimension can be seen in figure below:
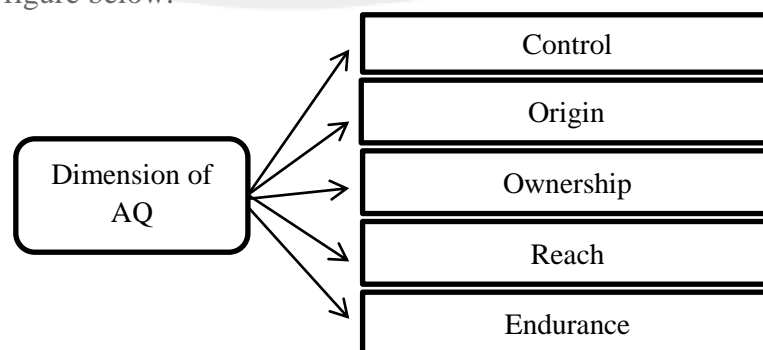
Figure 2.1 Dimension of Adversity Quotient

3. Level of Adversity Quotient

Paul G Stoltz likens life like a mountain,[19] and in the climb founded various kinds of difficulties, Paul was immediately found some types of climbers who viewed from his fighting power in the face of challenges or diffulty to the top of the mountain, there are still want to continue the journey with all the strength (climber), there is a stop on the way and set up a tent (camper), and some are stopped before the climb (quitter).[20]

Likewise in life will founded various kinds of problems and difficulties, when viewed from the efforts of person to face the problem, there are able to handle it until completion, some are stopped in the middle of the way and some are resisting or feeling unable to solve the problem.

The following will be explained about the type of person in the face of the problem (*Adversity Quotient*):[21]

a. Those who Quit (Quitters)

Quitters are the type of person who chooses to quit, avoid obligations, retreat and even quit. Those who have this type tend to avoid a problem in life, they refused to try to resolve problems, and they ignored the human core for trying.

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[19] Paul G. Stoltz, *Adversity Quotient: Mengubah Hambatan Menjadi Peluang,* terj., T. Hermaya (Jakarta: Grasindo, 2003), p. 6.
[20] *Ibid.,* p. 18.
[21] *Ibid*

b. Those who (Campers)

Camper is the type of person who has tried to solve a problem but when they faced with a new problem they are not able to solve it, when compared with quitter, at least this type of camper has tried, but because other factors or they have been bored so they do not continue their effort again.

c. They are Climbers (Climber)

Climber is the type of person who devotes himself to never give up in the face of a problem, whatever happens they keep trying and not care of negative things that may happen.

4. **The Role of Adversity Quotient in Life**

Adversity Quotient is the ability of a person in facing the challenges or difficulties in life so as to make a person become a superior person, this ability or intelligence if kept sharpened will make someone has a soul climber or soul of a keep trying, this soul that keep trying become a part in success factor, these factors include:[22]

a. Competitiveness

Competitiveness largely relates to expectations, agility, persistence determined by a person's response to the challenges of their life. Someone who responds optimistic to difficulties will be more aggressive and brave to take risky, they will react constructively to

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[22] Paul G. Stoltz, *Adversity Quotient: Mengubah Hambatan Menjadi Peluang,* terj., T. Hermaya (Jakarta: Grasindo, 2003), p. 92-95

the challenges so they can use energy effectively to succeed in competition.

b. Productivity

Productivity of someone determined from how one responds to a difficulty, in a study conducted by Seligman prove that people who respond to difficulties with bad can sell less, less production and have worse performance than those who respond to difficulties well.

c. Creativity

Creativity requires the believe that one can innovate by making something new, so AQ is needed for someone to have an optimistic attitude and believe that they can do it, if they are not sure can make a new innovation, they will not be creative, someone who can not solve their bad thinking can makes them uncreative action.

d. Motivation

A study shows a good relationship between someone who has a higher AQ with the motivation to do their job.

e. Take a Risk

Someone who has a higher AQ will feel has a lot of control over the difficulties, with strong control a person will dare to take a lot of risk and they believe the risks taken will benefit for them.

f. Improvements

Someone needs to continuous improvement for himself to solve variety of life problems, in a study of swimmers, swimmers who have a higher AQ will do better than swimmers who have lower AQ.

g. Perseverance

Perseverance is a continual human ability to effort even when faced with a setback, while this continual effort is at the main of AQ. Those who respond well to a defeat will make them recover and able to survive, while those who respond poorly make them give up. AQ determines the perseverance required to persevering.

h. Learning

Someone who has a higher AQ will responds to the difficulties with optimism so makes increase them to continue to learn and achievement.

i. Embrace the Change

Someone who has a higher AQ will responds the change to something more constructive, they take advantage of existing difficulties as opportunities, whereas people with lower AQ will respond to a change as a threat that control them, while people who are destroyed by change will destroyed by difficulty.

5. Developing Adversity Quotient

Adversity Quotient is a series of tools to improve a person. AQ can be developed to be better by using climbing techniques proposed by Paul G. Stoltz, this climbing technique is a technique used to improve a person's response to solve with a problem in life, while the response of someone has an influence on factors the success that described in the previous description.

Paul G Stoltz called the technique to improve the response as a LEAD techniques,[23] The Following explanation:

a. L= Listen. Listen to the self-response to problem or challenges.

    1) Identify, whether the response form is high or low?

    2) In which dimensions (CO_2RE) is the highest or lowest response?

b. E= Explore, observe the origin or cause of the problem (Origin) and recognition toward consequences or effect of the problem (Ownership).

    1) O_r = Origin

        a) Possibility, from where the origin or cause of the problem?

        b) How much is a self-made mistake?

        c) Can yourself do it better?

    2) O_w= Ownership

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[23] Paul G. Stoltz, *Adversity Quotient: Mengubah Hambatan Menjadi Peluang,* terj., T. Hermaya (Jakarta: Grasindo, 2003) p. 203.

a) What aspects should you admit to yourself as a result of the problem?

b) What should not be acknowledged?

3) A= Analyze, analyze the evidences analyze the evidences.

a) What is the evidence that the own self have no control or can not solve the problems?

b) What is the evidence that difficulties must reach other areas of life??

c) What is the evidence that the difficulty should last long time?

4) D= Do something!

a) What information is needed to solve the problem?

b) What should to do to get a bit of control over the problem?

c) What should to do limit the problem so doesn't reach to another life?

d) What should to do to limit how long the problem lasts in the present condition?

The LEAD technique is based on the notion that one can change success in life by changing their thinking habits. Change can occur by questioning old thinking patterns in respond to a problem and consciously make a new thinking patterns.

6. Advocacy Theories of Adversity Quotient

The concept of Adversity Quotient is the intelligence to face the problems, how to survive, and how to solve these problems. all three for meaning of Adversity Quotient are the combination of three branches of science such as cognitive psychology, psychoneuromunology, and neurophysiology. [24] The Following explanation:

a. Cognitive Psychology

Cognitive Psychology is a field of study which related on how humans understand, learn, remember and think about an information.[25] In relation to AQ, this science contributes to the notion that someone who responds to problem as something that lasts a long time, has a widespread outreach, and is internal (blaming oneself for problems), and they do not feel in control, so they will suffer. While people who respond to adversity as a temporary thing, able to limit the problem, tend to assume the problem is from the outside, and they feel the control so they will become an ever-growing person.

Someone's response to problem affects all aspects of effectiveness, performance and success, one responds to a difficulty with consistent patterns that are subconscious of the

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[24] Paul G. Stoltz, *Adversity Quotient: Mengubah Hambatan Menjadi Peluang,* terj., T. Hermaya (Jakarta: Grasindo, 2003). p.115.

[25] M. Nurhadi. *Pendidikan Kedewasaan dalam Perspektif Psikologi Islami* (Yogyakarta: Deepublish, 2014). p.58.

brain, so that if not immediately changed so these patterns will lifetime in their subconscious brain.

b. Neurophysiology

Neurophysiology is the study of the function of the nervous system.[26] In relation to AQ, this science contributes to the notion that the brain is equipped with the means to form habits, the habit of responding to problem can become strong in the unconscious part of the brain. habits can be stopped and changed so that a person's habits in responding to problems or challenges (AQ) with bad responses can be changed, if the habit of bad respons is changed, so easily the brain will form new habits which longer it gets stronger.

c. Psychoneuroimmunology

Psychoneuroimmunology is a science that studies about the interaction between psychological factors such as learning, perception, emotions with the nervous system, and the immune system.[27] In relation to AQ, this science contributes to the notion about direct relationship between a person's response to problem with their mental and physical health , therefore, the form of self-control is very important for one's health and age. Respons of someone to solve the problem (AQ) affect immune function. Weak patterns of response to problem can make them depression.

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[26] Satyanegara, *Ilmu Bedah Saraf Edisi V* (Jakarta: Gramedia, 2014) p. 183.
[27] B.R hergenhahn dan Matthew, *Teori Belajar*, terj., Triwibowo B.S (Jakarta: Kencana, 2017), p. 220.

7. Management of Success

Management comes from the Old French language *"menagement"*, which means the art of implementing and managing. [28] So if it is associated with the management of success then every individual has his own way in reaching his success.

In the Book of Secret 5 elements to be smart and successful in the discussion of successful management, each individual needs to have the following 5 elements:[29]

a. Element of Eter (Soul)

That is every individual must have ideals.

b. Element of Air (Heart)

That is every individual must have a good and clear mission

c. Element of Fire (Noble Mind)

That is every individual must have the vision, goals, expectations or goals to be achieved, responsible, have the spirit of learning and motivation well and clear.

d. Element of Water (Thought Wise)

That is every individual strategy, planning and communication is good and clear.

e. Element of Earth (Physical Mind)

That is every individual must do a "do, check, action" is good and clear.

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[28] Aleysius H. Gondosari. *Rahasia 5 Elemen untuk Cerdas dan* Sukses.(Jakarta:Gramedia, 2013) p. 102

[29] *Ibid..* p. 105-106

From the theory above can explains the good relationship between Adversity Quotient with the management of success because most of the dimensions on AQ are on the element of success management. From here we can conclude that AQ is one of the factors of intelligence that is very important for one's success.

8. **Islamic View of Adversity Quotient**

Adversity Quotient is the individual ability in facing the difficulties or challenges in life with seriously and their potency with keep up their dream and regardless of possible negative allegations.

Adversity Quotient according to the Islamic view relating to the words of Allah SWT in QS Al-Baqarah verse 155-157 which reads:

وَلَنَبْلُوَنَّكُم بِشَىْءٍ مِّنَ ٱلْخَوْفِ وَٱلْجُوعِ وَنَقْصٍ مِّنَ ٱلْأَمْوَٰلِ وَٱلْأَنفُسِ وَٱلثَّمَرَٰتِ ۗ وَبَشِّرِ ٱلصَّٰبِرِينَ ﴿١٥٥﴾ ٱلَّذِينَ إِذَآ أَصَٰبَتْهُم مُّصِيبَةٌ قَالُوٓاْ إِنَّا لِلَّهِ وَإِنَّآ إِلَيْهِ رَٰجِعُونَ ﴿١٥٦﴾ أُوْلَٰٓئِكَ عَلَيْهِمْ صَلَوَٰتٌ مِّن رَّبِّهِمْ وَرَحْمَةٌ ۖ وَأُوْلَٰٓئِكَ هُمُ ٱلْمُهْتَدُونَ ﴿١٥٧﴾

Meaning:
And indeed We will give you a trial, with a little fear, famine, lack of wealth, soul and fruits. And We give glad tidings to those who are patient (155) those who, when struck by disaster, say: "Innaa lillahi wa innaa ilaihi raaji'uun" (156) Those are the perfect blessings and graces from Their Lord, and they are the person who gets the instructions (157).[30]

Based on word of Allah above, patience is the key for a person in solving the problem in life, the verse gives a signal to not give up in

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[30] *Al-Quran dan Terjemahannya* (Semarang:CV. AL WAAH, 2004), p. 29.

the face of a challenges, because for those who want to endeavor and pray will get the results. This is closely related to AQ that desire Climber type to have the ductility or patience in facing a challenges,

A person who has a higher AQ will responds positively to a challenge, they are optimistic or convinced that all kinds of difficulties there must be a variety of ways to solve it, this is in line with the word of God in QS. Al-Insyiroh verse 6 which reads:

$$إِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرٗا ۝$$

Meaning*:*
Surely with difficulties there are convenience"[31]

The verse directly persuades humans to view positively the problem, this verse is in harmony with the AQ that suggest human to respond to a problem with a positive mind, a positive mind brings a great influence on the action and effort to be taken.

Some of the descriptions above make it clear that the Adversity Quotient pioneered by Paul G. Stolzt is in line with the perspectives in Islam to call for difficulties with a positive response and to believe that there is a multiplicity of ways to solve the problem.

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[31] *Al-Quran dan Terjemahannya* (Semarang:CV. AL WAAH, 2004), p. 902

B. Learning Results

1. Understanding of Learning Result

Mooeslichatoen in Abdul Hadis argues that learning is a series of processes that create the learning process that led to a change, the change itself is result from effort in the learning process.[32] Learning in the student context is the student effort in order to get a change,This change is called learning result.

According to Nana Sudjana, learning results are all kinds of abilities students after students receive a learning experience, [33] Learning results are benchmarks of the level of ability students have achieved after the learning process, these abilities are variety, starting from the improved facet of acquired knowledge, behavioral attitudes that change for the better, and have certain skill.

2. Classification of Learning Result

The results of a learning can be classified based on the level of ability obtained by students. The purpose of this classification makes teachers can know the location of student mastery is more prominent or lower.

Formulation of educational goals in the national education system, both curricular goals and instructional objectives using the

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[32] Abdul Hadis, *Psikologi dalam Pendidikan,*(Bandung: Alfabeta, 2006), p. 60.
[33] Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar,* (Bandung: Remaja Rosdakarya, 2014), p. 22

classification of learning results from Benjamin Bloom Theory, [34] Bloom divides the classification into three domains such are cognitive, affective, and psychomotoric which will be described below:[35]

a. Cognitive Domain

This aspect concerns the students intellectual learning result consisting of six aspect, which are remembering, understanding, applying, analyzing, evaluating and creating.

b. Affective Domain

This aspect concerns the student attitudes learning result consisting of five aspects: receiving, responding, appreciating, organizing and catering by value.

c. Psychomotoric Domain

This aspect relates to the students skill learning result and the ability to act which has five aspects: imitating, manipulating, precision, articulation and naturalization.

From three domains above, most teachers tend to prioritize the cognitive domain as a result of student learning because it is related to the content of learning materials, in this research, the researcher will use the students cognitive and psychomotoric learning result as the object of research.

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[34] Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar,* (Bandung: Remaja Rosdakarya, 2014), p. 22

[35] Bppsdmk.2017.*Kata Kerja Operasional KKO Edisi Revisi 2017* (http://bppsdmk kemkes.go.id) accessed on 20th february, 2018

3. Factors that Affect to Learning Result

The determining of the lower and higher ability of the students and the differences ability among students with one another is the result of the factors that influence it.

Syaiful Bahri explains that to get the learning result in the form of "change" so the student must go through certain process that influenced by factor from within individual and outside of individual.[36] The Outside factors from individual usually called external factors and the factors within individual called internal factors. These factors are involved in the learning process undertaken by students, the better quality of the factors that influence so better the student learning result. The following will explain the internal and external factors that affect student learning result:[37]

a. Internal Factors

    1) Pshyological Condition of Students

        a) Pshyological Condition

The physiological condition of the students has an effect on the students ability to learn, the fit students will be different in learning with the exhausted student, the malnourished students will have an effect on the learning because they will be quickly drowsy, tired and difficult to accept the subject matter.

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[36] Syaiful Bahri.*Psikologi Belajar.*(Jakarta: Rineka Cipta, 2002) p. 4.
[37] *Ibid.*.p. 142.

b) Conition of The Five Senses

The condition of the five senses of the students also determines them in learning, can not be denied if in the learning needs of the whole senses intact, for example most of studied is to see, observation, listening to teacher lectures and other, if students can not see or hear will has less maximal of learning result.

2) Psychological Condition of Students

a) Interest

Interest is a feeling of attraction to something, this makes the interest as a factor toward result of student learning, students who have a higher interest on a learning will be able to make effective learning and learning result can satisfactory.

b) Intellegence

The growth of one's age is accompanied by the development of intelligence, the higher intelligence students will easy in capturing the learning materials.

c) Talent

Talent is the innate potential that exists since birth, the potential can be developed in a learning, if the students are placed in learning that accordance with their talent it will give maximum results.

d) Motivation

Motivation is encourangment to do something, so motivation is needed in learning so that students have the urge to learn, if students not have high motivation in learning so students will quickly complain and lazy to learn it, so the learning can not be maximized.

e) Cognitive Ability

Cognitive ability is a capability that is always required by students to master it, because this ability is part of the mastery of other science. to master this cognitive ability, so students must go through perception, remembering and thinking. The development of thinking children move from concrete thinking to abstract thinking, a teacher is required to understand student thinking skills so as not to impose the subject matter that not accordance with the level of thinking of the student.

b. External Factors

1) Environmental Factor

The environment is part of the student's life. In environment, student can interact with others, both living things (biotic) and with inanimate objects (abiotic), the environment has an influence on student learning result, the following explanation:

a) Natural Environment

School construction should be environmentally concept, if the air place is airless, hot, no plants will make students restless and their concentration will down because of the hot air, thus making the learning absorption is weak so the results of learning is not maximal.

b) Social and Cultural Environment

Students can not release themselves from the society, such are social cultural environment within the school and social cultural environment outside the school. The social system in the community will shape the student's identity, as well as in schools, regulations are established with the aim to organizing and shaping student behavior and to support successful learning in school. School construction should also be away from the hustle and bustle of traffic, factories and markets, because the sound of exhaust driving, the noise of factory machinery, and noisy people to shopping in market will disturb the students concentrating on the learning that affect in the learning results.

