

Influence of Adversity Quotient on Academic Stress among 2022 PAI Students at UIN Raden Intan Lampung

Enhancing Students' Learning Enthusiasm in Islamic Cultural History through the Role-Playing Method

Indri Dwina*, Imam Syafe'i, Rudy Irawan

Universitas Islam Negeri Raden Intan Lampung, Indonesia

* indridwina7@gmail.com (Primary Contact)

ABSTRACT

This study aims to examine the effect of Adversity Quotient (AQ) on academic stress among 2022 cohort students of the Islamic Education Study Program (PAI) during the completion of their final project at UIN Raden Intan Lampung. Academic stress is defined as physical, emotional, cognitive, and behavioral pressure resulting from academic demands, whereas AQ reflects students' ability to face difficulties and endure stress. The study was conducted in the odd semester of 2025/2026 with a population of 388 students and a sample of 79 respondents selected using simple random sampling based on Slovin's formula. The instrument was a 30-item Likert-scale questionnaire, which was validated and reliable (Cronbach's Alpha: AQ = 0.965; academic stress = 0.975). Data were analyzed using simple linear regression after confirming normality and linearity assumptions. Results indicate that AQ has a significant negative effect on academic stress ($t = -11.519$; $p = 0.000$), with a strong relationship ($R = 0.795$) and 63.3% of stress variation explained by AQ. Students with higher AQ are better able to self-regulate, handle pressure, and employ adaptive coping strategies. The findings underscore the importance of enhancing AQ through mentoring, problem-solving training, and resilience-based counseling to reduce academic stress.

Keywords

Adversity Quotient;
Final Project;
Academic Stress

Article History

Received: 2025-12-09
Accepted: 2025-12-25

Copyright © 2025, Dwina et al.
Published by MAN 4 Kota Pekanbaru
DOI: [10.56113/takuana.v4i3.260](https://doi.org/10.56113/takuana.v4i3.260)

1. INTRODUCTION

Academic stress is a condition of physical, mental, and emotional pressure that arises when academic demands exceed students' abilities or available resources (Martini et al., 2021; Delfri et al., 2024; Wasehudin, 2021). Its contributing factors may originate internally, such as ways of thinking, personality, and beliefs, or externally, such as performance pressure, heavy course loads, and influences from social or family environments (Agustina & Deastuti, 2023). The symptoms of academic stress can be identified through physiological,

cognitive, affective, and behavioral aspects, all of which are interconnected in influencing students' daily lives (Antari et al., 2021; Arwina et al., 2022; Karos et al., 2021; Lutfiana & Zakiyah, 2021; Radisti et al., 2023).

To cope with academic stress, students need to develop time management skills, realistic planning, and consistency in implementation in order to remain disciplined and productive (Sintesa, 2022; Nurhasanah & Hawadi, 2022; Suci & Ifdil, 2023). Maintaining optimal physical condition is also essential, which can be achieved through regular physical activity (Iful et al., 2024), Students with a low Adversity Quotient (AQ) tend to rely on proxy services, whereas those with a high AQ are able to complete their final project independently (Rabathy & Komala 2023). This should be complemented by emotional intelligence to manage emotions and confront challenges in a positive manner (Novenatha & Tambun, 2025; Sahertian et al., 2024). In addition, academic pressure needs to remain at a balanced level to encourage achievement without causing excessive stress. Social support, effective communication with lecturers, and adequate campus facilities are also essential supporting factors in maintaining students' mental health and achieving academic success (Dewi et al., 2022).

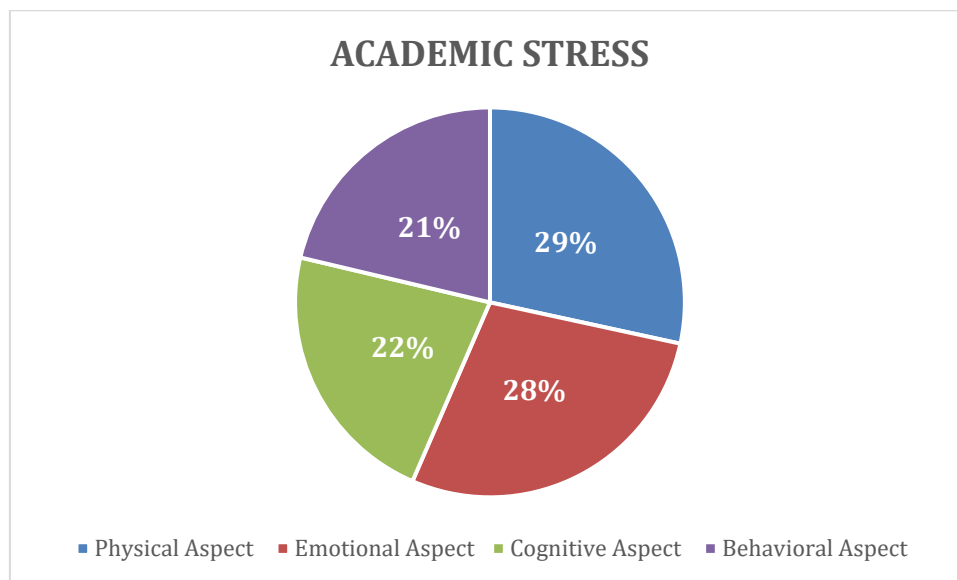


Figure 1. Summary of the distribution of academic stress questionnaire responses among Islamic Education students at Universitas Islam Negeri Raden Intan Lampung

