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# intelligence of Spiritual, Adversity, and Emotional as Predictor Factors of Student Resilience in Online Learning in the Pandemic Era

*by Nur Ainiyah*

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# Intelligence of Spiritual, Adversity, and Emotional as *Predictor Factors* of Student Resilience in Online Learning in the Pandemic Era

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## Abstract

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**BACKGROUND:** The COVID-19 pandemic has an impact in various aspects. Learning at all levels of education must continue despite the pandemic; therefore, the learning process is conducted online. It makes that students have limitations in doing activities.

**AIM:** The purpose of this study was to analyze the intelligence spiritual, adversity, and emotional as predictor factors of student resilience in online learning in pandemic era.

**METHODS:** This design used correlation analysis. The population in this study was a student of nursing department in UNUSA. The sampling used was selected randomly 503 students. The dependent variables in this study were spiritual intelligence, adversity, and emotional. Dependent variables are the resilience of students in online learning. The instruments used in this study were the Spiritual Intelligence Self-Report Inventory questionnaire-24 (SISRI-24), Adversity Quotient (AQ), Emotional Intelligence Questionnaire, and Brief Resilience Scale. Data analysis between spiritual intelligence, adversity, and emotional with student resilience is rank Spearman test.

**RESULT:** Spearman rank correlation test results showed a relationship of spiritual intelligence with resilience ( $r = 0.680$ ), adversity and resilience test ( $r = 0.975$ ) and emotional intelligence and resilience ( $r = 0.635$ ) with a significance of  $0.000$  ( $p < 0.05$ ).

**CONCLUSION:** There was correlation between spiritual intelligence, adversity, and emotional with the resilience of students in online learning in the pandemic era.

## Introduction

The COVID-19 pandemic has had an impact in many aspects, one of which is the educational aspect. Learning at all levels of education must continue despite the pandemic. Therefore, the learning process is conducted online/online/virtual as one of the steps to prevent the increase of COVID-19 cases. This makes that students have limitations in doing something, students must be in front of laptops and mobile phones to follow the learning from morning to late at night, not only that but also the task is given by the lecturer that must be completed quickly (usually limited hours for 24 h). Various tasks given by lecturers require students to endure various conditions, assignments, physical, and psychic pressures during the online study so that students feel depressed.

This is following the research of 1129 students from several provinces in Indonesia showed the results that the main source of stress of learners during the COVID-19 pandemic is a lot of learning tasks, boring ways of teaching lecturers, the demands of mastering

knowledge and skills quickly, and a lot with limited time. Thus, online learning can cause students to become stressed [1].

Stress can be minimized if students can solve their difficult conditions and adapt positively to academic pressures and demands and also social support [2]. Based on the phenomenon, researchers are interested in researching intelligence and self-efficacy as predictor factors of student resilience in online learning in the pandemic era. The purpose of this study is to analyze spiritual, adversity, and emotional quotient as predictor factors of student resilience in online learning in pandemic era.

## Methods

### *Study design, setting, and sampling*

The study was correlational analytics with a cross-sectional approach. The population was the

students of Nahdlatul Ulama University. The sample was selected randomly. The sample size was consist of 503 students. The time of the study was scheduled for February 2021.

### Study variables

The dependent variables in this study were spiritual intelligence, adversity quotient, and emotional. The independent variable is the resilience of students of online learning. The instruments used in this study were the Spiritual Intelligence Self-Report Inventory-24 (SISRI-24), Adversity Quotient (AQ), Emotional Intelligence Questionnaire, and Brief Resilience Scale questionnaire. *Spiritual Intelligence Self-Report Inventory-24* (SISRI-24) is 24-item scale that measures spiritual intelligent. Spiritual intelligence components are conscious state expansion (CSE), transcendental awareness (TA), personal meaning production (PMP), and critical existential thinking (CET). The alpha coefficient was 0.894. The emotional intelligence inventory is a 34-items scale that measures emotional intelligence. This inventory consists of self-awareness, self-regulation, social skill, empathy, and motivation. The alpha coefficient was 0.862 The adversity intelligence inventory is a 28-items scale that measures adversity intelligence. Adversity intelligence components are control, ownership, reach, and endurance. The alpha coefficient was 0.869 The *Brief Resilience Scale* is a 6-items scale that measures perception of health. The alpha coefficient was 0.71.