2) Instrumental Factor

The instrumental factors are factors whose existence and using are designed in accordance with the objectives to be achieved, following below explanation:

a) Curriculum

The curriculum is an element in education, because the curriculum contains a variety of content that will be taught, the curriculum content will affect the intensity and frequency of student learning. Compacting of curriculum with a little time, psychologically will encourage teachers to accelerate lessons involving student have to work hard until students become tired, this is what makes the learning result of students less satisfactory.

b) Program

Programs at each school vary according to school goals, such as educational programs, counseling program, extension programs and teaching programs. Teaching programs created by teachers will affect how students learn, behavioral deviations students when learning can make teacher teaching programs hampered, consequently students can not master to the material taught.

c) Facilities and infrastructure

Facilities have important meaning in education, for example, classroom students, if school recieve many students with limited classrooms will create many problems, such as less conducive teaching activities,

conflicts between students can not be avoided and the placement of students proportionally often overlooked.

Infastructure are also something that can not be overlooked, such as there is no textbooks, the absence of laboratories and libraries, unavailability of teaching aids can make learning not optimal. the availability of these facilities makes students able to learn well and fun, so that learning result will be maximal.

d) Teacher

Teachers absolute presence in a learning, without the teacher then the learning can not be implemented, even the lack of teachers should be avoided because if the school is a shortage of teachers so the material is not taught. although if there is a substitute teacher so the substituteteacher must be expert in the field of study, if not experts in the field of study so the material is not conveyed well to students which effect to result in student learning result.

From some of the factors above should be as teachers must understand these factors so that learning can do well. A summary of the factors that influence to learning results will be explained in the figures below:

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┌─────────────────────┐
│   Factors that affect │
│   to learning results │
└─────────────────────┘
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┌──────────────────┐   ┌──────────────────┐
│ Internal Factors │   │ External Factors │
└──────────────────┘   └──────────────────┘

┌─────────────────────────────────┐   ┌──────────────────────────────────────┐
│ 1. Pshyological Condition   │   │ 1. Environmental Factors   │
│   a. Pshyological Condition   │   │   a. Natrural Environment   │
│   b. Condition of The Five Sense│   │   b. Social and Cultural Environment │
│ 2. Psychological Condition   │   │ 2. Instrumental Factors   │
│   a. Interest   │   │   a. Curriculum   │
│   b. Intellegence   │   │   b. Program   │
│   c. Talent   │   │   c. Facilities and Infrastructure   │
│   d. Motivation   │   │   d. Teacher   │
│   e. Cognitive Ability   │   │   │
└─────────────────────────────────┘   └──────────────────────────────────────┘

Figure 2.2Factors that affect to student learning results

C. Research Roadmap

┌─────────────────────────────────┐   ┌─────────────────────────────────┐
│   **Adversity Quotient**   │   │   **Learning Results**   │
│ (Human ability / intelligence in│ ────▶ │ (all kinds of abilities after │
│ facing difficulties in life and key│   │   learning)   │
│   success factors)   │   │   (Nana Sudjana)   │
│   (Paul G Stoltz)   │   │   │
└─────────────────────────────────┘   └─────────────────────────────────┘
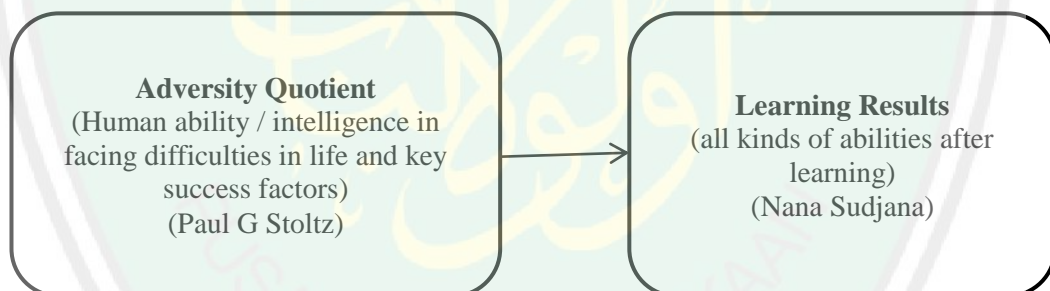
Figure 2.3 Research Roadmap

CHAPTER III

METHOD OF THE RESEARCH

A. Research Setting

This research has been done at SDI Mohammad Hatta Malang, this school is located at on Simpang Flamboyan street number 30, Lowokwaru, Malang. The reason to chose this school because the school is very active in the competitions that which held in the district and district levels, In addition, the first observational result about the students' response to problem in daily life and learning, some students can show their ability to respond to a difficulty and able to solve it and there are some students who respond to a difficulty as an obstacle so they not powerless in overcoming the problem, whereas, students who have not been able to solve the problems in learning that can affect their concentration and their persistence in learning, ultimately the result of learning in the form value is low.

From the description above, researcher felt that AQ of students in the school are various in the types of Adversity Quotient, so researcher chose the school as a research site.

B. Approach and Research Design

This research uses quantitative research approach with explanation research type, This research aim to test a hypothesis about the influence of Adversity Quotient on student learning result, data collection in this

research using the instrument in the form of Questionnaires to find the types AQ of students and the value of learning result in the form of numbers, both analyzed by using statistics to look for asymmetric correlation in between AQ and learning result.

This research uses explanatory type of research, because this research want to explain the relationship between two variables namely AQ and student learning result.

C. Research Variable

This research uses two variables: one independent variable and one dependent variable. Independent variable (X_1) is variable that influences or the occurrence of dependent variable, while the dependent variable (Y_1) is the influenced variable. The identification of these variables is necessary to avoid errors in data mining and data analysis. The identification of variables described as follows:

Independent variable (X_1)   : Adversity Quotient

dependent variable (Y_1)   : Learning Result

In this research, the independent variable of Adveristy Quotient is considered to influence the dependent variable that is the learning result. The relevance of the two variables in this research is show in the following figure:

Independent variable (X_1) Adversity Quotient	→	Dependen Variable (Y_1) Learing result
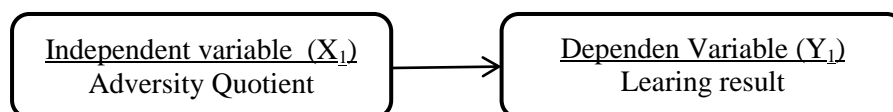
Figure 3.1 Variable of Research

Description:

X$_1$: Adversity Quotient

Y$_1$: Learning result

→   : Influence simultaneously

D. Population and Sample

Population in this research is all student of grade V SD ie VA, VB, and VC In SDI Mohammad Hatta Malang academic year 2017/2018. whereas sampling technique is using non probability sampling type purposive sampling, because with purpose and suggestion from coordinator of teacher of class V then sample taken only comes from the VB and VC which is number of sample in this research is 40 students who are present in the class and the sample is homogeneous.

E. Data and Data Source

The data and data source this research are:

1. Primary data, This form is the result from questionnaire of Adversity Quotient and the results of learning is in the form of student numbers in the final exam on first semester and midtrem exam on second semester, where the data source take from students who have filled the questionnaire of AQ and the source of learning results data take from teacher grade V who has been teaching in class.

2. Secondary data. The form of this data are the form of previous research results and school profiles of SDI Mohammad Hatta, where

the source data research results come from the internet or other print media and school profiles derived from the concerned school administration.

F. Research Instrument

Instrument is used to measure data obtained. Measuring tools must be valid and reliable so results of research to be valid and reliable. Instruments in this research is a questionnaire about Adversity Quotient students. The scale used in this instrument is Likert scale.

This research use Likert scale because this scale can be used to measure the attitude, opinion or respond of a person to an existing phenomenon, so the Likert scale is suitable used in this research to find how the response or the perception of students to a problem which to find the level AQ of students. For the purposes of the analysis of the scale provisions used as follow:

Table 3.1 Answer Score Based on Adversity Quotient Scale

Item Question		
Qualification	Score	Alternative Answer
84%< Score ≤100%	5	Strongly Agree/ Strongly Valid
68%< Score ≤84%	4	Agree/Valid
52%< Score ≤68%	3	Ordinary/ Netral
36%< Score ≤52%	2	Disagree/Not Valid
20%< Score ≤36%	1	Strongly Disagree/ Strongly Not Valid

Regarding the Adversity Quotient instrument, researcher used the Adversity Quotient scale with reference from Paul G Stoltz's theory, then modified that was associated with learning problems and the life of

students in the classroom for fifth grade elementary students. Five AQ

indicators were developed into 10 questions.

Table 3.2 Grid of Adversity Quotient Questionnaire

No	Indicator	Description	Number	Amount
1	Control	Can feel the control or feel able to solve the problem	1, 2	2
2	Origin	Assuming difficulties come from outside not in himself or other factors	3, 4	2
3	Ownership	Recognizing the consequences of the problem and bringing about a sense of responsibility from their self	5, 6	2
4	Reach	Considering difficulties will not reach or affect other lives, so not consider difficulty as a devastating disaster all of life	7,8	2
5	Endurance	Assuming that the difficulty will not last long	9,10	2
Amount			10	

G. Data Collection

Data collection techniques in this research using questionnaires and

documentation techniques, the following explanation are:

1. Questionnaire

   This research using a questionnaire to measure the level AQ of student

   by adjusting the content and the number of problems with the

   condition of students.

2. Documentation

   This research using documentation technique by collecting information

   from written data such as books, journals, etc. which related to

Adversity Quotient of students and student learning results, and profile

of SDI Mohammad Hatta Malang

H. **Test of Validity and Reability**

1. **Validity Test**

The validity of an Instrument is the degree of a tool for knowing

the extent of a validity and measuring what should be measured, the

higher validity value of the device increasingly suitable its target. to

determine the validity of non test instrument in this research, the

researcher use Product Moment Pearson correlation by using

formula:[38]

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Description:

r_{xy}: Level of validity

N : Number of respondents

X : Number of items answered

Y : Total number of Items

Based on the data of the test instrument of Adversity Quotient

variable in the form of questionnaire, then analyzed the validity test

with the program SPSS Statistic 16.00 for Windows as follow in this

table:

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[38]Suharsimi Arikunto.*Prosedur Penelitian:Suatu Pendekatan dan Praktek Edisi Revisi IV* (Jakarta: Rineka Cipta), p.162

Table 3.3 Validity Test Instrumen of Adversity Quotient

Number Item	r_{count}	r_{table}	Sign.	α	Description
1	0.550	0.312	0.000	0.05	Valid
2	0.666	0.312	0.000	0.05	Valid
3	0.618	0.312	0.000	0.05	Valid
4	0.192	0.312	0.236	0.05	Invalid
5	0.464	0.312	0.003	0.05	Valid
6	0.599	0.312	0.000	0.05	Valid
7	0.555	0.312	0.000	0.05	Valid
8	0.654	0.312	0.000	0.05	Valid
9	0.627	0.312	0.000	0.05	Valid
10	0.635	0.312	0.000	0.05	Valid

Source: Processed data (2018)

Based on the data table above it shows that from 10 items of question there is one item of invalid question ie item 4, because it gets the value of r_{count} smaller than r_{table} and there are nine items of valid questions because it gets the value of r_{count} greater than r_{table}. Furthermore, item of invalid question is not used in this research. While valid question items are used in the collection of research data because these items can represent each indicator of Adversity Quotient variables.

2. **Reability Test**

   Reliability is a value that shows the consistency level of a measuring device in measuring the same symptoms. In reliability testing in this AQ instruments using an external test using the

Cronbach Alpha formula, if the value of alpha> 60% so the instrument is reliable, whereas if the value of alpha <60%, it indicates there are some respondents who answered inconsistently and researchers should see one by one answer, inconsistent respondent answers must be removed from analysis and alpha will increase. Below is a formula from Cronbach Alpha:[39]

$$r_{11} = \left[\frac{k}{k-1}\right]\left[1 - \frac{\sum \sigma_b{}^2}{\sigma_t{}^2}\right]$$

Description:

r_{11} : Cronbach Alpha

k : Number questions of item

$\sum \sigma_b{}^2$: Number varians of tiem

$\sigma_t{}^2$: Total score variance

     Based on data result test of Adversity Quotient instrument, obtained tested its reliability by using SPSS Statistic 16.00 for Windows and shows the conclusion that the Adversity Quotient instrument is realiabel, the result of reliability test can be explained in the table below:

Table 3.4 Reability Test Instrumen of Adversity Quotient

Variable	Coefficient Alpha	Description.
Adversity Quotient	0.760	Reliabel

Source: Processed data (2018)

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[39] Suharsimi Arikunto.*Prosedur Penelitian:Suatu Pendekatan dan Praktek Edisi Revisi IV* (Jakarta: Rineka Cipta), p.193

Based on the table above it shows that the Adversity Quotient variable is reliable because Alpha value 0.760 is greater than 0.60, so that instrument can be used in research.

I. Data Analysis

Based on the type of research and the type of data obtained, the analysis was used in this research is quantitative analysis using statistical formula, statistical formula is necessary because the data obtained in this study in the form of numbers.

Data analysis this research using norm analysis, percentage analysis, average analysis and simple regression analysis:

1. Category Analysis of Adversity Quotient

After obtaining raw data from the Adversity Quotient questionnaire then data is collected according to the following categories:

Table 3.5 Formula Analysis of Category

Category	Formula
A=High	$X > \mu + 1.\sigma$
B=Medium	$(\mu - 1.\sigma) \leq X \leq (\mu + 1.\sigma)$
C=Low	$X < \mu - 1.\sigma$

Description:

μ : Hypothetical mean

σ : Hypothetical Standard Deviation

Hypothetical Mean Formula:

$$\mu = \frac{1}{2}(i_{max} + i_{min}) \sum K$$

Description:

μ = hypothetical mean

i_{max} = Maximum score of item

i_{min} = Minimum score of item

$\sum K$ = Total of item

Hypothetical Standard Deviation Formula:

$$\sigma = \frac{1}{6}(X_{max} - X_{min})$$

Description:

σ = Hypothetical Standard Deviation

X_{max} = Maximum score of subject

X_{min} = Minimum score of subject

2. **Percentage Analysis**

After calculating the hypothetical of mean and standard deviation in the variable level then the next step is to determine the percentage of each level AQ, this analysis also use in analysis of student learning results, the formula of percentage analysis is:

$$P = \frac{F}{N}x100\%$$

Description:

P= Percentage

F= Frequency

N= Number of Subjects

3. **Average Analysis**

   The learning results data is obtained from final exam on first semester and midtrem exam on second semester, then the data is processed to find average by using the formula:

   $$X = \frac{X_1 + X_2}{2}$$

   Description:

   X = Mean

   X_1 = Final exam on first semester

   X_2 = Midtrem exam on second semester

4. **Category of Student Learning Results Analysis**

   After calculating final value of students, researcher take a description of value range from fifth grade of SDI Mohammad Hatta Malang, so researcher can describe how student learning results in this school which refers to the assessment procedure at the school. The category of student reults analysis is:

   Table 3.6 Predicate Range of Value

Interval value	Predicate	Description
$89 \leq A \leq 100$	A	Very good
$78 \leq B < 89$	B	Good
$67 \leq C < 78$	C	Enough

| D < 67 | D | Not good |

5. Simple Linear Regression Analysis

The analysis that to know the effect of Adversity Quotient variable with learning result is simple linear regression analysis. Researcher using this analysis because it has one independent variable and one dependent variable. In this analysis the researcher using SPSS 16.00 for Windows.

The hypothesis decision analysis is determined by comparing the significance value with 0.05, if the significance value is less than 0.05 so H_0 is rejected and H_a is accepted. Hypothesis decision analysis also determined from the value of t count with t table. If t count> t table then it can be concluded that H_0 rejected and H_a accepted which means "there is influence of Adversity Quotient on student learning results". While to know the amount influence of Adversity Quotient variable to student learning result variable can be determined by referring to R Square value contained in output SPSS part Model Summary.

There are some statistical analysis that must be done before performing a simple linear regression analysis in addition to randomly drawn and interval-scale data, and some of statistical analysis include:

a. Normality Test

A good regression model is has a normal distributed residual value. To see whether the residual value is normally

distributed or not, so researcher was used the Kolmogorov Smirnov normality test using SPSS 16.00 for windows.

Decision-making is determined from the significance value of SPSS output, if the significance value> 0.05 so the residual value is normally distributed and vice versa if the significance value <0.05 so the residual value is not normally distributed.

b. **Liniearity Test**

The second requirement is data must have a linear relationship between variabel of independen and dependen. This analysis is used to find out whether there is a linear relationship between variables Adversity Quotient with variable that is student learning results. At this stage, researcher using SPSS 16.00 for windows.

Decision-making can be done in two ways. First, if the significance value is greater than 0.05 so the conclusion is "there is a significant linear relationship between Adversity Quotient variable with student learning result variable". Secondly, if the value of F count is smaller than F table so the conclusion is "there is a significant linear relationship between Adversity Quotient variable with student learning result".

c. **Heteroscedasticity Test**

The third requirement is the absence of heteroscedasticity, meaning that the variance results from a regression equation must

be homogeneous in the Adversity Quotient variable. at this stage the researcher has been using Glesjer SPSS 16.00 for windows.

Decision-making is determined from the significance value of the SPSS output, if the value of significance is greater than 0.05 then the conclusion does not occur heteroskedastisitas and vice versa if the value of significance is less than 0.05 then the conclusion heteroskedastisitas.