Based on interviews with three 2022 cohort students of the Islamic Education Study Program at UIN Raden Intan Lampung (ER, FA, and FK), several sources of academic stress were identified. Students working on their final projects experienced multiple stressors. They reported difficulties in managing time between completing the thesis, attending supervision sessions, engaging in other activities, and maintaining personal life. The volume of revisions and strict deadlines led to fatigue, frequent late-night work, and even headaches. Emotionally, they often felt sadness, anxiety, or pressure when supervision sessions did not proceed smoothly or when revisions did not meet expectations. To cope with these challenges, students adopted adaptive strategies such as creating priority lists, scheduling daily work for each chapter, and seeking support from family or friends to stay motivated in completing their final projects.

Based on the diagram, the physical aspect (29%) was identified as the most dominant indicator of academic stress, followed by the emotional aspect (28%), cognitive aspect

(22%), and behavioral aspect (21%). The most frequently experienced effects of stress were physical, including hair loss, sleep disturbances, and fatigue, followed by emotional disturbances such as irritability, sadness, or crying. Cognitive aspects, such as difficulty focusing and confusion in prioritizing tasks, as well as behavioral aspects, such as procrastination or irregular study habits, also contributed, albeit to a lesser extent. The main issue lies in the dominance of intertwined physical and emotional symptoms, which, if left unaddressed, can exacerbate both academic performance and daily life conditions.

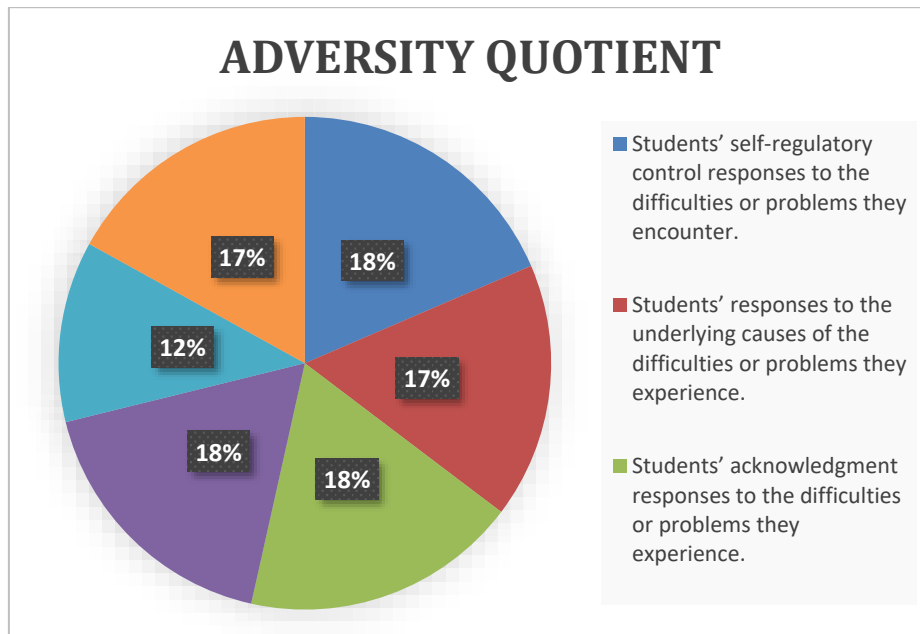


Figure 2. Summary of the distribution of adversity quotient questionnaire responses among Islamic Education students at Universitas Islam Negeri Raden Intan Lampung

Based on the adversity quotient diagram, students generally demonstrated fairly strong abilities in self-control (18%), identifying the causes of problems (17%), acknowledging the existence of problems (18%), and limiting the scope of problems (18%). They were also capable of responding to the anticipated duration of problems (17%). However, the lowest indicator was related to responses regarding the duration of problem causes (12%). This suggests that some students have difficulty estimating how long a particular challenge will impact them, which may put them at risk of prolonged worry or neglecting problems without careful consideration.

The Adversity Quotient (AQ) is an individual's capacity to confront difficulties, endure pressure, and seek solutions until problems are resolved. AQ constitutes an essential aspect of education, as it not only shapes cognitive abilities but also fosters positive attitudes and habits in facing challenges (Gusta et al., 2022; Pusparani & Jannah, 2022). Individuals with a high AQ tend to be more resilient, less likely to give up, and able to maintain their motivation, whereas those with a low AQ are more prone to discouragement and experience difficulties in carrying out their tasks (Mahardiana et al., 2022; Nuranasmita, 2022; Purnamasari & Putri, 2022). This condition becomes increasingly relevant as students enter higher education, where greater academic demands, coursework, and responsibilities frequently generate pressure and may even lead to feelings of despair (Aulia & Subarinah, 2025; Putri et al., 2022; Septiarly et al., 2024).