### Data analysis

The rank Spearman correlation was used for statistical analysis

## Results

Table 1 shows a significant correlation between spiritual intelligence and resilience online learning. It is moderate (0.469) and positive.

**Table 1: Correlation between spiritual intelligence with resilience online learning in the pandemic era**

Spearman correlation	Spiritual intelligence	Resilience online learning*
Spiritual Intelligence	1	0.469
Resilience online learning		1

\*p < 0.05.

Table 2 shows a significant correlation between adversity intelligence and resilience online learning. It is moderate (0.490) and positive.

Table 3 shows a significant correlation between emotional intelligence and resilience online learning. It is very strong (0.815) and positive.

**Table 2: Correlation between adversity intelligence with resilience online learning in the pandemic era**

Spearman correlation	Spiritual intelligence	Resilience online learning*
Adversity Intelligence	1	0.490
Resilience online learning		1

\*p < 0.05.

## Discussion

The results showed that there was correlation of spiritual intelligence with student resilience in online learning. This shown from the results of the Spearman rank statistical test ( $\rho$ ) with a means level of  $\alpha = 0.05$  obtained a signification value ( $p$ ) of 0.000 and a correlation coefficient value of 0.546. The study shows that spiritual intelligence was positively related to resilience. This is in line with research that reveals the resilience component of hopefulness, personal control, coping, and religiosity/spirituality [3]. Spiritual intelligence consists of process in the brain (it called neurological process), thinking ability or cognitive abilities, and also spiritual interests [2], [4]. Spiritual intelligence increases endurance as well as is better able to accepted, solved difficulties by relying on internal forces, and after that adapt it. Spiritual intelligence can give solution every problems in our life and a sense of hopelessness in the face of problems [5]. Resilience also represents a successful adaptation in the face of adversity [5]. Besides, the adaptation process is influenced by various factors and their relationships in one's environment. This study argues that spiritual experience can give direction or ability to endure difficulties. Therefore, spirituality helps resilience in people with illness or disability, so when someone have a good spiritual intelligence, they will applicated in the life and they will do their life with full the meaning of life.

**Table 3: Correlation between emotional intelligence with resilience online learning in the pandemic era**

Spearman correlation	Spiritual intelligence	Resilience online learning*
Emotional Intelligence	1	0.815
Resilience online learning		1

\*p < 0.05.

Adversity intelligence is a human ability in the form of a response that is owned by someone who controls himself in the face of adversity [6]. Adversity intelligence is guided by three sciences: Psychology of cognitive (the correlation feeling and thinking), psychoneuroimmunology (the correlation between mind and body), and neurophysiology (the process of the brain) [7]. The three of them are the basis for adapting in the face of difficulties in life. Psychoneuroimmunology study is about emotions and feelings. Neurophysiology study is about the function of the brain. Cognitive psychology deals with thoughts and feelings [4], [8]. Adversity intelligence is about how someone who remembers life, especially the difficult times, knows a lot of people every day. Adversity intelligence was a benchmark for individuals to accept, forget, and face challenges and difficulties in life [7]. When the undergraduate student, they have

good adversity intelligence, they will achieve success. Adversity intelligence helps us to solve the problem or the difficulty. It affected by emotional disturbance, creativity, self-esteem, optimism, morale, motivation, sincerity, and also positive attitude [9], [10].

There was relationship between emotional intelligence and resilience student an online learning in pandemic era. The aspect of emotional intelligence was related influence on resilience aspects. The one of aspect of recognizing emotions from emotional intelligence can give effect on insight [11]. Individual ability to recognize their emotions by their self, it can be support or realizes the emotions so the decision will be taken [12]. Emotional intelligence is an ability to motivate ourself and also how to control and manage our emotional when we solve the difficulty by the best solution [13], [14]. Individual has clarity about the circumstances emotionally they will be able to understand and give meaning to the situation problematic as online learning, because they have many of capability or many of skill to manage stressor when they learned [15], [16].

## Conclusion

Emotional intelligence relates significantly with the resilience online learning in pandemic era, as opposed to spiritual intelligence and adversity. Improving emotional approaches can be done by increasing positive coping strategies and social support.

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