J. Research Procedure

1. Preparation Stage

a. Choose a research location, ie SDI Mohammad Hatta Malang

b. Requesting a letter of application for research permission to the Dean of the Faculty of Tarbiyah and Teacher Training UIN Malang.

c. Consult a classroom teacher about the student's response to learning problems associated with the learning result

2. Implementation Stage

a. Researchers prepare the instrument

 1) Questionnaire level test of students' Adversity Quotient

 2) Student Attendance

 3) List of scores obtained

b. Distributing AQ questionnaires to the sample students.

c. Collecting student learning result from classroom teacher

d. Process and analyze data

e. Testing signification

f. Conclusion

g. Discussing Research Results

3. **Final Stage**

a. Researchers asked for a letter of proof to conduct research on the

school SDI Mohammad Hatta Malang

b. Writing Research Report
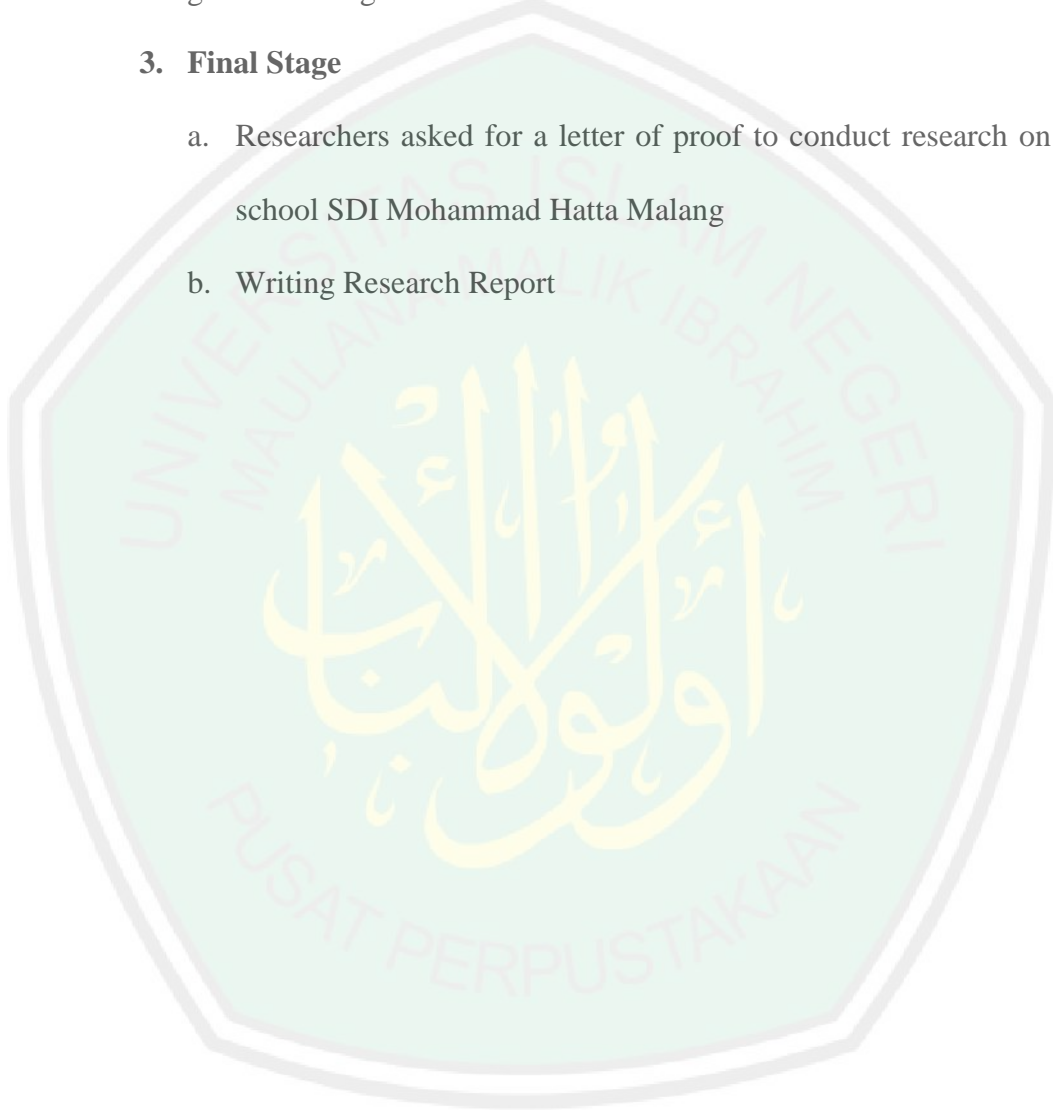
CHAPTER IV

EXPOSURE DATA AND RESEARCH FINDING

A. **Exposure Data**

1. **History of the Establishment of SDI Mohammad Hatta Malang**

    SDI Mohammad Hatta Malang was pioneered by Prof. H. Masruchin Ruba'i, SH., MS. and the initiative of Muslim scholars who are competent, professional and caring about children's growth and Islamic struggle. Based on the results of consideration and agreement, then in 2003 the pioneers/scholars of Muslims united to establish a basic Islamic education with the name of SD Islam Mohammad Hatta, this school at Kamelia street number 30/Simpang Flamboyan street number. 30 Malang, yang bernaung di bawah BINA INSAN KAMIL FOUNDATION (YANAIKA) of Malang.

    On December 8, 2004, down a decree (SK) was established/ conducted SDI Mohammad Hatta Malang with the number SK. 421.8 /5429/420.304/2004 from the Directorate of Primary and Secondary Education Malang.

    In 2009, SDI Mohammad Hatta Malang performed school accreditation that had an effect on the decline of SK number 200/BAP-S/M/SK/X/2016 , from National Accreditation Board of School/ Madrasah of East Java with very encouraging result ie accredited "A". The number student of SDI Mohammad Hatta malang increasingly

followed by the increasing number of teachers, school facilities or the quality of education. Community trust is increasing in order to help the creation of National Education objectives.

With the good management and cooperation of the school pioneers, the board of teachers and the employees of SDI Mohammad Hatta Malang, finally this school has developed quite rapidly. The development can be seen from the increase in the quality of learnes or the quality of education of learmers.

Because of good management and unremitting struggle, now SDI Mohammad Hatta Malang has been transformed into an Islamic Primary School prospecting for the future. SDI Mohammad Hatta Malang has a vision and mission that will bring the Islamic school to be better and advanced.

2. **Profile of SDI Mohammad Hatta Malang**

School Name   : SD Islam Mohammad Hatta

NSS   : 102056104009

NPSN   : 20533897

Province   : East Timur

Otonomi   : Malag City Area

Districts   : Lowokwaru

Kelurahan   : Lowokwaru

Regency/City   : Malang

Address   : Simpang Flamboyan Street No. 30

Postal Code	: 65141
Telephone	: 0341 – 413003
Website	: www.sdimohammadhatta.sch.id
Area	: Urban
School Status	: Private
School Groups	: Imbas Gugus 1 Lowokwaru district
Accreditation	: 4 years (Classification A)
Decree	: 200/BAP-S/M/SK/X/2016
Publisher of SK	: School Accreditation Board /Madrasah (BAN-S/M)
Since	: 2003
School Building	: One's own
Building Area	: 1500 M^2 of land area 2500 M^2
School Location	: Strategic
Distance to City Center	: 4 KM
Distance of Center	: 7 KM
Locatied on Trajectory	: City

Organizational organization: Foundation of Bina Insan Kamil

Indonesia

School Change	: Dynamic
Number of students	: 3427 Learners

3. **Vision, Mission and Purpose of SDI Mohammad Hatta Malang**

   a. Vision

   Put the basics of developing quality human resources in the field of Science and Technology, Faith and Religious Knowledge.

   b. Mission

   Conducting basic education oriented quality, both scientific, moral and social, based on Islamic religion.

   c. Purpose

   Provide literacy, basic knowledge and basic skills of living, basic skills about Islam and experience in accordance with Islamic teachings.

4. **Organizational Structure**

   a. Bina Insan Kamil Foundation

      1) Board of Trustees of Bina Insan Kamil Foundation

         a) Chairman of the Board of Trustees

            Prof. H. Masuchin Ruba'i, SH, MS

         b) Vice Chairman

            Ir. H. Marsul Hidayat

         c) Chairman of the Supervisory Board

            Prof. Dr. Ir. H. Moh. Yunus MS

         d) Vice Chairman

            H. Soecipto Abdul Djali

      2) Board of Bina Insan Kamil Foundation

a) Chairman

Prof. Dr.H. Bambang Supriyono, MS

b) Secretary

Mohammad Farid, S.Pd

c) Treasurer

Mahda Chaira, S.TP

b. School Committee

1) Chairman   : Febriansyah Saltiar.

2) Secretary   : Sulthoni

3) treasurer   : Siti Fatimah

c. School Leader

1) Headmaster

Suyanto, S.Pd, M.KPd

2) Deputy Head of Student and Public Realtion

Mohammad Farid, S.Pd

3) Deputy Head of Facilities and Infrastructure & Finance

Riesda Januarty, S.Pd

4) Deputy Head of Curriculum and Teaching

Tomi Ariyansah, S.Pd

5) Teacher/Builder:

Cared for by professional teachers, graduates of Bachelor of

Strata 1, Strata 2 and Double Degree.

5. Organizational Structure and Management Procedure
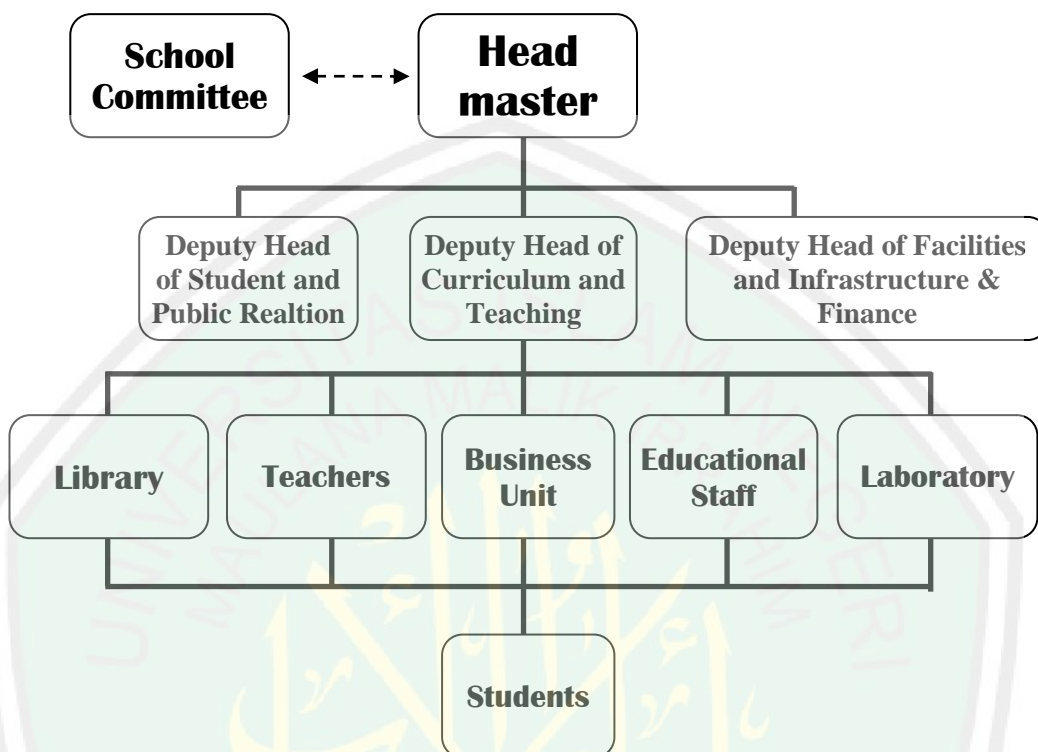
Figure 4.1 Organizational Structure and Management Procedure

6. Divison of Teacher Duties and Schedules

The division of teacher tasks is carried out before the teaching and learning process. For the school year 201 7/201 8, the division of the teacher's task is implemented in accordance Decree (SK) issued by theschool. This division of duty is issued every new school year. Each Teacher and Employee reports the execution of her duties in writing and periodically to the Principal. Teacher's task is tailored to the capacity and ability of teacher.

Table 4.1 List Name and Task of Teacher

NO	NAME	Position
1	Suyanto, S.Pd., M.K.Pd	Headmaster
2	Riesda Januarty, S.Pd	Deputy Head of student

3	Mohammad Farid, S.Pd	Deputy Head of Facilities & Infrastructure
4	Tomi Ariyansah, S.Pd	Deputy head of Curriculum
5	Dra.Nuning Widiastuti	Classroom Teacher
6	Mahda Chaira, S,TP	Classroom Teacher
7	Deni Siam Kustantin, S.Pd	Classroom Teacher
8	Angga Mulyawan , S.Pd	Classroom Teacher
9	Mutia Fatmawati, S.Si, S.Pd	Classroom Teacher
10	Genta Patria Antariksa, S.Pd	Teacher of Sport Education
11	Djoko Nursafa'at , S.Pd	Classroom Teacher
12	Yuwafinikmah, S.Pd	Classroom Teacher
13	Yulia Fajar Minhayati, S.Pd	Classroom Teacher
14	Faricha Isnaini, S.S	Classroom Teacher
15	Siti Khotimatul Khusna, S.Pd	Classroom Teacher
16	Niswati Suhada Rohmah, S.Pd.I	Classroom Teacher
17	Novita Dini Sholikhati, S.Pd	Classroom Teacher
18	Mohammad Khoirudin, S.Pd.I	Teacher of Islamic Education
19	Nurhasanah, S.Pd	Classroom Teacher
20	Ika Ferindyah Kusumasari, S.Pd	Classroom Teacher
21	Sri Wahyuni, S.Pd	Classroom Teacher
22	Vega Mareta Sceisarriya, M.Pd	Teacher of Sport Education
23	Erika Syahrani Lubis, SP	Classroom Teacher
24	Eko Cahyono, S.Pd	Classroom Teacher
25	M. Khoirul Fadeli, S.Pd.I	Teacher of Islamic Education

26	Annisa Dinda Bestari	Special Tutors Teacher
27	Fahrudin Alwi, S.Pd	Special Tutors Teacher
28	Anggi Ayu Ratnasari, S.Pd	Special Tutors Teacher
29	Erni Zuliati	Cooperative
30	Totok Wahyudiono	Janitor
31	Wawan Setyo Budi	Janitor
32	Ahmad Mudzakir	Security
33	Achmad Jazuli, S.Pd	Administration
34	Istichomah Huda, S. I.Kom	Library
35	Hersi Kusumastuti	Cooperative
36	Anas Maulana Akbar	Administration Staff
37	Aprilliani Setyaningtyas,S.Pd	Administration Staff
38	Ugik Iwan Susanto	Janitor

B. RESEARCH RESULT

1. Data Description

Population in this research there are class of VA, VB, and VC SDI
Mohammad Hatta Malang, because there is a problem and suggestion
from class V teacher coordinator so the researcher take sample of class
VB and VC. So the number of samples in this research consists of 2
classes. The result data of this research consist of one independent
variable that is Adversity Quotient (X_1) and one dependent variable
that is Student Learning Result (Y_1). In this research, description of
data which be described is about mean, standard deviation, category,
and table on each variable.

a. Analysis of Adversity Quotient

Data of variable Adversity Quotient (AQ) is obtained from students who have been filed the questionnaire, this result of questionnaire will be categorized based on the high, medium, or low of AQ which owned by students, to perform the AQ categorization so researcher using formula of category by looking first for mean and standard deviation, with the following results:

Table 4.2 Hypothetical of Mean and Standard Deviation

Hypothetical Mean	Hypothetical Standard deviation
27	6

After hypothetical of mean and standard deviation are obtained, then the next step is to enter the mean and standard deviation values in the formula to know categorization based on the level of Adversity Quotient Student grade V SDI Mohammad Hatta Malang, and produce the following categories:

1) High AQ

$$= X > (\mu + 1.\sigma)$$

$$= X > (27 + 1.6)$$

$$= X > 33$$

2) Medium AQ

$$= (\mu - 1.\sigma) \leq X \leq (\mu + 1.\sigma)$$

$$= (27 - 1.6) < X \leq (27 + 1.6)$$

$$= 21 \leq X \leq 33$$

3) Low AQ

$= X < (\mu - 1.\sigma)$

$= X < (27 - 1.6)$

$= X < 21$

To make easy interpretation for the range of Adversity Quotient which using formula of category can be explained in the table below:

Table 4.3 Formula of Category Interval Adversity Quotient Students

No	Category	Classification	Interval
1	High	$X > (\mu + 1.\sigma)$	$X > 33$
2	Medium	$(\mu - 1.\sigma) \leq X \leq (\mu + 1.\sigma)$	$21 \leq X \leq 33$
3	Low	$X < (\mu - 1.\sigma)$	$X < 21$

After using this formula above, obtain frequency and percentage of students based on the number of individual students in AQ levels students, the result can see through in the table below:

Table 4.4 Category of Level Adversity Quotient

No	Category	Frequency	Percentage
1	High	36	90%
2	Medium	4	10%
3	Low	0	0%

From the table above shows that there are 36 students have high AQ with 90% percentage, 4 students have medium AQ with 10% percentage and there is no students with low AQ. From the classification of AQ level it can be seen that most students of SDI Mohammad Hatta Malang grade V have a high AQ.

From the results of the analysis above, researcher make tabulating data category of AQ that owned by students based on the score and the initials name of students at fifth grade students in SDI Mohammad Hatta Malang, as the table below:

Table 4.5 Grouping Student Based on AQ Scores and Level

No	Name	Score	Category	No	Name	Score	Category
1	AMH	40	A	21	STY	38	A
2	AF	38	A	22	TSN	38	A
3	AFH	42	A	23	AFDH	23	B
4	AI	34	A	24	AHM	44	A
5	AL	38	A	25	AZKF	43	A
6	ANNS	45	A	26	DLA	39	A
7	BJK	32	B	27	HRN	36	A
8	DAAF	41	A	28	HAN	42	A
9	FSAH	42	A	29	JNR	43	A
10	GPA	40	A	30	KFA	42	A
11	HAA	37	A	31	MDA	43	A
12	IURD	40	A	32	MANS	37	A
13	MZMR	38	A	33	MAF	39	A
14	MRSPT	30	B	34	MRF	40	A
15	MMT	34	A	35	NKAP	42	A
16	MRPR	34	A	36	NCPA	43	A
17	RNP	35	A	37	NAR	35	A
18	RR	42	A	38	RIR	29	B
19	RVV	40	A	39	RKF	44	A
20	SA	36	A	40	SLK	36	A

Description: A= High, B=Medium

b. Analysis of Student Learning Results

Student learning results data which have been obtained through first final semester exam (UAS) and second midterm exam (UTS) in SDI Mohammad Hatta grade VB and VC academic year 2017/2018 include cognitive and psychomotor value then searched average value by using formula:

$$X = \frac{X_1 + X_2}{2}$$

Description:

X   = Mean

X_1 = Value of first final semester exam (*UAS semester 1*)

X_2 = Value of second midterm exam (*UTS Semester 2*)

        The average value of the learning result are explained in the

table below:

Table 4.6 Value of Student Learning Results

No	Name	X_1	X_2	X
1	AMH	90	92	91
2	AF	88	89	88.5
3	AFH	93	93	93
4	AI	84	82	83
5	AL	88	89	88.5
6	ANNS	84	80	82
7	BJK	85	86	85.5
8	DAAF	91	94	92.5
9	FSAH	90	91	90.5
10	GPA	87	90	88.5
11	HAA	87	90	88.5
12	IURD	85	83	84
13	MZMR	85	88	86.5
14	MRSPT	86	87	86.5
15	MMT	88	89	88.5
16	MRPR	86	86	86
17	RNP	86	85	85.5
18	RR	89	92	90.5
19	RVV	88	86	87
20	SA	87	90	88.5

21	STY	84	86	85
22	TSN	88	90	89
23	AFDH	84	85	84.5
24	AHM	87	89	88
25	AZKF	92	93	92.5
26	DLA	91	92	91.5
27	HRN	88	89	88.5
28	HAN	93	95	94
29	JNR	83	84	83.5
30	KFA	89	91	90
31	MDA	91	89	90
32	MANS	86	87	86.5
33	MAF	87	88	87.5
34	MRF	89	88	88.5
35	NKAP	88	92	90
36	NCPA	91	93	92
37	NAR	86	89	87.5
38	RIR	91	92	91.5
39	RKF	92	94	93
40	SLK	89	93	91

After calculating mean for final value of students, then researcher make category of this value also found the frequency and percentage of each category that describe in this table bellow:

Table. 4.7 Category of Student Learning Results

Interval Value	Predicate	Description	Frequency	Percentage
$89 \leq A \leq 100$	A	Very good	17	42.5%
$78 \leq B < 89$	B	Good	23	57.5%
$67 \leq C < 78$	C	Enough	0	0%
$D < 67$	D	Not good	0	0%

From table above shows that there is 17 students have a very good learning with 42.5% percentage, 23 students have a

good learning results with 57.5% percentage, and there is not found students which have enough and not good learning results, so from the analysis above can describe that students at fifth grade of SDI Mohammad Hatta Malang have a good learning results category.