Furthermore, AQ has been proven to play a crucial role in overcoming academic stress. Students with a high AQ are able to manage challenges, including during the process

of writing a thesis as well as in difficult situations such as the Covid-19 pandemic (Hairiyah et al., 2022; Supradewi, 2021). This indicates that AQ has a significant influence in helping individuals cope with problems and stress, thereby enhancing the effectiveness of learning (Aldany & Rejeki, 2023; Fahira & Zulfiana, 2022; Fitria et al., 2022; Margarine et al., 2022). Therefore, research on the relationship between Adversity Quotient (AQ) and academic stress among Islamic Education students undertaking their final projects at Universitas Islam Negeri Raden Intan Lampung is considered important. This study is expected to contribute to enhancing students' mental resilience and supporting their success in completing their final projects.

Based on previous studies, the adversity quotient (AQ) has been proven to influence students' academic stress, as found by Fahmawati et al. in research on students preparing their theses (2023), Walfitri on final-year students (2023), Rusmayani and Agustina on non-local students (2023), Febrina et al., with attention to gender differences (2024), as well as Putri and Mariyati, who incorporated sense of coherence with a combined effect of 52.8%. (2025). This study examines the effect of Adversity Quotient (AQ) on academic stress among students undertaking their final projects, a stage of study characterized by the highest levels of pressure and which has received limited attention in previous research. The study specifically focuses on 2022 cohort students of the Islamic Education Study Program at UIN Raden Intan Lampung, a group that has not been the subject of prior investigations. Therefore, the novelty of this research lies in its distinct focus and participant group, differentiating it from previous studies.

The urgency of this study lies in the significant impact of academic stress on students' academic performance, mental health, and overall life balance, highlighting the need for a comprehensive understanding of its contributing factors. The findings of this research carry important implications for the development of university policies, particularly in designing mentoring programs, counseling services, and strategies to enhance time management skills and strengthen emotional resilience. By implementing these measures, students are expected to manage academic pressures more effectively, seek support openly, and achieve optimal academic performance without compromising their physical or mental well-being.

2. METHOD

This study was conducted in the odd semester of the 2025/2026 academic year at Universitas Islam Negeri Raden Intan Lampung, involving a population of 388 students from the 2022 cohort of the Islamic Education Study Program. The sample was determined using Slovin's formula with a 10% margin of error, resulting in 79 respondents selected through simple random sampling. This study involved 79 students from the 2022 cohort of the Islamic Education Study Program drawn from multiple classes. The respondents were selected using a random sampling approach without regard to class divisions, ensuring that each student had an equal opportunity to be included in the sample. Accordingly, the sample is considered representative of the population and capable of reflecting the overall characteristics of the students. The data collection instrument was a five-point Likert-scale questionnaire, developed based on the grid of the independent variable, Adversity Quotient (focusing on indicators of students' responses to the anticipated duration of problem sources), and the dependent variable, Academic Stress (focusing on behavioral aspect indicators).

The instrument development process began with a pilot test conducted on 30 students outside the study sample. Based on the validity test using the Pearson Product Moment correlation, it was found that all 15 items of the Adversity Quotient instrument were valid, while 14 out of 15 items of the Academic Stress instrument were valid. Items deemed invalid were subsequently revised, particularly those associated with predefined problematic indicators. As a result, the final instrument employed in this study consisted of 30 valid items, comprising 15 items for Adversity Quotient and 15 items for Academic Stress.

The reliability test using Cronbach's Alpha indicated that both research instruments demonstrated a very high level of internal consistency. The Adversity Quotient (X) instrument obtained a Cronbach's Alpha value of 0.965, while the Academic Stress (Y) instrument obtained a value of 0.975. Since both values are far above the minimum threshold of 0.700, the instruments for both variables are considered reliable and capable of producing consistent data. Subsequently, the instruments were distributed to the selected respondents to collect the required data. The collected data were then analyzed through prerequisite tests (normality and linearity) and hypothesis testing using simple linear regression to determine the effect of Adversity Quotient on Academic Stress among students working on their final thesis at UIN Raden Intan Lampung.

3. RESULTS AND DISCUSSION

The results and discussion section is presented to reveal empirical findings regarding the relationship between adversity quotient and academic stress among students completing their final theses. This section outlines statistical tendencies alongside the interpretation of the findings within the academic and psychological context of the students, while relating them to relevant theories and previous studies. Through this presentation, the study provides a scientific basis for drawing conclusions and implications that contribute to the development of effective strategies for academic assistance and the management of student stress.

3.1. Results

Table 1. Validity test adversity quotient and academic stress

Variabel	Range	R table	Remarks
Adversity Quotient	0,766 – 0,859	0,221	All items are valid
Academic Stress	0,802 – 0,908	0,221	All items are valid

The results of the validity test indicate that all items measuring the Adversity Quotient and Academic Stress variables have r-calculated values exceeding the r-table value of 0.221. The range of r-calculated values for the Adversity Quotient variable falls between 0.766 and 0.859, while the Academic Stress variable shows values ranging from 0.802 to 0.908. These results indicate that all measurement items are valid and appropriate for use in this study.

Table 2. Reliability Test Results of the Adversity Quotient

Reliability Statistics	
Cronbach's Alpha	N of Items
.965	15

The instrument for the Adversity Quotient (X) variable demonstrated excellent internal consistency, with a Cronbach's Alpha of 0.965. This value is well above the minimum threshold of 0.700, indicating that the instrument is reliable and capable of producing stable and consistent measurement results.

Table 3. Reliability Test of Academic Stress

Reliability Statistics	
Cronbach's Alpha	N of Items
.975	15

The Academic Stress (Y) instrument showed excellent internal consistency, with a Cronbach's Alpha of 0.975, well above the 0.700 threshold, indicating it is reliable and produces stable measurements.

Table 4. Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		79
Normal Parameters a, b	Mean	.0000000
	Std. Deviation	11.08358161
Most Extreme Differences	Absolute	.048
	Positive	.043
	Negative	-.048
Test Statistic		.048
Asymp. Sig (2-tailed)		.200 c, d

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The normality test was conducted using the Kolmogorov-Smirnov (K-S) method on the unstandardized residual values to ensure that the regression model met the assumption of a normal distribution. Residuals are considered normally distributed when the p-value (Asymp. Sig. 2-tailed) is greater than 0.05. Based on the test results, the KS Test Statistic was 0.048 and the p-value was 0.200, both of which exceeded the significance threshold of 0.05. These findings indicate that there is no significant difference between the residual distribution and the normal distribution. Therefore, it can be concluded that the residuals of the regression model are normally distributed, and the normality assumption has been fulfilled.

The linearity test between Adversity Quotient and Academic Stress indicated that the *Deviation from Linearity* value had a p-value of 0.193, which is above the significance threshold of 0.05. This result suggests that there is no substantial deviation from a linear relationship. Therefore, the relationship between Adversity Quotient and Academic Stress can be considered linear, implying that linear regression analysis is appropriate for examining the effect between the two variables.

Table 5. Linearity Test

		Sum of Squares	df	Mean Square	F	Sig.
Academic Stress * Adversity Question	(Combined)	22651.774	45	503.373	4.828	.000
	Between Groups	16510.637	1	16510.637	158.349	.000
	Linearity	16510.637	1	16510.637	158.349	.000
	Deviation from Linearity	6141.138	44	139.571	1.339	.193
	Within Groups	3440.833	33	104.268		
Total		26092.608	78			

The results of the simple linear regression analysis indicate a negative effect of Adversity Quotient (X) on Academic Stress (Y), suggesting that higher levels of Adversity Quotient are associated with lower levels of Academic Stress.

Table 6. Correlation Test and Coefficient of Determination

Model Summary b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.795a	.633	.628	11.15532

a. Predictors: (Constant), Adversity Question

b. Dependent Variable: Academic stress

The analysis results indicate that the correlation coefficient (R) between Adversity Quotient and Academic Stress is 0.795, representing a strong and negative relationship, such that higher Adversity Quotient is associated with lower Academic Stress. The coefficient of determination (R²) of 0.633 suggests that 63.3% of the variance in Academic Stress can be explained by Adversity Quotient, while the remaining 36.7% is influenced by factors outside the model, indicating that the predictive ability of the independent variable in this study is both strong and significant.

Table 7. F-Test (Model Feasibility)

ANOVA a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	16510.637	1	16510.637	132.678	.000b
Residual	9581.971	77	124.441		
Total	26092.608	78			

a. Dependent Variable: Academic stress

b. Predictors: (Constant), Adversity Question

The F-test results indicated an F-value of 132.678 with a significance level of p = 0.000 (p < 0.05), suggesting that the regression model between Adversity Quotient and Academic Stress is statistically significant. In other words, the Adversity Quotient can predict Academic Stress, indicating that the regression model is appropriate for further analysis.

Based on the t-test, the results yielded t = -11.519 with p = 0.000 (p < 0.05), indicating that the effect of Adversity Quotient on Academic Stress is statistically significant. The

negative coefficient implies that a higher Adversity Quotient is associated with lower levels of Academic Stress.

Table 8. t-Test Results

Coefficients a					
Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	83.441	3.535		23.607	.000
Adversity Question	-.839	.073	-.795	-11.519	.000

a. Dependent Variable: Academic stress

3.2. Discussion

The results of the study indicate that the Adversity Quotient (AQ) has a significant effect on students' academic stress in the Learning Innovation course. These findings underscore that resilience in facing challenges plays a crucial role in determining how students respond to academic pressure (Ikbar et al., 2022). Students with a high Adversity Quotient (AQ) are able to exercise self-control, identify the causes of problems, and develop adaptive strategies, preventing academic pressure from escalating into excessive stress. In contrast, students with a low AQ tend to become trapped in prolonged anxiety due to difficulties in anticipating the duration and impact of the problems they face.