From the results of the analysis above, researcher make tabulating data category of student learning results that owned by students, as the table below:

Table 4.8 Grouping Student Based on Student Learning Results Category

No	Name	value	Category	No	Name	Value	Category
1	AMH	91	A	21	STY	85	B
2	AF	88.5	B	22	TSN	89	A
3	AFH	93	A	23	AFDH	84.5	B
4	AI	83	B	24	AHM	88	B
5	AL	88.5	B	25	AZKF	92.5	A
6	ANNS	82	B	26	DLA	91.5	A
7	BJK	85.5	B	27	HRN	88.5	B
8	DAAF	92.5	A	28	HAN	94	A
9	FSAH	90.5	A	29	JNR	83.5	B
10	GPA	88.5	B	30	KFA	90	A
11	HAA	88.5	B	31	MDA	90	A
12	IURD	84	B	32	MANS	86.5	B
13	MZMR	86.5	B	33	MAF	87.5	B
14	MRSPT	86.5	B	34	MRF	88.5	B
15	MMT	88.5	B	35	NKAP	90	A
16	MRPR	86	B	36	NCPA	92	A
17	RNP	85.5	B	37	NAR	87.5	B
18	RR	90.5	A	38	RIR	91.5	A
19	RVV	87	B	39	RKF	93	A
20	SA	88.5	A	40	SLK	91	A

Description: A= Very good, B=Good, C=Enough, D=Not good

2. Analysis of Data

Simple linear regression analysis is used to know the influence of Adversity Quotient variable on learning results of student, in this research already has the requirements before using a simple liniear regression analysis, including have random samples, have interval data, and have some other analysis techniques, which are described below:

a. Normality Test

The result of the Kolmogorov-Smirnov normality test is presented in the following table:

Table 4.9 Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		40
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	2.80672735
Most Extreme Differences	Absolute	.104
	Positive	.080
	Negative	-.104
Kolmogorov-Smirnov Z		.657
Asymp. Sig. (2-tailed)		.780

a. Test distribution is Normal.

Based on the result of normality test is known significance value is 0.780> 0.05, it can be concluded that the residual value is normally distributed.

b. Linearity Test

Linearity test result in this research using SPSS 16.00 for windows program presented in the following table:

Table 4.10 Linearity Test

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Student Learning Results * Adversity Quotient	Between Groups	(Combined)	199.227	15	13.282	2.154	.045
		Linearity	39.963	1	39.963	6.482	.018
		Deviation from Linearity	159.264	14	11.376	1.845	.091
	Within Groups		147.967	24	6.165		
	Total		347.194	39			

Based on the table above shows that the significance value is 0.091> 0.05 and the value of F count is 1.845 <F table 2.15, so it can be concluded that there is significant linear relationship between Adversity Quotient variables and student learning results.

c. Heteroscedasticity Test

The result of heteroscedasticity test using glejser test and using SPSS 16.00 for windows which presented in table below:

Table 4.11 Heteroscedasticity Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.011	2.421		-.831	.411
	Adversity Quotient	.107	.063	.266	1.704	.097

a. Dependent Variable: RES2

Based on the result of heteroskedastisitas test above, shows that the value of significance is 0.097> 0.05 so it can be concluded heteroskedastisitas does not occur in Adversity Quotient variable.

d. **Simple Linier Regression Analysis**

After all requirements have done then the next stage, is researcher using simple linear regression analysis to see whether there is influence between Adversity Quotient variable with student learning results by using SPSS 16.00 for windows which presented in the table below:

Table 4.12 Simple Linier Regression Analysis
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	80.043	3.814		20.988	.000
Adversity Quotient	.220	.099	.339	2.223	.032

a. Dependent Variable: Student Learning Results

Based on these output data of SPSS above that will be explained about the regression equation, hypothesis testing by comparing the significance and t count:

1) **Simple Linear Regression Equation**

A simple linear regression equation is used to find out the relationship between independent and dependent variables. In general, the formula of simple linear regression equation is:

$$Y = a + bX$$

Description:

Y = Variable of student learning result

a = Constan number from unstandardized coefficients.

b = Regression coefficient number

X= Variable of Adversity Quotient

$$Y= 80.043+0.220$$

The results of the analysis can be interpreted bellow:

a) Constant (a) = 80.043, this number is a constant number that has meaning if there is no Adversity Quotient (X) so the value of Consinsten Student Learning Result (Y) is 80,043

b) Regression coefficient (b) = 0.220, this number means that every addition of 1% level of Adversity Quotient (X) then Student Learning Results (Y) will increase by 0.220

Because the value of regression coefficient is positive (+), then it can be conclude that Adversity Quotient (X) has positive effect on Student Learning Result (Y).

2) **Hypothesis Testing**

Hypothesis test is used to determine whether the regression coefficient is significant or not, the results of hypothesis testing in this research is:

a) Comparing the significance value by 0.05. Based on the SPSS output, it is known that the significance value of

0.032 <0.05, so it can be concluded that H_0 is rejected and H_a accepted, which means that "There is an influence between Adversity Quotient on student learning result"

b) Comparing t count with t table. Based on the output of SPSS, it is known that the value of t count is 2,223> 2,024 t table so it can be concluded that H_0 is rejected and H_a accepted, which means that "There is influence between Adversity Quotient on student learning result"

Based on the description above show that Adversity Quotient has a positive influence on student learning result.

3) **Magnitude Influence of Adversity Quotient**

Magnitude of the influence of Adversity Quotient to the learning results can be seen through SPSS Output Model Summary which presented in the following table:

Table 4.13 The Magnitude Influence of Adversity Quotient
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.339[a]	.115	.092	2.84342

a. Predictors: (Constant), Adversity Quotient

Based on the above table is shown R Square of 0.115. This value means that the influence of Adversity Quotient (X) on Student Learning Result (Y) is 11.5% while 88.5% student learning result are influenced by other variables that are not examined in this research.

CHAPTER V

DISCUSSION

A. **Adversity Quotient of Students at Fifth Grade of SDI Mohammad Hatta Malang Academic Year 2017/2018**

Adversity Quotient is one of intellegence that owned by someone in facing the problems, this intelligence appears because the concept of IQ and EQ are still not able to bring someone to success.

According to paul G Stolzt *Adversity Quotient* has meaning of one's ability or intelligence in facing challenges or obstacles in everyday life with full confidence with his principles and ideals with effort and persistence regardless of what happens.[40] This intelligence is very needed for someone to get success especially for students at fifth grade of SDI Mohammad Hatta Malang to be success in their learning.

Paul likened life to mountain climbing in the life, on this journey that required effort, on the way there are various difficulties and challenges. In this difficulty Paul devide three types of climbers there are Quitters (those who stopped), campers and climbers).[41] In this research, researcher likened mountain to "learning" for students at fifth grade of SDI Mohammad Hatta Malang, so that research result shows that there are many students in type of quitters, campers, and climbers in facing learning

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[40] Paul G. Stoltz, *Adversity Quotient: Mengubah Hambatan Menjadi Peluang,* terj., T. Hermaya (Jakarta: Grasindo, 2003) *p* 12.
[41] *Ibid..* p. 18-19.

81

problems. Here is the explanation about type or category of Adversity Quotient of students at fifth grade of SDI Mohammad Hatta Malang:

1. Quitters (Low AQ)

   Quitters is type for students that stoped or negative facing in the learning problems, that it can be weakness motivations and action to be taken. This research shows that there are not found students in type of quitters or low AQ

2. Campers (Medium AQ)

   Campers is type for students who have done their action and effort to solve the learning problems, but this type has characteristic of boredand tired so students usually bored and stoped to solve the challenges or problem in their learning. This research results shows that there are 4 students have medium AQ with 10% percentage.

3. Climbers (High AQ)

   Climbers is type for students which always respond the learning problem positively and always doing the best to solve it. This research results shows that there are 41 students have High AQ with 90%

   The different levels of AQ that owned by students at fifth grade of SDI Mohammad Hatta Malang can be seen from how students respons to the problems which correlating with student learning and in their life in class throught of questionnaire of Adversity melalui Angket Adversity Quotient, and the scale in this questionnaire using Likert scale 1-5.

Questionnaire of Adversity Quotient that have been distributed to 40 students at fifth grade of SDI Mohammad Hatta Malang which contains 5 dimensions which abbreviated as CO_2RE ie control, origin, ownership, reach and endurance.[42] Each indicators has 2 item of question so that there are 10 item of question in the questionnaire of Adversity Quotient. After this questionnaire has distriuted, it founded 1 invalid item of question ie number 4 in indicator of origin with the significant value 0.236 is greater than 0.05 and r count 0.192 is smaller than r table 0.312, so that item in number 4 is throw away and not used in this research, and this questionnaire of Adversity Quoteint can be used in this research because every items of question can represent indicators of CO_2RE in Adversity Quotient

Indicators of CO_2RE used in the questionnaire of Adversity Quotient because this indicators can measure overall students' Adversity Quotient, ths indicators are dimensions that shapers Adversity Quotient, this dimensions of AQ can describes where is the weakness and strengthness of AQ that owned by students, here is the explanation about dimensions of CO_2RE (control, origin, ownership, reach, endurance) that owned by students at fifth grade of SDI Mohammad Hatta Malang:

1. Control

   This dimension describes that students can feel control or feel can able to solve the problems in the learning, research results shows that

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[42] Paul G. Stoltz, *Adversity Quotient: Mengubah Hambatan Menjadi Peluang,* terj., T. Hermaya (Jakarta: Grasindo, 2003), p. 140.

students in fifth grade of SDI Mohammad Hatta Malang have very good controls dimensions, according to AQ's questionnaire this dimension has 2 items of questions in item 1 and item 2, score in item 1 is 186 and score in item 2 is 182. Total score in this dimension 368 score.

2. Origin

This dimension describes that students assume the difficulties or problems comes from outside factors not oly from theirself. research results shows that students in fifth grade of SDI Mohammad Hatta Malang have very bad origin dimension, according to AQ's questionnaire this dimension has 2 items of questions in item 3 and item 4, score in item 3 is 141 and score in item 4 is 158. Total score in this dimension is 299 score. But item in number 4 is not used in this reseach because this item is invalid.

3. Ownership

This dimensions describes that students acknowledge the consequences of the problems and create a sense of responsibility within themselves. research results shows that students in fifth grade of SDI Mohammad Hatta Malang have bad origin dimension, according to AQ's questionnaire this dimension has 2 items of questions in item 5 and item 6, score in item 5 is 164 and score in item 6 is 168. Total score in this dimension is 332 score.

4. Reach

This dimension describes that students assume the difficulties will not reach or affect to other lives,so they not think that problems as a disaster that can destroy everything in life. Research results shows that students in fifth grade of SDI Mohammad Hatta Malang have good enough in reach dimension, according to AQ's questionnaire this dimension has 2 items of questions in item 7 and item 8, score in item 7 is 174 and score in item 8 is 168. Total score in this dimension is 342 score

5. Endurance

This dimension describes that students assume the difficulty and problems will not last long. Research results shows that students in fifth grade of SDI Mohammad Hatta Malang have good enough in endurance dimension, according to AQ's questionnaire this dimension has 2 items of questions in item 9 and item 10, score in item 9 is 176 and score in item 10 is 168. Total score in this dimension is 344 score

Bases on the analysis of CO_2RE above, shows that most of studets in fifth grade of SDI Mohammad Hatta Malang have very good in control dimension where this dimension is the basis and affect the other dimensions of CO_2RE, students can feel control and feel able to solve the problem in their learning, while the bad dimension that owned by students in fifth grade of SDI Mohammad Hatta Malang is in the dimension of origin. The research result shows that students too blame their self when

see the problem occure, that's can makes students easly to blame their self, have a guilty feeling is good if with in right quantity, but if students have biggest in guilty feeling its can disturb and weakness the motivation and makes frustration.

Based on the explanation above can be conclude that most of students in the Adversity Quotient levels at fifth grade of SDI Mohammad Hatta Malang in the medium level of AQ for 28 students with 70% percentage and have high dimension of control in Adversity Quotient.

B. **Student Learning Results at Fifth Grade of SDI Mohammad Hatta Malang Academic Year 2017/2018**

According to Nana Sudjana, learning results are all kinds of abilities students after students receive a learning experience, [43] this learning results usually shown in the form of report card which contain the value of abilities students as well as students in fifth grade of SDI Mohammad Hatta Malang.

Abilities in learning results classified by Benyamin Bloom into 3 domains, ie cognitive domain, affective domain, and psychomotor domain. [44] Cognitive domain related to students' intellectual learning results, affective domain related to students' attitude, and psychomotor domain related to students skill. In this research in students at fifh grade of

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[43] Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar,* (Bandung: Remaja Rosdakarya, 2014), hlm. 22

[44] KKO Kurikulum Revisi 2017 (http://sekolahno1.blogspot.co.id/2017/10/kko-kurikulum-2013-revisi-2017.html) accessed on 23th april, 2018

SDI Mohammad Hatta Malang, researcher only focus in domains of cognitive and psychomotor.

In this research, students learning results at fifth grade of SDI Mohammad Hatta Malang in the form of report card is obtained from value of first final semester exam and value of second midterm exam, the value in this report card describes how students' success in their learning, this value in the report card can also distinguish the ability of student with other students, with this report card, teacher can also find students that need to get more in-depth guidance in the mastery of learning materials.

In this research, to find the final value of students, so researcher sum the value of first final semester exam and value of second midterm exam and find the average of this value, the calculating results shows that the average value is 88.2, the maximum value is 94 and the mimimum value is 82, the average is 88.2, because minimum completeness standard that students must achieve at fifth frade of SDI Mohammad Hatta Malang is the value of 67 so students in this school has exceeded the limit.

Category of student learning results in at fifth frade of SDI Mohammad Hatta Malang academic year 2017/2018 is in the good and very good category, from the results show that there is 17 students have a very good learning with 42.5% percentage with value in the range of 89-100, 23 students have a good learning results with 57.5% with value in the range of 78-88. From here can conclude that learning results of student at

fifth frade of SDI Mohammad Hatta Malang academic year 2017/2018 in the good learning results.

This good learning results can affected by many factors such as internal factor and external factor. First, internal factors such as students' physical condition and psychological condition of students such as interest, intelligence, motivation. Second, external factors such as environmental conditions and instrumental conditions of school teaching and learning implementation.[45] Usually, the magnitude of each factors that affect to learning result is diverse, as well as with Adversity Quotient that can affect student learning results.

C. **The Influence of Adversity Quotient on Student Learning Results at Fifth Grade of SDI Mohammad Hatta Malang Academic Year 2017/2018**

Adversity Quotient is one form of intelligence which is an internal factor that can affect to student learning results. The results of this research indicate that there is a positive and significant influence between Adversity Quotient which owned by students to their learning results. Based on the result of simple regression analysis obtained the influence of Adversity Quotient is 0.220 the number means if the Adversity Quotient (X_1) increased by 1% so the learning results of the student (Y_1) will increase for 0.220 or vice versa.

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[45] Syaiful Bahri.*Psikologi Belajar.*(Jakarta: Rineka Cipta, 2002) p. 142.

In this research, if when viewed simply between Adversity Quotient with student learning results, so that appears the influence of Adversity Quotient on student learning results that the higher AQ makes high learning results that owned by students. However, not all students with low AQ also have low learning results such as students with number of respondent 38 who has medium AQ scores ie 29 but have very good category of learning results with value is 91.5, as well as the number of respondents 6 who has a high AQ score ie 45 but the value of learning results is 82 in the good category of learning results. this happen because the learning results which obtained by students are not 100% influenced by Adversity Quotient, because the learning results can be determined by many factors around the students.

The magnitude influence of AQ on this learning result seen from the output of SPSS Model Summary for simple linear regression test and from this result shows that there is 11.5% influence of AQ to learning result while 88.5% influenced by other factor. These other factors may be other intelligences owned by students, motivations, interests or other influences that are not examined in this research.

The results of this research can prove the Paul G. Stolz theory as the founder of Adversity Quoteint who argues that Adversity Quoteint is one factor of one's success in work and other fields,[46] Adversity Quoteint can affect student's performance in learning by making positive response

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[46] Paul G. Stoltz, *Adversity Quotient: Mengubah Hambatan Menjadi Peluang,* terj., T. Hermaya (Jakarta: Grasindo, 2003), p. 8

as a tool for facing a challenge in learning that can appear the high motivation so that learning performance can be better which can improve student learning results,[47] while the student learning results can be seen from the value rapot students.

The results of this research are reinforced by some previous research on Adversity Quoteint and this influence or relation on the student learning results and achievement, that have been explain forward in the introduction chapter in the previous research's sub chapter. From some of these research get result of research that AQ have influence or relation to learning and result of learning.

Based on the results of research above can be concluded that Adversity Quotient has little significant positive influence on student learning results where Adversity Quotient is one of the internal factor that affect student learning results in addition to other factors. Although it has little influence but still make Adversity Quotient as one of the factor that influence student learning results.

The Level of AQ:
1. High (36 students, 90%)
2. Medium (4 students, 10%)
3. Low (0 students, 0%)

→

Student Learning Results Category:
1. Very good (17 students, 42.5%)
2. Good (23 students, 57.5)
3. Enough (0 students, 0%)
4. Not good (0 students, 0%)

There is influence of AQ on learning results,
1. Simple linier regression equation: Y=80.043+0.220
2. Significance, 0.032<0.05, t count 2.223>2.024 table, so H_0 rejected
3. R square 0.115, it means magnitude of AQ is 11.5%

Figure 5.1 Summary of Research Results

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[47] Paul G. Stoltz, *Adversity Quotient: Mengubah Hambatan Menjadi Peluang,* terj., T. Hermaya (Jakarta: Grasindo, 2003), p. 95

CHAPTER VI

CLOSING

A. Conclusion

Based on the results of this research and discussion in chapter IV and chapter V, so the folloeing is the conclusion of this research:

1. Adversity Quotient of students at fifth grade of SDI Mohammad Hatta Malang academic year 2017/2018 is in the high and medium AQ, from 40 students there are 36 students in high AQ or type of climbers with 90% percentage and 4 students in the medium AQ or in campers type with 10% percentage.

2. Student learning results at fifth grade of SDI Mohammad Hatta Malang academic year 2017/2018 is in the category of very good and good learning result, from 40 students there are 17 students with 42.5% percentage in the very good learning results category and 23 students with 57.5% percentage in the good learning results category

3. The influence of Adversity Quotient on student learning results at fifth grade of SDI Mohammad Hatta Malang academic year 2017/2018 has a little significant influence, based on simple regression analysis obtained the influence of Adversity Quotient is 0.220 the number means if the Adversity Quotient (X_1) increased by 1% so the learning results of the student (Y_1) will increase for 0.220 or vice versa, and the magnitude influence of AQ on learning results is 11.5% while 88.5% influenced by other factors.

B. Suggestion

Based on the results of research, analysis, discussion and conclusion, the researcher propose following suggestions:

1. For Teacher and School

    By knowing the influence of Adversity Quotient on student learning results so teachers should learn how techniques to improve student's AQ with learn about LEAD techniques which proposed by Paul G Stolzt, teacher can modify LEAD techniques that are tailored with condition of grade V student and teacher not only think that IQ as a factor of everything in student learning results. School can hold socialization about Adversity Quotient to improve student's learning performance or to improve teacher's performance in educating students so that learning can be optimal.

2. For University

    Considering the important of Adversity Quoteint in the education, properly knowledge of AQ studied in education for bachelor in all of department because expected each educators have knowledge of AQ, so not rely that IQ and EQ which can make students successful in learning agar tidak hanya mengandalkan pemikiran bahwa hanya IQ dan EQ yang dapat membuat siswa sukses dalam belajar.

3. For the Next Researcher

Researcher hope for further researchers who want to conduct research on Adversity Quotient, can take samples in large quantities so that the research becomes more accurate for proof of the theory being tested.

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APPENDICES

Appendix I: Certificate of Research from Faculty

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor   : *846* /Un.03.1/TL.00.1/03/2018   28 Maret 2018
Sifat   : Penting
Lampiran : -
Hal   : Izin Penelitian

Kepada
Yth. Kepala SD Islam Mohammad Hatta Malang
di
    Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Umi Nur Tajallah
NIM	:	14140007
Jurusan	:	Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester - Tahun Akademik	:	Genap - 2017/2018
Judul Skripsi	:	**Pengaruh Adversity Quotient terhadap Hasil Belajar Siswa Kelas 5 SD Islam Mohammad Hatta Malang**
Lama Penelitian	:	**Maret 2018** sampai dengan **Mei 2018** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan

Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PGMI
2. Arsip

Appendix II: Certificate of Research from SDI Mohammad Hatta Malang

YAYASAN BINA INSAN KAMIL [YANAIKA] INDONESIA
SD ISLAM MOHAMMAD HATTA
Terakreditas A
NIS : 100630 – NSS : 102056104009 – NPSN : 20533897
Jl. Simpang Flamboyan no. 30 Malang 65141, Tlp. (0341) 413003
Website : sdimohammadhatta.sch.id e-mail : sdimh@sdimohammadhatta.sch.id

SURAT KETERANGAN
Nomor : 242/S.Ket/KS/SDI-MH/V/2018

Yang bertandatangan di bawah ini :

Nama   : Suyanto, S.Pd., M.KPd

NIY   : 992069022

Jabatan   : Kepala SD Islam Mohammad Hatta
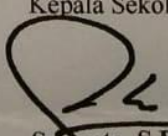
Menerangkan dengan sesungguhnya bahwa :

Nama   : Umi Nur Tajallah

NIM   : 14140007

Program Studi   : Pendidikan Guru Madrasah Ibtidaiyah Universitas Islam Negeri
                  Maulana Malik Ibrahim Malang

Telah melaksanakan penelitian di SD Islam Mohammad Hatta mulai 4-18 April 2018 guna penyusunan skripsi dengan judul *"Pengaruh Adversity Quotient* **terhadap Hasil Belajar Siswa Kelas V SD Islam Mohammad Hatta Malang Tahun Pelajaran 2017-2018"**

Demikian surat keterangan ini dibuat dengan sebenarnya dan dipergunakan sebagaimana mestinya.

Malang, 6 Ramadhan 1439H
22 Mei 2018 M

Kepala Sekolah,

Suyanto, S.Pd., M.KPd

Appendix III: Instrument of TheResearch

    a. Letter of Application to become a Validator

Nomor   : 1118 /Un. 3.1/PP.03.1/005/2018   9 Mei 2018
Lampiran   : -
Perihal   : Permohonan menjadi Validator

Kepada
Yth. Bapak/Ibu Dr. Esa Nur Wahyuni, M.Pd
di –
      Tempat

Assalamualaikum wr. wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	: Umi Nurtajallah
NIM	: 14140007
Program Studi	: Pendidikan Guru Madrasah Ibtidaiyah
Judul Skripsi	: Pengaruh Adversity Quotient Terhadap HAsil Belajar Siswa Kelas 5 SD Islam Muhammad HAtta Malang Tahun Ajaran 2017-2018
Dosen Pembimbing	: Dr. H. Nur Ali, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator skripsi tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum wr. wb.

a.n Dekan
Wakil Dekan Bid. Akademik

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

b. Questionnaire to be Validated

Angket "Pengaruh _Adversity Quotientt_ (AQ) terhadap Hasil Belajar Siswa
Kelas V SDI Mohammad Hatta Malang Tahun Ajaran 2017-2018"

Indikator Instrumen AQ

No	Indikator	Deskriptor	No. item instrument		Jumlah
			F	Uf	
1	Control (Kendali)	Dapat merasakan kendali atau merasa dapat mengatasi masalah yang ada	1	2	2
2	Origin (Asal usul)	Menganggap kesulitan berasal dari luar bukan dalam dirinya	3	4	2
	Ownership (pengakuan)	Mengakui akibat dari permasalahan dan memunculkan rasa tanggung jawab dalam dirinya	5	6	2
3	Reach (jangkauan)	Menganggap kesulitan tidak akan sampai menjangkau atau mempengaruhi kehidupan yang lain, jadi tidak menganggap kesulitan sebagai bencana yang menghancurkan segalanya	7	8	2
4	Endurance (daya tahan)	Menganggap bahwa kesulitan tidak akan berlangsung lama	9	10	2
		Jumlah	5	5	10

Bagian 1 Kendali diri

1. Saya tidak minder meskipun semua teman sekelas saya pintar. Oleh sebab itu, saya harus rajin belajar agar dapat menjadi yang terbaik di kelas.

   a. Sangat setuju   c. Kurang setuju
   b. Setuju   d. Sangat tidak setuju

2. Saya merasa tidak bisa melakukan apa-apa jika besok akan diadakan ulangan matematika.

   a. Sangat setuju   c. Kurang setuju
   b. Setuju   d. Sangat tidak setuju

Bagian 2 Origin (asal usul)

3. Nilai dari tugas kelompok yang diberikan oleh guru sangat jelek, akan tetapi saya merasa bukan karena kesalahan saya sendiri.

   a. Sangat setuju   c. Kurang setuju
   b. Setuju   d. Sangat tidak setuju

4. Hubungan saya dengan teman sekelas tidak baik, semua itu adalah kesalahan saya.

   a. Sangat setuju   c. Kurang setuju
   b. Setuju   d. Sangat tidak setuju

Ownership (Pengakuan)

5. Suatu hari saya mendapatkan nilai b.Inggris yang kurang baik, saya merasa takut jika saya tidak belajar dengan giat nilai b.Inggris saya selanjutnya akan turun.

    a. Sangat setuju
    b. Setuju

    c. Kurang setuju
    d. Sangat tidak setuju

6. Suatu hari teman saya mendadak sakit ketika melaksanakan piket kelas, saya tidak mau membantunya karena pada hari itu bukan jadwal piket saya.

    a. Sangat setuju
    b. Setuju

    c. Kurang setuju
    d. Sangat tidak setuju

Bagian 3 Reach (jangkauan)

7. Meskipun teman-teman tetangga rumah saya memusuhi saya, saya tidak akan membawa masalah tersebut ke sekolah, karena saya ingin fokus belajar di sekolah.

    a. Sangat setuju
    b. Setuju

    c. Kurang setuju
    d. Sangat tidak setuju

8. Saya yakin tidak bisa konsentrasi dalam belajar hanya karena saya bertengkar dengan teman tetangga rumah saya.

    a. Sangat setuju
    b. Setuju

    c. Kurang setuju
    d. Sangat tidak setuju

Bagian 4 Endurance (Daya Tahan)

9. Saya yakin hubungan saya dengan teman sekelas akan membaik meskipun kemarin saya bertengkar dengannya.

    a. Sangat setuju
    b. Setuju

    c. Kurang setuju
    d. Sangat tidak setuju

10. Saya merasa kesulitan dalam belajar matematika ini akan berlangsung lama, saya tidak tahu kapan saya pandai dalam matematika.

    a. Sangat setuju
    b. Setuju

    c. Kurang setuju
    d. Sangat tidak setuju

c. Sheet of Validation for Material Experts

LEMBAR VALIDASI UNTUK AHLI MATERI
ADVERSITY QUOTIENT **SISWA KELAS V SD**

Nama Validator : Dr. Esa Nur Wahyuni, M.Pd
Instansi : UIN Maulana Malik Ibrahim Malang

Petunjuk pengisian:

a. Berilah tanda ceklis (✔) pada kolom yang sesuai untuk menilai kualitas angket untuk mengukur Adversity Quotient siswa

b. Aspek-aspek yang dinilai sebagai berikut:

1. Kesesuaian pernyataan dengan indikator yang diukur
2. Kesesuaian isi dengan kehidupan peserta didik dalam pembelajaran
3. Bahasa yang digunakan baik dan benar sesuai dengan kemampuan peserta didik.

c. Angka-angka yang terdapat pada kolom digunakan sebagai indikator penilaian:

0 = Tidak valid
1 = Kurang valid
2 = Cukup valid
3 = Valid
4 = Sangat Valid

d. Huruf-huruf yang terdapat pada kolom digunakan sebagai penilaian angket secara umum:

A = Dapat digunakan tanpa revisi
B = Dapat digunakan dengan revisi sedikit
C = Dapat digunakan dengan revisi banyak
D = Tidak dapat digunakan

NO. ITEM	ASPEK YANG DINILAI														
	1					2					3				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
1			√						√					√	
2			√					√						√	
3			√						√				√		
4			√						√				√		
5			√					√						√	

6	√				√				√	
7	√			√					√	
8	√					√		√		
9	√							√		
10	√			√				√		

Penilaian Angket Secara Umum:
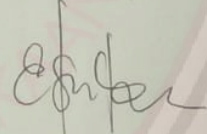
URAIAN	A	B	C	D
Penilaian secara umum terhadap angket untuk mengukur *Adversity Quotient* Sswa Kelas V SD		√		

Saran-saran:

① Bahasa lebih dibuat sederhana agar dapat dipahami oleh siswa SD.

Malang, …..April 2018

Validator,

Dr. Esa Nur Wahyuni, M.Pd
NIP. 19720306 200801 2 010

d. Revised Questionnaire

Nama   :

No. Absen   :

PETUNJUK UMUM:

1. Jawaban adik-adik tidak untuk menentukan nilai.
2. Kuisioner ini berupa pernyataan yang berkaitan dengan sikap adik-adik dalam kelas, pastinya sikap masing-masing sisea berbeda. Oleh karena itu jawab sendiri-sendiri sesuai dengan keadaan kalian ya.

PETUNJUK KHUSUS:

1. Adik-adik hanya memberi tanda centang ✔ pada kolom yang sesuai dengan keadaan adik-adik.
2. SS   = sangat setuju
   S   = setuju
   B   = biasa saja
   TS   = tidak setuju
   STS   =sangat tidak setuju

No	Pernyataan tentang sikap saya	SS	S	B	TS	STS
1	Saya tidak minder dalam kelas meskipun semua teman saya pintar, oleh karena itu saya harus belajar setiap hari					
2	Jika besok diadakan ulangan "matematika dan tematik" saya yakin dapat menyelesaikannya					
3	Hubungan saya dengan guru sedang tidak baik, tapi semua itu bukan karena kesalahan saya, penyebabnya mungkin dari faktor lain.					
4	Saya mengerjakan tugas kelompok "Bahasa Jawa" bersama teman-teman, ternyata kelompok saya mendapatkan nilai 30, karena saya mengerjakan tugas bersama-sama jadi saya yakin itu bukan hanya kesalahan saya.					
5	Suatu hari guru memberi tugas kelompok, akan tetapi ketua kelompok saya tidak masuk, oleh karena itu saya akan bertanggung jawab sebagai pengganti ketua kelompok					
6	Suatu hari teman saya sakit ketika piket kelas, akan tetapi pelajaran akan segera dimulai, oleh karena itu saya akan membantu menyelesaikannya meskipun pada hari itu bukan piket saya					
7	Meskipun kakak kelas banyak yang memusuhi saya, saya tetap bisa konsentrasi belajar di kelas					
8	Saya bisa konsentrasi belajar meskipun salah satu teman di kelas memusuhi saya					
9	Saya mendapatkan nilai matematika sangat jelek, tapi saya yakin hal ini tidak akan terjadi lagi.					
10	Saya yakin bisa pandai matematika meskipun saat ini saya masih kurang begitu pandai dalam pelajaran matematika					

e. Questionnaire that has been Filled by Students
   1. Annisa Salsabila (VB)

VB

Nama   : Annisa
No. Absen : 6

PETUNJUK UMUM:
1. Jawaban adik-adik tidak untuk menentukan nilai.
2. Kuisioner ini berupa pernyataan yang berkaitan dengan sikap adik-adik dalam kelas, pastinya sikap masing-masing sisea berbeda. Oleh karena itu jawab sendiri-sendiri sesuai dengan keadaan kalian ya.

PETUNJUK KHUSUS:
1. Adik-adik hanya memberi tanda centang ✔ pada kolom yang sesuai dengan keadaan adik-adik.
2. SS = sangat setuju
   S   = setuju
   B   = biasa saja
   TS = tidak setuju
   STS = sangat tidak setuju

No	Pernyataan tentang sikap saya	SS	S	B	TS	STS
1	Saya tidak minder dalam kelas meskipun semua teman saya pintar, oleh karena itu saya harus belajar setiap hari	✔				
2	Jika besok diadakan ulangan "matematika dan tematik" saya yakin dapat menyelesaikannya	✔				
3	Hubungan saya dengan guru sedang tidak baik, tapi semua itu bukan karena kesalahan saya, penyebabnya mungkin dari faktor lain.	✔				
4	Saya mengerjakan tugas kelompok "Bahasa Jawa" bersama teman-teman, ternyata kelompok saya mendapatkan nilai 30, karena saya mengerjakan tugas bersama-sama jadi saya yakin itu bukan hanya kesalahan saya.	✔				
5	Suatu hari guru memberi tugas kelompok, akan tetapi ketua kelompok saya tidak masuk, oleh karena itu saya akan bertanggung jawab sebagai pengganti ketua kelompok	✔				
6	Suatu hari teman saya sakit ketika piket kelas, akan tetapi pelajaran akan segera dimulai, oleh karena itu saya akan membantu menyelesaikannya meskipun pada hari itu bukan piket saya	✔				
7	Meskipun kakak kelas banyak yang memusuhi saya, saya tetap bisa konsentrasi belajar di kelas	✔				
8	Saya bisa konsentrasi belajar meskipun salah satu teman di kelas memusuhi saya	✔				
9	Saya mendapatkan nilai matematika sangat jelek, tapi saya yakin hal ini tidak akan terjadi lagi.	✔				
10	Saya yakin bisa pandai matematika meskipun saat ini saya masih kurang begitu pandai dalam pelajaran matematika	✔				

2. M. Zidan Mijwad Ramadhan (VB)

Nama : Muhammad Zidan Mijwad Ramadhan.

No. Absen : 13.

VB

PETUNJUK UMUM:

1. Jawaban adik-adik tidak untuk menentukan nilai.
2. Kuisioner ini berupa pernyataan yang berkaitan dengan sikap adik-adik dalam kelas, pastinya sikap masing-masing sisea berbeda. Oleh karena itu jawab sendiri-sendiri sesuai dengan keadaan kalian ya.