These findings are in line with the study conducted by Agnes (2023) and Asrop (2021). They found that the Adversity Quotient (AQ) plays a significant role in helping students cope with pressure, both in the context of thesis work and during the pandemic. However, this study expands the discussion by focusing on the process of completing the final project as an academic context with distinct characteristics. Unlike regular coursework, which only requires students to complete assignments or projects, the preparation of a final project demands high concentration, meticulous adherence to research procedures, effective time management, and continuous communication with supervisors. Due to its greater demands and longer process, the level of academic stress at this stage tends to be higher and involves multiple aspects compared to classroom learning activities.

When compared to the studies by Anitasari (2023) and Fahrnil (2025), focusing on final-year students, this study differs from previous research that generally examined final-year students by offering a new perspective, as it highlights students who are in the phase of completing their final project—a stage that demands methodological precision, time discipline, and high academic responsibility. At this stage, the Adversity Quotient (AQ) plays a crucial role as a capacity that helps students maintain emotional and physical stability while sustaining productivity in the face of final-project pressures. Consequently, this study fills a gap in the literature, as few studies have specifically examined the relationship between AQ and academic stress within the context of completing a final project.

The results of the study also indicate that the most dominant symptoms of stress are experienced physically and emotionally. This condition suggests that students who lack effective stress management strategies are more vulnerable to fatigue, sleep disturbances, and decreased learning motivation. These findings reinforce the viewpoint of Aminah

(2025) that academic pressure, without the support of psychological resilience, can disrupt both mental health and academic performance. At this point, the Adversity Quotient (AQ) becomes a key variable capable of mitigating the negative effects of stress by fostering resilience.

The novelty of this study lies in its focus on students who are in the phase of completing their final project, a period typically characterized by high pressure and demands. At this stage, students must be truly independent, capable of managing their time, overcoming obstacles, and maintaining consistency until the completion of their final project. To date, few studies have specifically analyzed the relationship between the Adversity Quotient and academic stress among students in the final-project phase, making this study offer a new perspective in this area of research. This provides a scientific contribution by demonstrating that the ability to face challenges is not only relevant to thesis preparation or general coursework but also crucial in situations that require sustained creativity (Yusuf et al., 2023). Thus, this study enriches the understanding of the role of the Adversity Quotient (AQ) in the academic dynamics of students.

In addition to its theoretical contribution, the results of this study also offer practical implications. Universities can utilize these findings to develop support programs that emphasize the strengthening of the Adversity Quotient (AQ), for example, through problem-solving training, stress management, and resilience-based counseling. This approach aligns with the recommendations of Iqlima (2024). In addition to its theoretical contribution, the results of this study also offer practical implications. Universities can utilize these findings to develop support programs that emphasize the strengthening of the Adversity Quotient (AQ), for example, through problem-solving training, stress management, and resilience-based counseling. This approach aligns with the recommendations of Iqlima.

Overall, this study underscores the importance of the Adversity Quotient (AQ) as a protective factor against students' academic stress. The research focuses on students who are completing their final projects, thereby offering a new perspective compared to previous studies that generally examined regular coursework. The final-project phase involves high workload and pressure, and this study seeks to highlight this aspect as a topic that remains underexplored. The theoretical implication is an expansion of the scope of research on AQ, while the practical implication emphasizes the need for resilience-based interventions within higher education systems. Therefore, this study can serve as a foundation for further research exploring strategies to strengthen AQ across various fields of study and educational levels.

4. CONCLUSION

The current study demonstrates that the Adversity Quotient significantly influences students' levels of academic stress. Students who are capable of effectively facing and overcoming challenges tend to experience lower academic stress. These findings highlight that the Adversity Quotient functions as a protective factor, as it enables students to manage academic pressures more efficiently, thereby maintaining physical well-being, emotional stability, and cognitive functioning throughout the process of completing their final project. This study is subject to certain limitations, as it was conducted in single research setting and involved only one student cohort. Therefore, future studies are recommended to include

more diverse research sites and participant groups in order to enhance the generalizability of the findings.

ACKNOWLEDGMENT

The authors respectfully express their sincere gratitude to the lecturers and students of the State Islamic University Raden Intan Lampung for their support, cooperation, and willingness to share valuable experiences and insights throughout the research process. Their contributions not only enriched the findings of this study but also provided significant meaning to the authors' scientific journey.

AUTHORS' BIOGRAPHY

Indri Dwina is an undergraduate student in the Islamic Religious Education Study Program at the State Islamic University Raden Intan Lampung, with a concentration in Islamic Religious Education. She is currently in the final semester of her bachelor's degree program. At present, she is focusing on completing her thesis, which examines the influence of Adversity Quotient on academic stress, while simultaneously developing her academic competencies and effective learning strategies within the context of Islamic Religious Education.