PETUNJUK KHUSUS:

1. Adik-adik hanya memberi tanda centang ✔ pada kolom yang sesuai dengan keadaan adik-adik.
2. SS = sangat setuju
   S = setuju
   B = biasa saja
   TS = tidak setuju
   STS = sangat tidak setuju

No	Pernyataan tentang sikap saya	SS	S	B	TS	STS
1	Saya tidak minder dalam kelas meskipun semua teman saya pintar, oleh karena itu saya harus belajar setiap hari	✓				
2	Jika besok diadakan ulangan "matematika dan tematik" saya yakin dapat menyelesaikannya		✓			
3	Hubungan saya dengan guru sedang tidak baik, tapi semua itu bukan karena kesalahan saya, penyebabnya mungkin dari faktor lain.			✓		
4	Saya mengerjakan tugas kelompok "Bahasa Jawa" bersama teman-teman, ternyata kelompok saya mendapatkan nilai 30, karena saya mengerjakan tugas bersama-sama jadi saya yakin itu bukan hanya kesalahan saya.		✓			
5	Suatu hari guru memberi tugas kelompok, akan tetapi ketua kelompok saya tidak masuk, oleh karena itu saya akan bertanggung jawab sebagai pengganti ketua kelompok		✓			
6	Suatu hari teman saya sakit ketika piket kelas, akan tetapi pelajaran akan segera dimulai, oleh karena itu saya akan membantu menyelesaikannya meskipun pada hari itu bukan piket saya			✓		
7	Meskipun kakak kelas banyak yang memusuhi saya, saya tetap bisa konsentrasi belajar di kelas	✓				
8	Saya bisa konsentrasi belajar meskipun salah satu teman di kelas memusuhi saya		✓			
9	Saya mendapatkan nilai matematika sangat jelek, tapi saya yakin hal ini tidak akan terjadi lagi.	✓				
10	Saya yakin bisa pandai matematika meskipun saat ini saya masih kurang begitu pandai dalam pelajaran matematika	✓				

3. Moh. Raihan Syarief Putra TariganVB)

Nama : moh. raihan Syarief putra

No. Absen/kelas : 14/5b

VB

PETUNJUK UMUM:

1. Jawaban adik-adik tidak untuk menentukan nilai.
2. Kuisioner ini berupa pernyataan yang berkaitan dengan sikap adik-adik dalam kelas, pastinya sikap masing-masing siswa berbeda. Oleh karena itu jawab sendiri-sendiri sesuai dengan keadaan kalian ya.

PETUNJUK KHUSUS:

1. Adik-adik hanya memberi tanda centang ✔ pada kolom yang sesuai dengan keadaan adik-adik.
2. SS = sangat setuju
   S = setuju
   B = biasa saja
   TS = tidak setuju
   STS = sangat tidak setuju

No	Pernyataan tentang sikap saya	SS	S	B	TS	STS
1	Saya tidak minder dalam kelas meskipun semua teman saya pintar, oleh karena itu saya harus belajar setiap hari		✓			
2	Jika besok diadakan ulangan "matematika dan tematik" saya yakin dapat menyelesaikannya			✓		
3	Hubungan saya dengan guru sedang tidak baik, tapi semua itu bukan karena kesalahan saya, penyebabnya mungkin dari faktor lain.				✓	
4	Saya mengerjakan tugas kelompok "Bahasa Jawa" bersama teman-teman, ternyata kelompok saya mendapatkan nilai 30, karena saya mengerjakan tugas bersama-sama jadi saya yakin itu bukan hanya kesalahan saya.		✓			
5	Suatu hari guru memberi tugas kelompok, akan tetapi ketua kelompok saya tidak masuk, oleh karena itu saya akan bertanggung jawab sebagai pengganti ketua kelompok		✓			
6	Suatu hari teman saya sakit ketika piket kelas, akan tetapi pelajaran akan segera dimulai, oleh karena itu saya akan membantu menyelesaikannya meskipun pada hari itu bukan piket saya			✓		
7	Meskipun kakak kelas banyak yang memusuhi saya, saya tetap bisa konsentrasi belajar di kelas		✓			
8	Saya bisa konsentrasi belajar meskipun salah satu teman di kelas memusuhi saya			✓		
9	Saya mendapatkan nilai matematika sangat jelek, tapi saya yakin hal ini tidak akan terjadi lagi.			✓		
10	Saya yakin bisa pandai matematika meskipun saat ini saya masih kurang begitu pandai dalam pelajaran matematika		✓			

4. Rania Karamina Fathin (VC)

Nama : Rania Karmina Fathin

No. Absen : 21

VC

PETUNJUK UMUM:
1. Jawaban adik-adik tidak untuk menentukan nilai.
2. Kuisioner ini berupa pernyataan yang berkaitan dengan sikap adik-adik dalam kelas, pastinya sikap masing-masing sisea berbeda. Oleh karena itu jawab sendiri-sendiri sesuai dengan keadaan kalian ya.

PETUNJUK KHUSUS:
1. Adik-adik hanya memberi tanda centang ✔ pada kolom yang sesuai dengan keadaan adik-adik.
2. SS = sangat setuju
   S = setuju
   B = biasa saja
   TS = tidak setuju
   STS = sangat tidak setuju

No	Pernyataan tentang sikap saya	SS	S	B	TS	STS
1	Saya tidak minder dalam kelas meskipun semua teman saya pintar, oleh karena itu saya harus belajar setiap hari	✓				
2	Jika besok diadakan ulangan "matematika dan tematik" saya yakin dapat menyelesaikannya	✓				
3	Hubungan saya dengan guru sedang tidak baik, tapi semua itu bukan karena kesalahan saya, penyebabnya mungkin dari faktor lain		✓			
4	Saya mengerjakan tugas kelompok "Bahasa Jawa" bersama teman-teman, ternyata kelompok saya mendapatkan nilai 30, karena saya mengerjakan tugas bersama-sama jadi saya yakin itu bukan hanya kesalahan saya.		✓			
5	Suatu hari guru memberi tugas kelompok, akan tetapi ketua kelompok saya tidak masuk, oleh karena itu saya akan bertanggung jawab sebagai pengganti ketua kelompok		✓			
6	Suatu hari teman saya sakit ketika piket kelas, akan tetapi pelajaran akan segera dimulai, oleh karena itu saya akan membantu menyelesaikannya meskipun pada hari itu bukan piket saya	✓				
7	Meskipun kakak kelas banyak yang memusuhi saya, saya tetap bisa konsentrasi belajar di kelas	✓				
8	Saya bisa konsentrasi belajar meskipun salah satu teman di kelas memusuhi saya					
9	Saya mendapatkan nilai matematika sangat jelek, tapi saya yakin hal ini tidak akan terjadi lagi.	✓				
10	Saya yakin bisa pandai matematika meskipun saat ini saya masih kurang begitu pandai dalam pelajaran matematika	✓				

5. Muhammad Akmal Nararya Sutanto (VC)

VC

Nama : M.AKMAL.N.S

No. Absen : 13

PETUNJUK UMUM:

1. Jawaban adik-adik tidak untuk menentukan nilai.
2. Kuisioner ini berupa pernyataan yang berkaitan dengan sikap adik-adik dalam kelas, pastinya sikap masing-masing sisea berbeda. Oleh karena itu jawab sendiri-sendiri sesuai dengan keadaan kalian ya.

PETUNJUK KHUSUS:

1. Adik-adik hanya memberi tanda centang ✔ pada kolom yang sesuai dengan keadaan adik-adik.
2. SS = sangat setuju
   S = setuju
   B = biasa saja
   TS = tidak setuju
   STS = sangat tidak setuju

No	Pernyataan tentang sikap saya	SS	S	B	TS	STS
1	Saya tidak minder dalam kelas meskipun semua teman saya pintar, oleh karena itu saya harus belajar setiap hari	✓				
2	Jika besok diadakan ulangan "matematika dan tematik" saya yakin dapat menyelesaikannya	✓				
3	Hubungan saya dengan guru sedang tidak baik, tapi semua itu bukan karena kesalahan saya, penyebabnya mungkin dari faktor lain.				✓	
4	Saya mengerjakan tugas kelompok "Bahasa Jawa" bersama teman-teman, ternyata kelompok saya mendapatkan nilai 30, karena saya mengerjakan tugas bersama-sama jadi saya yakin itu bukan hanya kesalahan saya.			✓		
5	Suatu hari guru memberi tugas kelompok, akan tetapi ketua kelompok saya tidak masuk, oleh karena itu saya akan bertanggung jawab sebagai pengganti ketua kelompok	✓				
6	Suatu hari teman saya sakit ketika piket kelas, akan tetapi pelajaran akan segera dimulai, oleh karena itu saya akan membantu menyelesaikannya meskipun pada hari itu bukan piket saya					
7	Meskipun kakak kelas banyak yang memusuhi saya, saya tetap bisa konsentrasi belajar di kelas	✓				
8	Saya bisa konsentrasi belajar meskipun salah satu teman di kelas memusuhi saya	✓				
9	Saya mendapatkan nilai matematika sangat jelek, tapi saya yakin hal ini tidak akan terjadi lagi.				✓	
10	Saya yakin bisa pandai matematika meskipun saat ini saya masih kurang begitu pandai dalam pelajaran matematika				✓	

6. Randy Ilahi Ramadhani (VC)

VC

Nama : Rudy
No. Absen : 30

PETUNJUK UMUM:
1. Jawaban adik-adik tidak untuk menentukan nilai.
2. Kuisioner ini berupa pernyataan yang berkaitan dengan sikap adik-adik dalam kelas, pastinya sikap masing-masing sisea berbeda. Oleh karena itu jawab sendiri-sendiri sesuai dengan keadaan kalian ya.

PETUNJUK KHUSUS:
1. Adik-adik hanya memberi tanda centang ✓ pada kolom yang sesuai dengan keadaan adik-adik.
2. SS = sangat setuju
   S = setuju
   B = biasa saja
   TS = tidak setuju
   STS = sangat tidak setuju

No	Pernyataan tentang sikap saya	SS	S	B	TS	STS
1	Saya tidak minder dalam kelas meskipun semua teman saya pintar, oleh karena itu saya harus belajar setiap hari					
2	Jika besok diadakan ulangan "matematika dan tematik" saya yakin dapat menyelesaikannya					
3	Hubungan saya dengan guru sedang tidak baik, tapi semua itu bukan karena kesalahan saya, penyebabnya mungkin dari faktor lain.					
4	Saya mengerjakan tugas kelompok "Bahasa Jawa" bersama teman-teman, ternyata kelompok saya mendapatkan nilai 30, karena saya mengerjakan tugas bersama-sama jadi saya yakin itu bukan hanya kesalahan saya.		✓			
5	Suatu hari guru memberi tugas kelompok, akan tetapi ketua kelompok saya tidak masuk, oleh karena itu saya akan bertanggung jawab sebagai pengganti ketua kelompok		✓			
6	Suatu hari teman saya sakit ketika piket kelas, akan tetapi pelajaran akan segera dimulai, oleh karena itu saya akan membantu menyelesaikannya meskipun pada hari itu bukan piket saya					
7	Meskipun kakak kelas banyak yang memusuhi saya, saya tetap bisa konsentrasi belajar di kelas				✓	
8	Saya bisa konsentrasi belajar meskipun salah satu teman di kelas memusuhi saya				✓	
9	Saya mendapatkan nilai matematika sangat jelek, tapi saya yakin hal ini tidak akan terjadi lagi.				✓	
10	Saya yakin bisa pandai matematika meskipun saat ini saya masih kurang begitu pandai dalam pelajaran matematika			✓		

Appendix IV: Report Card of Students
a. First Final Semester Exam (UAS semester 1) Students Class of VB

LEGER HASIL PENCAPAIAN KOMPETENSI PESERTA DIDIK KELAS 5B
SEMESTER GANJIL TAHUN PELAJARAN 2017/2018

KKM: 67

NO.	NIS	NSN	NAMA SISWA	L/P	KOMPETENSI INTI - 3												KOMPETENSI INTI - 4												JUMLAH	RATA2	RANK	KE TUNTASAN	KI-1	K-2	JML	RT	SKT	IZIN	TK
					PAI	PPKN	BI	MAT	IPA	IPS	BSP	PJOK	BJ	BING	BA	TIK	PAI	PJOK	BI	MAT	IPA	IPS	BSP	PJOK	BJ	BING	BA	TIK										
1	276	76506715	Ably Marshall Haydar	L	91	88	86	89	92	93	86	95	87	96	93	89	87	97	85	82	89	89	89	87	82	92	92	92	2148	90	4	Tuntas	4	4	8	4	-	-	-
2	254	64204752	Ahmad Fadil	L	90	91	89	84	86	83	83	92	85	93	89	87	87	93	86	80	86	87	88	90	84	90	85	96	2104	88	9	Tuntas	4	4	8	4	-	-	-
3	232	78325012	Ahmad Fauzan Hidayat	L	90	98	93	93	94	97	92	94	94	95	94	89	87	90	89	85	89	89	89	90	90	88	92	95	2223	93	1	Tuntas	4	4	8	4	6	3	-
4	277	78011319	Aiman	L	85	84	83	82	83	81	83	83	86	84	81	88	84	84	78	85	86	89	85	84	84	85	89	-	2019	84	21	Tuntas	4	4	8	4	6	2	2
5	278	76642890	Aliyah	P	81	96	90	84	87	89	85	89	85	94	91	84	89	92	91	78	86	87	89	87	84	90	85	90	2113	88	6	Tuntas	4	4	8	4	6	-	-
6	460	48086580	Annisa Salsabila	P	90	83	85	83	85	86	85	85	84	85	85	81	87	83	83	78	83	85	83	84	82	83	83	83	2014	84	22	Tuntas	4	4	8	4	-	2	-
7	282	75163334	Bijou Kafabihi	L	87	85	84	81	83	83	82	89	83	91	84	84	86	89	88	78	86	86	89	87	84	83	85	88	2045	85	17	Tuntas	4	4	8	4	1	1	-
8	565	73562668	Dzulfiqar Achmad Alif Firdausy	L	89	93	93	92	89	92	91	91	91	90	94	92	87	95	89	84	87	88	89	92	90	90	88	97	2173	91	2	Tuntas	4	4	8	4	-	-	-
9	285	75512180	Farida Shafa Aryanti Hasan	P	89	97	94	91	91	87	91	94	94	92	91	88	88	93	91	82	87	88	89	84	90	83	88	91	2151	90	3	Tuntas	4	4	8	4	-	-	-
10	286	62959682	Giselia Putri Amalia	P	89	92	86	82	89	88	86	92	84	89	87	82	87	95	86	79	87	88	85	87	84	85	89	88	2088	87	12	Tuntas	4	4	8	4	2	8	-
11	574	72951339	Hanin Azka Aafiqoh	P	89	89	87	85	87	85	86	93	83	89	91	87	87	83	91	80	87	87	84	87	86	90	87	93	2091	87	11	Tuntas	4	4	8	4	-	-	-
12	263	78911450	Ibnu Ugo Randanes Dewantara	L	89	87	84	85	84	86	82	90	82	85	84	81	86	87	86	79	86	87	86	85	82	85	85	89	2042	85	19	Tuntas	4	4	8	4	6	3	-
13	241	69575982	M. Zidan Mijwad Ramadhan	L	88	88	88	81	85	84	82	90	85	84	82	84	87	86	85	78	86	87	86	89	84	84	85	86	2044	85	18	Tuntas	4	4	8	4	12	-	1
14	266	72059138	Moh. Raihan Syarief Putra Tarigan	L	89	90	85	81	83	84	85	91	85	91	85	82	87	92	85	78	86	87	91	90	84	83	85	90	2069	86	13	Tuntas	4	4	8	4	3	-	-
15	288	68229752	Muhammad Mirfak Trizamalga	L	90	93	88	85	84	84	86	93	85	89	91	88	87	89	88	81	86	87	90	95	82	84	86	95	2107	88	8	Tuntas	4	4	8	4	1	-	-
16	267	73825980	Muhammad Rasya Pandya Rachman	L	88	89	84	86	85	84	83	84	84	90	80	88	87	90	88	79	86	87	89	84	84	83	86	93	2064	86	14	Tuntas	4	4	8	4	1	-	-
17	293	78662216	Rhesya Nara Pradhika	L	89	90	86	81	83	84	83	88	85	83	83	84	87	89	86	78	86	87	89	84	83	85	85	95	2053	86	16	Tuntas	4	4	8	4	2	-	-
18	295	71152514	Rira Rahmazanti	P	89	96	90	86	88	89	88	93	88	94	92	86	87	95	90	79	87	87	91	86	90	90	86	90	2137	89	5	Tuntas	4	4	8	4	-	-	-
19	272	71808827	Ronal Vito Valencia	L	88	89	84	83	83	85	86	88	83	85	84	83	87	89	86	79	86	87	89	92	82	84	85	91	2058	86	15	Tuntas	4	4	8	4	-	-	1
20	251	74093947	Shafa Assyura	P	88	92	88	84	88	85	86	92	82	89	83	83	87	93	90	78	87	87	90	92	87	83	86	90	2095	87	10	Tuntas	4	4	8	4	-	-	-
21	273	71367091	Sherly Tri Yanuar	P	86	84	84	80	85	86	84	86	83	83	80	81	87	89	86	78	87	87	86	85	83	85	86	88	2027	84	20	Tuntas	4	4	8	4	-	-	-
22	298	71318929	Thalita S. Navid	P	88	96	88	85	87	86	85	90	89	91	93	86	87	95	85	79	87	87	90	84	87	87	86	92	2110	88	7	Tuntas	4	4	8	4	-	-	-
			RATA-RATA KELAS		89	90	87	85	86	87	85	90	86	89	88	85	87	92	87	80	86	87	88	88	85	86	86	91	2090	87									

Keterangan Data Siswa :
L : 13
P : 9
JML : 22

Kepala SD Islam Mohammad Hatta Kota Malang,

H. Suyanto, S.Pd, M.KPd
NIY. 992069022

Malang, 15 Desember 2017
Guru Kelas 5B,

Nurhasanah, S.Pd
NIY. -

	KOMPETENSI INTI - 3								MULOK				KOMPETENSI INTI - 4						MULOK				JML	RATA²	KETUNTASAN
	PAI	PPKN	BI	MAT	IPA	IPS	BSP	PJOK	BJ	BING	BAR	KOMP	PAI	PJOK	BI	MAT	IPA	IPS	BSP	PJOK	BJ	BING	BAR	KOMP			
NILAI TERTINGGI	91	98	94	93	94	97	92	95	94	96	94	92	89	117	91	85	89	89	91	95	90	92	92	97	2223	93	
NILAI TERRENDAH	85	83	83	80	83	83	81	83	82	83	80	81	86	83	83	78	83	85	83	84	82	83	83	83	2014	84	22
BANYAKNYA NILAI ANTARA 86 - 100	21	18	14	6	11	11	10	19	6	16	12	10	22	19	16		20	21	19	14	7	8	12	21			
BANYAKNYA NILAI ANTARA 67 - 85	1	4	8	16	11	11	12	3	16	6	10	12		3	6	22	2	1	3	8	15	14	10	1			100%
BANYAKNYA NILAI KURANG DARI 67																											

b. Second Midterm Exam (UTS Semester 2) Students Class of VB

LEGER HASIL PENCAPAIAN KOMPETENSI PESERTA DIDIK TENGAH SEMESTER KELAS 5B
SEMESTER GENAP TAHUN PELAJARAN 2017/2018

KKM
67

NO.	NIS	NISN	NAMA SISWA	L/P	KI-3 PAI	PPKN	BI	MAT	IPA	IPS	SBP	PJOK	BJ	BING	BA	TIK	KI-4 PAI	PPKN	BI	MAT	IPA	IPS	SBP	PJOK	BJ	BING	BA	TIK	JUMLAH	RATA2	RANK	KE TUNTASAN	KI-1	K-2	JML	RT	SKT	IZIN	TK/A
1	276	76806715	Ably Marshall Haydar	L	95	91	90	93	93	93	97	92	82	97	94	93	94	98	87	83	90	90	91	93	79	98	93	92	2198	92	3	Tuntas	3	3	6	3	1	-	-
2	254	64204752	Ahmad Fadli	L	93	88	88	87	85	87	82	92	81	96	88	95	93	99	85	82	90	90	91	88	77	94	88	94	2133	89	12	Tuntas	3	3	6	3	-	1	-
3	232	78325012	Ahmad Fauzan Hidayat	L	95	97	95	94	97	95	87	94	95	95	94	94	93	98	85	85	90	90	90	94	95	95	93	95	2235	93	2	Tuntas	3	3	6	3	1	-	-
4	277	78011319	Aiman	L	91	83	82	68	86	84	82	80	68	81	78	88	92	83	83	75	90	90	81	78	67	78	78	90	1956		21	Tuntas	3	3	6	3	10	4	-
5	278	78642690	Allyah	P	94	90	87	77	85	87	89	89	87	97	94	90	94	95	91	79	90	90	93	88	77	96	93	90	2144		10	Tuntas	3	3	6	3	6	-	-
6	460	48086580	Annisa Salsabila	P	85	85	84	72	78	82	87	83	60	78	82	83	90	82	87	69	87	89	84	75	60	82	79	84	1927		22	Tuntas	3	3	6	3	4	1	-
7	282	75163334	Bijou Kafabihi	L	92	88	85	72	83	82	79	87	79	94	86	90	92	95	86	73	90	90	90	91	74	95	83	89	2065		15	Tuntas	3	3	6	3	-	2	-
8	565	73562668	Dzulfiqar Achmad Alif Firdausy	L	95	98	95	99	95	93	96	94	84	97	94	96	94	99	88	83	90	90	93	97	84	98	93	97	2244	94	1	Tuntas	3	3	6	3	2	-	-
9	285	75512169	Farida Shafa Aryanti Hasan	P	95	94	95	89	89	91	89	92	86	94	94	91	94	95	86	84	90	90	89	96	82	94	93	92	2184	91	5	Tuntas	3	3	6	3	4	1	-
10	286	62959682	Gisella Putri Amalia	P	92	91	90	89	90	87	90	91	84	87	93	87	93	99	89	84	90	90	93	92	82	91	88	86	2148	90	9	Tuntas	3	3	6	3	1	-	-
11	574	72951339	Hanin Azka Aafiqoh	P	93	91	88	89	87	86	91	92	89	92	96	93	93	85	84	84	90	90	83	96	82	94	93	92	2153	90	8	Tuntas	3	3	6	3	-	-	-
12	263	78911450	Ibnu Ugo Randanes Dewantara	L	91	87	82	69	83	81	81	88	72	80	79	68	92	97	86	75	90	90	91	84	72	73	78	89	1998	83	20	Tuntas	3	3	6	3	-	13	-
13	241	69675982	M. Zidan Mijwad Ramadhan	L	91	91	89	85	88	86	87	91	79	92	85	86	92	97	87	81	90	90	92	89	74	93	83	85	2105	88	13	Tuntas	3	3	6	3	6	6	-
14	266	72059138	Moh. Raihan Syarief Putra Tarigan	L	94	87	90	78	86	87	82	92	83	83	87	90	92	96	87	76	90	90	91	93	60	76	88	91	2093		14	Tuntas	3	3	6	3	6	-	-
15	288	68229752	Muhammad Mirfak Trizamaiga	L	92	93	90	76	88	86	87	94	60	89	88	96	93	96	92	74	90	90	94	93	75	91	93	96	2136		11	Tuntas	3	3	6	3	4	2	-
16	267	73825980	Muhammad Rasya Pandya Rachman	L	92	83	82	83	89	85	77	85	81	85	90	92	92	95	86	77	90	90	89	81	76	82	83	93	2058	86	18	Tuntas	3	3	6	3	1	2	-
17	293	78862216	Rhesya Nara Pradhika	L	90	86	85	84	81	84	84	87	81	81	87	92	92	98	83	76	90	90	89	89	76	70	78	95	2048	86	19	Tuntas	3	3	6	3	-	3	-
18	295	71152514	Rira Rahmazanti	P	94	97	98	95	91	89	94	92	81	94	95	92	93	99	84	84	90	90	89	93	85	96	93	90	2198	92	3	Tuntas	3	3	6	3	-	-	-
19	272	71806827	Ronal Vito Valencia	L	91	84	90	77	79	84	78	88	73	85	87	84	92	97	87	77	90	90	92	89	72	89	93	91	2065		15	Tuntas	3	3	6	3	3	-	-
20	251	74093947	Shafa Assyura	P	93	90	93	95	85	87	86	93	89	86	94	91	93	95	84	84	90	90	88	91	90	86	93	91	2083		17	Tuntas	3	3	6	3	-	-	-
21	273	71367091	Sherly Tri Yanuar	P	92	88	85	77	86	84	83	67	82	83	90	90	92	95	84	79	90	90	88	85	84	90	90	91	2168	90	6	Tuntas	3	3	6	3	1		
22	298	71318929	Thalita S. Navid	P	93	91	93	93	88	89	91	90	86	92	95	91	93	99	89	81	90	90	93	86	84	85	60	82	1923		23	Tuntas	3	3	6	3	3	3	1
23	253	55470339	Yahya Klareno	L	87	86	87	71	80	79	80	64	60	79	84	85	90	84	86	69	87	89	84	85	60	82	80	65	2104										

RATA-RATA KELAS: 92 90 89 83 87 87 86 89 80 89 89 91 93 95 86 79 90 90 89 89 77 88 88 90

SD Islam Mohammad Hatta Kota Malang
Kepala Sekolah,
Suvanto, S.Pd, MK.Pd

Malang, 2 April 2018
Guru Kelas 5B,
Nurhasanah, S.Pd
NIY -

Keterangan Data Siswa :
L 14
P 9
JML 23

		KOMPETENSI INTI - 3								MULOK														MULOK				JML	RATA2	KETUNTASAN
		PAI	PPKN	BI	MAT	IPA	IPS	SBP	PJOK	BJ	BING	BAR	KOMP	PAI	PPKN	BI	MAT	IPA	IPS	SBP	PJOK	BJ	BING	BAR	KOMP			
		95	98	96	99	97	95	96	94	95	97	94	96	94	99	92	85	90	90	94	97	95	98	93	97	2244	94	23
BANYAKNYA NILAI ANTARA 86 - 100		85	83	82	68	78	79	77	60	60	78	78	83	90	82	83	69	87	89	81	75	60	78	79	82	1923	83	
BANYAKNYA NILAI ANTARA 67 - 85		22	19	16	10	14	15	13	19	6	14	18	21	23	19	15	2	15	15	20	23				23			100%
BANYAKNYA NILAI KURANG DARI 67		1	4	7	13	9	8	10	4	15	9	5	2		4	8	19	8	8	2								

c. First final semester exam (UAS semester 1) students class of VC

LEGER HASIL PENCAPAIAN KOMPETENSI PESERTA DIDIK KELAS 5C
SEMESTER GANJIL TAHUN PELAJARAN 2017/2018

KKM
67

NO.	NIS	NISN	NAMA SISWA	L/P	PAI	PPKN	BI	MAT	IPA	IPS	SBP	PJOK	BJ	BING	BA	TIK	PAI							BING	BA	TIK	JUMLAH	RATA2		KE TUNTASAN	KI-1	K-2	JML	RT	SKT	IZIN	TK
1	234	89163672	Adhitya Athallah Maulana	L	87	93	90	81	88	90	89	91	88	93	82	89	89	90	92	80	89	90	92	84	84	84	84	89	2106	88	14	Tuntas	4	4	8	4	2	1	-
2	255	65963131	Ahmad Fayyadh	L	88	83	83	77	84	84	83	88	83	87	80	83	88	85	87	79	85	85	87	89	81	83	82	85	2019	84	21	Tuntas	3	3	6	3	2	1	-
3	570	76042861	Althaaf Ellardian Syahputra	L	89	97	96	92	96	95	94	96	93	94	91	91	94	94	93	90	91	91	95	89	90	92	91	96	2232	93	2	Tuntas	4	4	8	4	-	2	-
4	576	61847046	Aqsyal Khairan Putri Achmad	P	89	93	88	80	88	85	86	91	88	89	80	90	88	89	90	79	88	88	91	86	88	86	84	95	2099	87	15	Tuntas	4	4	8	4	3	1	-
5	258	76328194	Arisma Hafiz Maheswara	L	90	90	84	80	87	85	83	88	85	94	81	90	89	88	89	81	87	87	89	86	84	84	81	94	2076	87	17	Tuntas	3	4	7	4	2	-	-
6	281	79339588	Azkannisa Febrianti	P	90	98	95	86	94	97	96	90	94	91	92	93	93	93	90	91	91	95	84	90	91	90	95	2216	92	3	Tuntas	4	4	8	4	-	-	-
7	261	66438968	Daniswara Lintang Ayudya	P	87	94	94	82	95	94	93	95	90	84	91	94	93	92	93	90	91	91	93	88	83	92	90	95	2184	91	5	Tuntas	4	4	8	4	3	2	-
8	287	75352074	Habibi Raihan Nugraha	L	88	92	92	79	89	89	87	88	86	95	87	93	88	89	90	80	88	88	90	84	83	90	84	95	2110	88	13	Tuntas	3	4	7	4	4	1	-
9	238	74202657	Hilma Azarain Nahla	P	89	98	95	89	95	96	97	97	94	95	93	94	93	94	93	85	91	91	95	90	89	92	92	96	2233	93	1	Tuntas	4	4	8	4	-	3	-
10	240	78613541	Juhaid Nailir Raja	L	87	83	83	79	83	83	83	83	82	84	80	83	86	84	86	80	84	83	85	83	73	85	81	83	1986	83	22	Tuntas	3	3	6	3	11	11	-
11	264	64389102	Keisha Firstania Ariawati	P	89	92	87	84	93	91	91	92	88	93	89	91	85	88	86	85	91	86	85	95	2144	89	9	Tuntas	3	4	7	4	4	-	-
12	245	79981262	Mohammad Daffa Arfiansyah	L	89	95	95	84	94	94	91	89	90	89	85	88	94	90	92	90	91	91	93	89	90	91	91	90	2178	91	7	Tuntas	4	4	8	4	1	1	-
13	477	67985010	Muhammad Akmal Nararya Sutanto	L	87	88	87	78	89	89	88	83	86	84	83	84	87	88	90	81	88	88	89	84	83	87	83	86	2060	86	19	Tuntas	3	4	7	4	2	-	-
14	244	64960641	Muhammad Alfi Fatih	L	88	87	86	78	89	85	87	93	91	89	86	91	89	88	89	81	87	88	89	88	85	85	80	94	2093	87	16	Tuntas	3	4	7	4	1	-	-
15	665	63084328	Muhammad Rafi Firdaus	L	90	94	91	84	93	91	91	88	84	89	86	91	89	91	92	81	90	91	93	84	79	86	86	92	2126	89	11	Tuntas	3	4	7	4	-	1	-
16	246	62755646	Nabila Keisha A.P	P	90	88	89	84	88	83	91	93	88	88	89	92	90	88	90	81	87	89	90	89	86	86	84	95	2173	91	8	Tuntas	3	4	7	4	1	-	-
17	247	61014451	Naj'La Callysta P. A.	P	90	95	92	86	95	89	92	91	92	90	91	94	90	91	92	84	89	91	94	87	89	87	87	95	2070	86	18	Tuntas	3	4	7	4	7	-	-
18	290	86059595	Nur Azizah Rawi	P	88	87	86	78	86	84	90	87	86	90	85	87	88	88	90	80	87	86	89	83	84	85	82	92	2042	85	20	Tuntas	3	4	7	4	1	-	-
19	476	74637179	Raihan Putra Handaru	L	87	86	84	77	86	83	85	83	85	83	80	90	88	87	89	80	89	88	88	83	78	85	81	94	2177	91	6	Tuntas	4	4	8	4	-	-	-
20	270	74173855	Randy Ilahi Ramadhani	L	90	95	92	79	94	95	93	90	87	91	89	91	93	90	92	84	91	91	91	89	90	91	90	96	2205	92	4	Tuntas	4	4	8	4	6	2	-
21	271	73159034	Ranta Karamina Fathin	P	88	95	95	89	94	94	93	97	92	91	88	94	93	92	93	90	91	91	93	84	89	84	81	90	2134	89	10	Tuntas	4	4	8	4	1	3	-
22	572	52005189	Shafira Latifa Kusumasari	P	88	95	92	89	91	94	95	84	91	87	84	89	84	88	90	83	91	90	91	84	89	84	81	90	2126	89									

| | | | RATA-RATA KELAS | | 89 | 92 | 90 | 83 | 91 | 90 | 90 | 90 | 88 | 90 | 86 | 90 | 90 | 89 | 91 | 83 | 89 | 89 | 91 | 86 | 85 | 87 | 95 | 93 | 2126 | 89 | | | | | | | | | |

Malang, 15 Desember 2017
Guru Kelas 5C,

Keterangan Data Siswa :
L   12
P   10
JML 22

Kepala SD Islam Mohammad Hatta Kota Malang.

H. Suyanto, S.Pd, M.KPd
NIY 992069022

Eko Cahyono, S.Pd
NIY -

		KOMPETENSI INTI - 3							MULOK												MULOK				JML	RATA²	KETUNTASAN
	PAI	PPKN	BI	MAT	IPA	IPS	SBP	PJOK	BJ	BING	BAR	KOMP									BJ	BING	BAR	KOMP			
NILAI TERTINGGI	90	98	96	92	96	97	97	97	94	95	93	94	94	94	93	90	91	91	95	90	93	92	92	96	2233	93	22
NILAI TERRENDAH	87	83	83	77	83	83	83	83	82	83	80	83	86	84	86	79	84	83	85	83	73	83	80	83	1986	83	
BANYAKNYA NILAI ANTARA 86 - 100	22	20	18	6	20	14	18	18	17	18	12	19	22	20	22	5	20	20	21	11	11	14	9	20			100%
BANYAKNYA NILAI ANTARA 67 - 85		2	4	16	2	8	4	4	5	4	10	3		2		17	2	2	1	11	11	8	13	2			
BANYAKNYA NILAI KURANG DARI 67																											