Email: indridwina7@gmail.com

Imam Syafe'i is a lecturer at the State Islamic University Raden Intan Lampung with expertise in Islamic Religious Education. He holds the academic title Prof. Dr. Drs. H. Imam Syafe'i, M.Ag. Currently, he serves as the Head of the Master's Program in Islamic Religious Education and as a Professor at the State Islamic University Raden Intan Lampung, with a scholarly focus on the contribution and advancement of Islamic education in Indonesia.

Google Scholar: <https://share.google/efyhFxpIgQUU2PA>

Email: imams@radenintan.ac.id

Rudy Irawan is a lecturer at the State Islamic University Raden Intan Lampung, specializing in the study of religious social life and its relevance to Islamic Religious Education. He holds the academic title of Rudy Irawan Z., S.Pd.I., M.S.I. He is currently serving as an educator at the State Islamic University Raden Intan Lampung with a primary focus on Islamic Religious Education

Google Scholar: <https://share.google/ypihjQSDJrBJPzPdW>

Email: rudyrirawan@radenintan.ac.id

REFERENCES

Agustina, M., & Deastuti, P. W. (2023). Hardiness dan stres akademik pada mahasiswa rantau. *IDEA: Jurnal Psikologi*, 7(1), 34–45.

- Aldany, Z. F., & Rejeki, A. (2023). The relationship of adversity quotient and academic stress to students' academic procrastination behavior in compiling a thesis. *Journal Universitas Muhammadiyah Gresik Engineering, Social Science, and Health International Conference (UMGESHC)*, 2(1), 81. <https://doi.org/10.30587/umgeshc.v2i1.5124>
- Anitasari, A. (2023). Hubungan antara adversity quotient dan stres akademik terhadap prokrastinasi pada mahasiswa tingkat akhir. *JURKAM: Jurnal Konseling Andi Matappa*, 7(2), 128–133.
- Antari, I., Widyaningrum, R., & Priyanti, S. M. (2021). Hubungan efikasi diri akademik dengan tingkat stres akademik mahasiswa selama pandemi COVID-19. *Jurnal Kesehatan Madani Medika*, 12(2), 215–226.
- Arwina, A., Fadilah, R., & Murad, A. (2022). Hubungan regulasi diri dan stres akademik dengan prokrastinasi akademik pada mahasiswa Fakultas Psikologi Universitas Medan Area. *Journal of Education, Humaniora and Social Sciences (JEHSS)*, 4(4), 1981–1991. <https://doi.org/10.34007/jehss.v4i4.988>
- Asyah, F. F., Nurhikmah, N., & Thalib, T. (2025). The role of adversity quotient in academic and social adjustment: A study on non-local students in Makassar. *EDUTREND: Journal of Emerging Issues and Trends in Education*, 2(1), 1–8. <https://doi.org/10.59110/edutrend.513>
- Aulia, B. R., Subarinah, S., & S., M. G. (2025). Pengaruh adversity quotient terhadap prestasi belajar matematika. *Afeksi: Jurnal Penelitian dan Evaluasi Pendidikan*, 7(3), 1053–1066. <https://doi.org/10.59698/afeksi.v5i6.377>
- Dewi, D. K., Savira, S. I., Satwika, Y. W., & Khoirunnisa, R. N. (2022). Profile perceived academic stress pada mahasiswa. *Jurnal Psikologi Teori dan Terapan*, 13(3), 395–403. <https://doi.org/10.26740/jptt.v13n3.p395-403>
- Fahira, A., & Zulfiana, U. (2022). Kontribusi adversity quotient terhadap student engagement pada pembelajaran blended learning di SMAN X Singosari. *Cognicia*, 10(1), 34–41. <https://doi.org/10.22219/cognicia.v10i1.20078>
- Febrina, S., Sefianmi, D., Ningrum, D. S. A., & Destiana, R. N. (2024). Kecerdasan adversitas (adversity quotient) dan pengaruhnya terhadap stres akademik mahasiswa berdasarkan jenis kelamin (gender). *Jurnal Hawa: Studi Pengarus Utamaan Gender dan Anak*, 6(1), 110. <https://doi.org/10.29300/hawapsga.v6i1.4988>
- Fitria, I. E., Chairilisyah, D., & Solfiah, Y. (2022). Hubungan adversity quotient dengan kemampuan mengenal konsep bilangan pada anak usia 5–6 tahun di Kecamatan Pulau Burung. *Jurnal Pendidikan Tambusai*, 6(2), 12854–12861.
- Gusta, W., Gistituati, N., & Bentri, A. (2022). Analisis adversity quotient (AQ) terhadap motivasi belajar siswa dalam pembelajaran daring. *Pembelajar: Jurnal Ilmu Pendidikan, Keguruan, dan Pembelajaran*, 6(1), 64–70. <https://doi.org/10.26858/pembelajar.v6i1.26748>
- Hairiyah, P., Razak, A., & Nurdin, M. N. H. (2022). Adversity quotient dan stres akademik pada mahasiswa skripsi Fakultas Psikologi Universitas Negeri Makassar. *Sultra Educational Journal*, 2(1), 10–17.
- Iful, Edy Gunawan, Ika Sartika, Resky Ana Abadi, Suryani. (2024). Analisis kondisi fisik mahasiswa Penjaskesrek Universitas Nahdlatul Ulama Sulawesi Tenggara angkatan 2023. *Jurnal Ilmu Sosial Dan Pendidikan*, 2(3), 110–123.
- Ikbar, R. R., Amit, N., Subramaniam, P., & Ibrahim, N. (2022). Relationship between self-efficacy, adversity quotient, COVID-19-related stress and academic performance among undergraduate students: A protocol for a systematic review. *PLoS ONE*, 17(12), e0278635. <https://doi.org/10.1371/journal.pone.0278635>

- Aulia, I. N., & Budiman, A. (2024). Hubungan antara adversity quotient dengan stres akademik pada mahasiswa semester akhir Universitas Islam Bandung. *Bandung Conference Series: Psychology Science*, 4(1), 171–180. <https://doi.org/10.29313/bcsps.v4i1.9951>
- Karos, K. A., Suarni, W., & Sunarjo, I. S. (2021). Self-regulated learning dan stres akademik pada mahasiswa. *Jurnal Sublimapsi*, 2(3), 62. <https://doi.org/10.36709/sublimapsi.v2i3.17962>
- Lutfiana, D., & Zakiyah, E. (2021). Hubungan konsep diri akademik dan self-regulated learning dengan stres akademik santri dalam mengikuti pembelajaran daring. *Journal of Indonesian Psychological Science*, 1(1), 22–31. <https://doi.org/10.18860/jips.v1i01.14922>
- Mahardiana, L., Kaseng, S., & Kornelius, Y. (2022). Workload effect on adversity quotient through emotional quotient as intervening variable in Palu City supermarket. *JBMP (Jurnal Bisnis, Manajemen dan Perbankan)*, 8(2), 143–150. <https://doi.org/10.21070/jbmp.v8i2.1597>
- Margarine, N. T., Marni, E., & Niriayah, S. (2022). Hubungan adversity quotient dengan kejadian burnout pada perawat di ruang rawat inap kelas 3. *Jurnal Keperawatan Hang Tuah*, 2(1), 12–27. <https://doi.org/10.25311/jkh.vol2.iss1.434>
- Martini, S., Putri, P., & Caritas, T. (2021). Hubungan tingkat stres akademik dengan siklus menstruasi pada masa pandemi COVID-19 di SMA Muhammadiyah 2 Palembang. *JKM: Jurnal Keperawatan Merdeka*, 1(1), 17–23. <https://doi.org/10.36086/jkm.v1i1.978>
- Nadiya Rahmatika Delfri, Yendi, F. M., Ardi, Z., Zola, N., & S. I. A. (2024). Gambaran tingkat stres akademik pada mahasiswa prasejahtera dalam menyelesaikan tugas akhir ditinjau dari jenis kelamin. *Ekasakti Jurnal Penelitian & Pengabdian*, 3(1), 219–232.
- Sintesa, N. (2022). Analisis pengaruh time management terhadap kedisiplinan dan akademik mahasiswa. *Trending: Jurnal Manajemen dan Ekonomi*, 1(1), 36–46. <https://doi.org/10.30640/trending.v1i1.465>
- Novenatha, I., & Tambun, K. (2025). Pelatihan kecerdasan emosi untuk meningkatkan kepemimpinan diri praktisi beladiri Mugai Ryu Indonesia. *Jurnal Abdi: Media Pengabdian Kepada masyarakat*, 10(2), 146–154. <https://doi.org/10.26740/abdi.v10i2.33379>
- Nur Fahmawati, Z., Ibrahim, M., & Mariyati, I. (2023). Adversity quotient dan stres akademik mahasiswa yang menyusun skripsi. *Counsellia: Jurnal Bimbingan dan Konseling*, 13(2), 247–258. <https://doi.org/10.25273/counsellia.v13i2.15963>
- Nuranasmita, T. (2022). Hubungan adversity quotient dengan stres kerja pada karyawan. *Jurnal Penelitian Pendidikan, Psikologi dan Kesehatan (J-P3K)*, 3(1), 92–99. <https://doi.org/10.51849/j-p3k.v3i1.154>
- Nurhasanah, A., & Hawadi, L. F. (2022). Efikasi diri akademik sebagai mediator dalam hubungan antara husnudzan dan stres akademik pada mahasiswa. *Jurnal Pendidikan Islam*, 11(4), 327–338. <https://doi.org/10.30868/ei.v11i4.3409>
- Purnamasari, A., & Ananda Putri, N. (2022). Peran adversity quotient terhadap fear of failure pada mahasiswa Bidikmisi tingkat akhir. *Jurnal Psibernetika*, 15(2), 92–101. <https://doi.org/10.30813/psibernetika.v15i2.3818>
- Pusparani, P. W., & Jannah, M. (2022). Perbedaan adversity quotient ditinjau dari jenis kelamin pada anggota himpunan pencinta alam Universitas Negeri Surabaya. *Character: Jurnal Penelitian Psikologi*, 9(3), 43–54.