d. Second Midterm Exam (UTS semester 2) students class of VC

LEGER HASIL PENCAPAIAN KOMPETENSI PESERTA DIDIK TENGAH SEMESTER KELAS 5C
SEMESTER GENAP TAHUN PELAJARAN 2017/2018

KKM 67

NO.	NIS	NISN	NAMA SISWA	L/P	PAI	PPKN	BI	MAT	IPA	IPS	SBP	PJOK	BJ	BING	BA	TIK	PAI	PPKN	BI	MAT	IPA	BI	BING	BA	TIK	JUMLAH	RATA2		KE TUNTASAN	KI-1	K-2	JML	RT	SKT	IZIN	TK/A
1	234	89163672	Adhitya Athallah Maulana	L	92	92	92	91	94	92	94	92	76	95	61	89	92	95	93	84	93	93	92	88	72	89	80	89	2140	89	13	Tuntas	3	3	6	3	-	3	-
2	255	66963131	Ahmad Fayyadh	L	90	95	87	72	87	93	87	88	70	84	84	84	92	90	90	78	90	90	90	86	64	79	80	86	2036	85	21	Tuntas	3	3	6	3		1	-
3	570	76042861	Althaaf Eliardian Syahputra	L	93	97	97	94	97	97	94	94	84	98	89	94	92	97	94	85	94	94	93	91	82	92	85	96	2223	93	6	Tuntas	3	3	6	3	3	-	-
4	576	61847048	Aqsyal Khairan Putri Achmad	P	92	94	90	85	91	87	89	92	82	90	91	93	92	93	92	83	93	92	91	93	79	86	88	95	2153	90	11	Tuntas	3	3	6	3	3	3	-
5	258	76328194	Arisma Hafiz Maheswara	L	91	91	89	97	87	93	87	90	86	94	64	92	92	90	90	89	93	90	90	87	83	86	80	93	2144	89	12	Tuntas	3	3	6	3	1		-
6	281	79339588	Azkannisa Febrianti	P	95	97	93	94	97	97	93	94	90	98	91	92	92	96	94	85	91	95	93	96	89	90	93	95	2239	93	3	Tuntas	3	3	6	3	1		
7	261	66438968	Daniswara Lintang Ayudya	P	93	95	91	96	90	90	92	94	85	91	95	94	92	96	94	83	94	94	92	95	84	87	88	95	2200	92	8	Tuntas	3	3	6	3	3		
8	207	75362074	Habibi Raihan Nugraha	L	94	94	90	89	92	90	91	89	77	95	82	94	92	93	90	78	93	91	90	84	80	92	83	95	2138	89	14	Tuntas	3	3	6	3	5	-	-
9	238	74202657	Hilma Azarein Nahla	P	96	97	94	98	97	97	96	95	96	98	95	94	97	91	84	84	94	93	96	94	90	93	96		2273	94	1	Tuntas	3	3	6	3	1	1	-
10	240	73613541	Juhaid Nalir Raja	L	91	93	87	79	86	91	87	78	80	87	71	79	91	90	90	78	90	90	90	83	75	75	80	83	2024	84	22	Tuntas	3	3	6	3	5		-
11	264	84389102	Keisha Firstania Arlawati	P	93	94	94	90	96	88	90	93	86	88	92	94	92	95	93	88	90	92	92	94	83	89	88	95	2188	91	10	Tuntas	3	3	6	3	7	-	-
12	246	79981262	Mohammad Daffa Arfiansyah	L	93	97	93	92	88	88	92	90	75	96	82	89	93	95	93	84	94	93	92	87	74	87	80	90	2137	89	15	Tuntas	3	3	6	3	6	1	-
13	477	87985010	Muhammad Akmal Nararya Sutanto	L	91	96	90	74	94	94	92	82	75	91	73	85	92	93	92	78	93	90	90	85	77	84	80	85	2078	87	19	Tuntas	3	3	6	3	4		-
14	244	64960641	Muhammad Alfi Fatih	L	93	93	91	85	89	87	93	74	91	88	94	92	93	90	81	92	90	90	84	75	85	88	94		2119	88	18	Tuntas	3	3	6	3	2		-
15	685	63004328	Muhammad Rafi Firdaus	L	91	96	92	82	92	94	92	88	73	90	86	92	92	95	93	78	93	91	92	86	75	84	83	92	2122	88	17	Tuntas	3	3	6	3	2	2	-
16	248	82755646	Nabila Keisha A.P	P	95	95	94	92	88	88	94	93	89	92	96	93	93	93	83	93	91	90	94	88	89	88	95		2199	92	9	Tuntas	3	3	6	3	1	2	-
17	247	61014451	Naf'La Callysta P. A.	P	93	97	90	97	97	92	96	92	91	95	97	94	93	95	90	82	93	93	90	93	91	88	93	95	2227	93	5	Tuntas	3	3	6	3	1	-	-
18	290	66069595	Nur Azizah Rawi	P	91	96	89	95	94	89	87	88	80	91	80	91	92	93	92	81	92	90	90	91	79	83	83	91	2128	89	16	Tuntas	3	3	6	3	8	1	-
19	476	74637179	Raihan Putra Handaru	L	89	93	87	80	93	91	91	78	75	85	77	93	91	90	90	78	91	90	90	83	75	75	80	94	2060	86	20	Tuntas	3	3	6	3	1	2	-
20	270	74173856	Randy Ilahi Ramadhani	L	95	97	90	89	96	92	94	93	86	98	87	95	93	96	94	83	94	93	92	92	83	93	88	96	2209	92	7	Tuntas	3	3	6	3	2	-	-
21	271	73159034	Rania Karamina Fathin	P	96	97	95	97	97	97	97	95	92	97	99	94	93	96	94	86	94	93	93	96	93	88	93	95	2287	94	2	Tuntas	3	3	6	3	3	2	-
22	572	62005189	Shafira Latifa Kusumasari	P	96	96	90	97	96	94	94	95	93	97	88	89	93	93	94	86	93	93	92	96	92	88	93	95	2233	93	4	Tuntas	3	3	6	3	2		-
			RATA-RATA KELAS		93	95	91	90	92	92	92	90	83	93	87	91	92	94	92	83	93	92	91	90	81	86	86	93	2161	90									

Keterangan Data Siswa :
L   12
P   10
JML 22

SD Islam Mohammad Hatta Kota Malang
Kepala Sekolah,

Suyanto, S.Pd, MK.Pd
NIY. 992069022

Malang, 2 April 2018
Guru Kelas 5C,

Eko Cahyono, S.Pd
NIY. -

	PAI	PPKN	BI	MAT	IPA	IPS	SBP	PJOK	BJ	BING	BAR	KOMP									BJ	BING	BAR	KOMP	JML	RATA2	KETUNTASAN
NILAI TERTINGGI	96	97	97	98	97	97	97	95	96	98	99	95	94	97	94	89	94	94	95	96	94	93	93	96	2273	94	22
NILAI TERENDAH	89	91	87	72	85	87	87	78	70	84	71	79	91	90	90	78	90	90	90	83	64	75	80	83	2024	84	
BANYAKNYA NILAI ANTARA 86 - 100	22	22	22	16	21	22	22	19	9	20	13	19	22	22	22	4	22	22	22	17	6	15	11	20			100%
BANYAKNYA NILAI ANTARA 67 - 85				6	1			3	13	2	9	3				18				5	15	7	11	2			
BANYAKNYA NILAI KURANG DARI 67																					1						

Appendix V: Full Name and Initial Name of Students in The Research

No	Full Name	Initial Name	Class
1	Abiy Marshall Haydar	AMH	VB
2	Ahmad Fadli	AF	VB
3	Ahmad Fauzan Hidayat	AFH	VB
4	Aiman	AI	VB
5	Aliyah	AL	VB
6	Annisa Salsabila	ANNS	VB
7	Bijou Kafabihi	BJK	VB
8	Dzulfiqar Achmad Alif Firdausy	DAAF	VB
9	Farida Shafa Aryanti Hasan	FSAH	VB
10	Gisella Putri Amalia	GPA	VB
11	Hanin Azka Aafiqoh	HAA	VB
12	Ibnu Ugo Randanes Dewantara	IURD	VB
13	M. Zidan Mijwad Ramadhan	MZMR	VB
14	Moh. Raihan Syarief Putra Tarigan	MRSPT	VB
15	Muhammad Mirfak Trizamalga	MMT	VB
16	Muhammad Rasya Pandya Rachman	MRPR	VB
17	Rhesya Nara Pradhika	RNP	VB
18	Rira Rahmazanti	RR	VB
19	Ronal Vito Valencia	RVV	VB
20	Shafa Assyura	SA	VB
21	Sherly Tri Yanuar	STY	VB
22	Thalita s. Navid	TSN	VB
23	Ahmad Fayyadh	AFDH	VC
24	Arisma Hafiz Maheswara	AHM	VC
25	Azkannisa Febrianti	AZKF	VC
26	Daniswara Lintang Ayudha	DLA	VC
27	Habibi Raihan Nugraha	HRN	VC
28	Hilma Azarein Nahla	HAN	VC
29	Juhaid Nailir Raja	JNR	VC
30	Keisha Firstania Ariawati	KFA	VC
31	Mohammad Daffa Arfiansyah	MDA	VC
32	Muhammad Akmal Nararya Sutanto	MANS	VC
33	Muhammad Alfi Fatih	MAF	VC
34	Muhammad Rafi Firdaus	MRF	VC
35	Nabila Keisha A.P	NKAP	VC
36	Naj'la Callysta P. A	NCPA	VC
37	Nur Azizah Rawi	NAR	VC
38	Randy Ilahi Ramadhani	RIR	VC
39	Rania Karamina Fathin	RKF	VC
40	Shafira Latifa Kusumasari	SLK	VC

Appendix VI: Raw Data of Research in Quotionnaire of Adversity Quotient

No	Initial Name	Item of Question									
		1	2	3	4	5	6	7	8	9	10
1	AMH	4	5	4	4	5	4	4	5	5	4
2	AF	3	4	5	3	5	4	4	4	4	5
3	AFH	5	4	5	4	4	4	5	5	5	5
4	AI	5	5	3	4	4	4	3	3	4	3
5	AL	4	5	4	4	3	3	5	5	5	4
6	ANNS	5	5	5	5	5	5	5	5	5	5
7	BJK	3	4	3	4	4	3	4	4	3	4
8	DAAF	5	4	5	4	5	5	4	4	5	4
9	FSAH	5	5	4	4	4	4	5	5	5	5
10	GPA	5	5	4	4	5	3	5	5	3	5
11	HAA	5	5	4	4	3	5	3	3	4	5
12	IURD	5	4	2	4	5	5	5	5	4	5
13	MZMR	5	4	3	4	4	3	5	4	5	5
14	MRSPT	4	3	2	4	4	3	4	3	3	4
15	MMT	5	5	2	4	3	3	4	3	4	5
16	MRPR	4	5	3	4	2	5	2	4	5	4
17	RNP	5	4	3	4	4	3	5	4	4	3
18	RR	5	5	4	4	4	5	5	4	5	5
19	RVV	5	5	3	4	3	5	5	5	4	5
20	SA	5	4	3	4	4	5	3	4	4	4
21	STY	5	5	4	2	3	4	4	5	4	4
22	TSN	5	5	4	4	3	5	5	2	4	5
23	AFDH	3	3	2	4	2	2	4	2	4	1
24	AHM	5	5	4	4	2	5	5	5	5	5
25	AZKF	5	5	5	4	5	5	4	5	5	4
26	DLA	5	5	2	4	4	5	5	4	4	5
27	HRN	5	3	4	4	4	3	4	3	5	4
28	HAN	5	5	4	4	5	5	4	4	5	5
29	JNR	5	5	3	4	4	5	5	5	5	5
30	KFA	5	5	4	4	5	5	4	4	5	5
31	MDA	5	5	4	4	5	4	5	5	5	5
32	MANS	5	5	2	4	5	4	5	5	3	3
33	MAF	3	5	4	4	5	3	5	5	5	4
34	MRF	5	5	3	4	5	5	5	3	5	4
35	NKAP	5	5	3	4	5	4	5	5	5	3
36	NCPA	5	5	5	4	5	5	5	5	5	3
37	NAR	5	4	2	4	5	4	4	4	4	3
38	RIR	4	3	3	4	4	4	2	3	3	3
39	RKF	5	5	5	4	4	5	5	5	5	5
40	SLK	4	4	3	4	4	5	4	5	4	3

Appendix VII: Test of Validity and Reability Instrument of Adversity Quotient (AQ

   a. Test of Validity

Correlations

		p1	p2	p3	p4	p5	p6	p7	p8	p9	p10	skor
p1	Pearson Correlation	1	.383*	.092	.129	.142	.474**	.274	.161	.251	.363*	.550**
	Sig. (2-tailed)		.015	.571	.426	.383	.002	.087	.320	.118	.021	.000
	N	40	40	40	40	40	40	40	40	40	40	40
p2	Pearson Correlation	.383*	1	.286	.010	.073	.454**	.331*	.440**	.384*	.427**	.666**
	Sig. (2-tailed)	.015		.074	.952	.653	.003	.037	.004	.014	.006	.000
	N	40	40	40	40	40	40	40	40	40	40	40
p3	Pearson Correlation	.092	.286	1	-.063	.221	.288	.145	.336*	.535**	.354*	.618**
	Sig. (2-tailed)	.571	.074		.697	.170	.071	.372	.034	.000	.025	.000
	N	40	40	40	40	40	40	40	40	40	40	40
p4	Pearson Correlation	.129	.010	-.063	1	.156	.105	.134	-.043	.167	.028	.192
	Sig. (2-tailed)	.426	.952	.697		.336	.521	.408	.790	.302	.863	.236
	N	40	40	40	40	40	40	40	40	40	40	40
p5	Pearson Correlation	.142	.073	.221	.156	1	.131	.252	.339*	.094	.065	.464**
	Sig. (2-tailed)	.383	.653	.170	.336		.419	.117	.032	.566	.692	.003
	N	40	40	40	40	40	40	40	40	40	40	40
p6	Pearson Correlation	.474**	.454**	.288	.105	.131	1	-.028	.236	.320*	.383*	.599**
	Sig. (2-tailed)	.002	.003	.071	.521	.419		.864	.143	.044	.015	.000
	N	40	40	40	40	40	40	40	40	40	40	40

p7	Pearson Correlation	.274	.331*	.145	.134	.252	-.028	1	.445**	.278	.301	.555**
	Sig. (2-tailed)	.087	.037	.372	.408	.117	.864		.004	.083	.059	.000
	N	40	40	40	40	40	40	40	40	40	40	40
p8	Pearson Correlation	.161	.440**	.336*	-.043	.339*	.236	.445**	1	.310	.252	.654**
	Sig. (2-tailed)	.320	.004	.034	.790	.032	.143	.004		.052	.117	.000
	N	40	40	40	40	40	40	40	40	40	40	40
p9	Pearson Correlation	.251	.384*	.535**	.167	.094	.320*	.278	.310	1	.262	.627**
	Sig. (2-tailed)	.118	.014	.000	.302	.566	.044	.083	.052		.103	.000
	N	40	40	40	40	40	40	40	40	40	40	40
p10	Pearson Correlation	.363*	.427**	.354*	.028	.065	.383*	.301	.252	.262	1	.635**
	Sig. (2-tailed)	.021	.006	.025	.863	.692	.015	.059	.117	.103		.000
	N	40	40	40	40	40	40	40	40	40	40	40
skor	Pearson Correlation	.550**	.666**	.618**	.192	.464**	.599**	.555**	.654**	.627**	.635**	1
	Sig. (2-tailed)	.000	.000	.000	.236	.003	.000	.000	.000	.000	.000	
	N	40	40	40	40	40	40	40	40	40	40	40

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

b. Test of Reability

Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded[a]	0	.0
	Total	40	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.760	10

Appendix VIII: Analysis of Data

a. Test of Normality

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		40
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	2.80672735
Most Extreme Differences	Absolute	.104
	Positive	.080
	Negative	-.104
Kolmogorov-Smirnov Z		.657
Asymp. Sig. (2-tailed)		.780

a. Test distribution is Normal.

b. Test of Linearity

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Student Learning Results * Adversity Quotient	40	97.6%	1	2.4%	41	100.0%

Report

Student Learning Results

Adversity Quotient	Mean	N	Std. Deviation
23	84.5000	1	.
29	91.5000	1	.
30	86.5000	1	.
32	85.5000	1	.
34	85.8333	3	2.75379
35	86.5000	2	1.41421

36	89.3333	3	1.44338
37	87.5000	2	1.41421
38	87.5000	5	1.69558
39	89.5000	2	2.82843
40	87.8000	5	2.56418
41	92.5000	1	.
42	91.3333	6	1.72240
43	89.5000	4	4.14327
44	90.5000	2	3.53553
45	82.0000	1	.
Total	88.4625	40	2.98369

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Student Learning Results * Adversity Quotient	Between Groups	(Combined)	199.227	15	13.282	2.154	.045
		Linearity	39.963	1	39.963	6.482	.018
		Deviation from Linearity	159.264	14	11.376	1.845	.091
	Within Groups		147.967	24	6.165		
	Total		347.194	39			

c. Test of Heteroscedasticity

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Adversity Quotient[a]		. Enter

a. All requested variables entered.

b. Dependent Variable: RES2

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.266[a]	.071	.047	1.80499

a. Predictors: (Constant), Adversity Quotient

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.266[a]	.071	.047	1.80499

a. Predictors: (Constant), Adversity Quotient

b. Dependent Variable: RES2

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.458	1	9.458	2.903	.097[a]
	Residual	123.804	38	3.258		
	Total	133.262	39			

a. Predictors: (Constant), Adversity Quotient

b. Dependent Variable: RES2

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.011	2.421		-.831	.411
	Adversity Quotient	.107	.063	.266	1.704	.097

a. Dependent Variable: RES2

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	.4460	2.7957	2.0855	.49246	40
Residual	-2.06552	5.12673	.00000	1.78170	40
Std. Predicted Value	-3.329	1.442	.000	1.000	40
Std. Residual	-1.144	2.840	.000	.987	40

a. Dependent Variable: RES2

d. Test of Simple Linier Regression Analysis

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Adversity Quotient[a]		. Enter

a. All requested variables entered.

b. Dependent Variable: Student Learning Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.339[a]	.115	.092	2.84342

a. Predictors: (Constant), Adversity Quotient

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	39.963	1	39.963	4.943	.032[a]
	Residual	307.231	38	8.085		
	Total	347.194	39			

a. Predictors: (Constant), Adversity Quotient

b. Dependent Variable: Student Learning Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	80.043	3.814		20.988	.000
	Adversity Quotient	.220	.099	.339	2.223	.032

a. Dependent Variable: Student Learning Results

Appendix IX: Evidence of Consultation

THE STATE ISLAMIC UNIVERSITY
OF MAULANA MALIK IBRAHIM MALANG
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EVIDENCE OF CONSULTATION

Name   : Umi Nur Tajallah
Number of Student   : 14140007
Advisor   : Dr. H. Nur Ali, M.Pd
Title of Thesis   : The Influence of Adversity Quotient On Student Learning
                        Results at Fifth Grade of SDI Mohammad Hatta Malang
                        Academic Year 2017/2018

Number	Date of Consultation	Consultation Matery	Signature
1	February 28th, 2018	Revision the title of Thesis	
2	April 27th, 2018	Consultation Chapter I,II,III,IV	
3	May 3th, 2018	Revision Chapter III, IV	
4	May 6th, 2018	Consultation Chapter V&VI	
5	May 11th, 2018	Revision Chapter V	
6	May 18th, 2018	Revision Chapter V&VI	
7	May 22th, 2018	Complete part of Thesis	
8	May 23th, 2018	ACC all part of Thesis	

Acknowledge by,
The Head of PGMI Program

H. Ahmad Sholeh, M.Ag
NIP. 197608032006041001

Appendix X: Documentatation

Explain to VB class about the procedure to fiil Questionnaire of AQ

Distributing questionnaire to students of VB class

Students of VB class fill the questionnaire of AQ

Explain to VC class about the procedure to fiil Questionnaire of AQ

Distributing Questionnaire to students of VC

Students in VC class fill the questionnaire of AQ

Appendix XI : Student Biodata

Student Biodata

Name   : Umi Nur Tajallah

NIM   : 14140007

Date and Place of Birth : Lamongan, May 6th, 1996

Fac./Study Program : Tarbiyah and Teaching Training Faculty /

    Islamic Elementary Education Department

Entrance Year   : 2014

Adress   : Ds. Babat Agung RT/RW 02/03,

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    Tajallah Umi El-Yazid

Malang, May 24th, 2018
Author

Umi Nur Tajallah
NIM: 14140007