- Putri, M., Patta, R., Kadir, A., & Amin, M. (2022). Hubungan antara adversity quotient dan motivasi berprestasi siswa sekolah dasar. *JPPSD: Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, 2(1), 59–64. <https://doi.org/10.26858/pjppsd.v2i1.27133>
- Rabathy, Q., Komala, E., & T. H. (2023). Joki tugas kuliah daring di kalangan mahasiswa. *Linimasa: Jurnal Ilmu Komunikasi*, 6(2), 261–279.
- Radisti, M., Suyanti, S., & Albadri, A. (2023). Religiusitas dan konsep diri akademik dengan stres akademik mahasiswa santri. *PSYCOMEDIA: Jurnal Psikologi*, 2(2), 102–111. <https://doi.org/10.35316/psycomedia.2023.v2i2.102-111>
- Ramalia, A. (2025). Pengaruh status sosial ekonomi orang tua, prokrastinasi akademik dan adversity quotient terhadap stres akademik mahasiswa Pendidikan Ekonomi Universitas Jambi. *Jurnal Ilmiah P2M STKIP Siliwangi*, 12(1), 55–63.
- Rantererung, A. C., Soetjningsih, C. H., & Prapunoto, S. (2023). Adversity quotient and academic self-efficacy as predictor academic stress on grade 10 students in vocational high school (SMK “X”) North Toraja. *International Journal of Advanced Multidisciplinary Research Studies*, 3(4), 27–32.
- Putri, R. S. A., & M., L. I. (2025). Pengaruh adversity quotient dan sense of coherence terhadap tingkat stres akademik pada mahasiswa. *G-Couns: Jurnal Bimbingan dan Konseling*, 9(3), 1700–1719. <https://doi.org/10.31316/g-couns.v9i3.7581>
- Rusmayani, A., & Agustina, M. W. (2023). Adversity quotient pada stres akademik mahasiswa rantau yang sedang mengerjakan skripsi. *IDEA: Jurnal Psikologi*, 7(2), 1–14.
- Safi'i, A., Muttaqin, I., Sukino, Hamzah, N., Chotimah, C., Junaris, I., & Rifa'i, M. K. (2021). The effect of the adversity quotient on student performance, learning autonomy, and achievement in the COVID-19 pandemic era: Evidence from Indonesia. *Heliyon*, 7(12), e08510. <https://doi.org/10.1016/j.heliyon.2021.e08510>
- Sahertian, E. A. E., Rikumahu, M. C. E., Manuhutu, V., Sopaheluwakan, J. E., & Huwae, A. (2024). Efikasi diri akademik sebagai mediator pengaruh dukungan sosial terhadap stres akademik pada mahasiswa rantau. *Bulletin of Counseling and Psychotherapy*, 6(2), 1–11. <https://doi.org/10.51214/00202406961000>
- Septiarly, Y. L., Retnoningtias, D. W., & Dewi, N. N. A. I. (2024). Gambaran adversity quotient mahasiswa program studi sarjana tingkat awal Universitas Swasta A di Bali. *Penelitian Psikologi*, 15(1), 30–37.
- Suci, R. D., & Ifdil, I. (2023). Hubungan academic hardiness dengan stres akademik pada siswa. *Journal IICET*, 4(1), 55–59.
- Supradewi, R. (2021). Stres akademik ditinjau dari adversity quotient mahasiswa Fakultas Psikologi UNISSULA tahun pertama pada masa pandemi COVID-19 Maret 2021. *Psisula: Prosiding Berkala Psikologi*, 3, 81–93.
- Walfitri, S. N., Yusri, N. A., & Ardias, W. S. (2023). Pengaruh adversity quotient terhadap stres akademik pada mahasiswa akhir (The effect of adversity quotient on final students' academic stress). *Syiah Kuala Psychology Journal*, 1(2), 117–128.
- Wasehudin, I. S. (2021). Religious moderation-based Islamic education model by Nahdlatul Ulama at Islamic boarding schools in Lampung Province. *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah*, 6(1), 53–61. <https://doi.org/10.24042/tadris.v6i1.8622>
- Yusuf, S. N., Gismin, S. S., & Aditya, A. M. (2023). Hubungan antara adversity quotient dan stres akademik pada mahasiswa saat pembelajaran daring di masa pandemi COVID-19. *Jurnal Psikologi Karakter*, 3(2), 384–389. <https://doi.org/10.56326/jpk.v3i2.2344>