The Moderating Role of Adversity Quotient in The Relationship between Achievement Motivation and Orientation to Future Work among University Students

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ABSTRACT

Work is one of the basic needs of humans that should be that should be pursued. During the study, University students must prepare their career by developing plans and strategies to pursue a desired career and a dream job once they graduate from university despite many challenges and obstacles. To do this, university students need adversity quotient skills to be able to get through all the difficulties. This study aims to determine the relationship between achievement motivation and orientation to the future career among university students and to examine whether adversity quotient moderated the relationship between the variables. This study involved 90 students of the at the Faculty of Psychology State Islamic University of Maulana Malik Ibrahim Malang. The instruments used were the Achievement Motivation Scale, the Orientation to the Future Career Scale in the Field of Work, and the Adversity Quotient Scale. The results showed a significant correlation between achievement motivation and future orientation in the field of work Furthermore, Adversity quotient was found to moderate the relationship between achievement motivation and orientation to future work among university students.

ABSTRAK
Pekerjaan merupakan salah satu kebutuhan dasar manusia yang harus diupayakan. Selama studi, mahasiswa harus mempersiapkan karir mereka dengan mengembangkan rencana dan strategi untuk mengejar karir yang diinginkan dan pekerjaan impian setelah mereka lulus dari universitas meskipun banyak tantangan dan hambatan. Untuk itu, mahasiswa memerlukan keterampilan adversity quotient agar mampu melewati segala kesulitan. Penelitian ini bertujuan untuk mengetahui hubungan motivasi berprestasi dan orientasi karir masa depan pada mahasiswa dan menguji apakah adversity quotient memoderasi hubungan antar variabel. Penelitian ini melibatkan 90 mahasiswa Fakultas Psikologi Universitas Islam Negeri Maulana Malik Ibrahim Malang. Instrumen yang digunakan adalah Skala Motivasi Berprestasi, Skala Orientasi Karir Masa Depan Bidang Pekerjaan, dan Skala Adversity Quotient. Hasil penelitian menunjukkan adanya korelasi yang signifikan antara motivasi berprestasi dan orientasi masa depan di bidang pekerjaan. Selanjutnya, Adversity quotient ditemukan memoderasi hubungan antara motivasi berprestasi dan orientasi masa depan di bidang pekerjaan di kalangan mahasiswa.

Introduction

Success stems from having dreams. Realizing that dreams is one of the motivations that can make individual brave to increase their efforts in achieving the desired goals and never give up when facing all challenges. Dreams are not easy to realize because there are many sacrifices and efforts that must

be made (Fauziyah, 2012). Therefore, to achieve a dream, preparation from the start is needed and the future should be planned very thoroughly. Nurmi (1991) suggested that ideally individuals should have an overview regarding views of the future, which means individuals can describe their future situations. This description aims to guide and place individuals in achieving their future-desired goals (Nurmi, 1989). For students, in particular the future whether it is regarding career, education, or marriage should be prepared from the beginning since they start their study at the university and they should not just wait for the final semester or before graduation (Nurmi, 1989).

According to Poole and Cooney (1987), adolescents begin to pay attention and give hope that can shape their future both in the realm of work, education, and building a family in the future in every decision they make. The results of a survey of 50 psychology students at UIN Maulana Malik Ibrahim Malang obtained data that 88% of students always and often think about their future while 12% do not think about their future. Backed by previous research Creed, Patton, & Prideaux (2006) almost 50% of most students feel confused about what career to pursue because there are many choices such as education, work, or needs needed in the future. In addition, 78% of students feel they already have an outlook on the field of work they want to pursue after graduating from college, while 22% still haven't thought about it. This indicates that there are still students who do not have an overview of the desired field of work. This fact shows that future orientation is a common problem in this era that needs to be reviewed in depth so that each individual can view his future in a more positive direction.

Students must realize that in order to achieve the desired job in the future, they must prepare themselves by creating strategy and clear targets. It is known that the process of forming future orientation begins with motivation. Petri and Goven (2004) suggested that motivation is based on the existence of various desires that must be realized. Motivation can provide stimulation to students to carry out activities in earnest in order to get as many achievements as possible. The motivation needed in this case is achievement motivation. Based on research by Susanti (2016), adolescents who have high achievement motivation and good religious qualities find it is easier to plan for the future in the area of work. Preliminary studies found that there was a positive correlation between orientation to future work and achievement motivation among psychology students (Hermawati, 2014).

Highly motivated individuals will realize that the desired goals to succeed is far greater than the fear of failure (Atkinson, 2008). If students want to achieve an expected achievement or dream, then a persistent effort is needed in order to be able to support themselves in achieving that goal. This effort is known as the fighting power or adversity quotient (Stoltz, 2000). Previous research has shown that achievement motivation also requires an adversity quotient, because in difficult situations, people who have high achievement motivation will continue to struggle to study hard to achieve the desired achievements (Octavianti, 2016). Adversity quotient has an important role for students in determining future orientation in order to reduce feelings of indecision, confusion, and anxiety that arise in planning and determine goal to be achieved. Supported by research results which show that individuals who think too much about the future will continue to try and struggle by increasing knowledge and increasing experiences in order to realize the desired career or job (Noviyanti & Freyani, 2001).

A person's adversity quotient can be said to be high if the individual thinks optimistically, acts wisely and appropriately, is able to motivate himself, is ready to face all risks, is disciplined and has a tendency towards the future. While a person's Adversity quotient is said to be low because the individual thinks pessimistically, acts that are not creative, is afraid to take risks, avoids problems, easily blames others, avoids challenges andnot lead to the future (Stoltz, 2000). Adversity quotient serves to reveal how far the individual is is able to defend itself from helplessness against the difficulties encountered. A person with high fighting power will view difficulties as only coming temporarily to become stronger when something can hinder his dreams in the future (Stoltz, 2000).

Thus, individuals who dare to take challenges even though it is difficult because they do not allow problems and do not hand over responsibilities to others (Fauziyah, 2012). In the results of the

study it was found that students who have an unyielding motivation will use a lot of time to fulfill their role as students and workers well (Evi & Sumedi, 2013). As they get older, students should ideally be able to be independent, where they can motivate themselves strongly in order to have high achievements. Adolescents should have strong motivation to master various tasks they face and to realize their dreams (Hurlock, 1999). When individuals have a strong drive to achieve, they will have high responsibility, try harder and earnestly to realize their dreams of achieving success and not think about failure (Atkinson, 2008).

Based on the description above, it can be seen that achievement motivation can affect the future orientation of students. Because, the first process to achieve goals in a future orientation is built in the presence of a motivation. Therefore, a clear orientation towards the future can form students' understanding of the importance of achieving goals to achieve success, so that students can exert all their efforts to succeed in studies and get a job in accordance with the study program taken. However, to achieve this goal requires an effort. Related to efforts to achieve goals in the future, one of them that is, the individual always tries and does not easily give up in the face of adversity existing challenges or obstacles, which is called adversity quotient. Thus, the adversity quotient in this study is a moderating variable, where achievement motivation will be higher if it is followed by a struggle to achieve the expected goals or achievements so that students will find it easier to view and determine their future orientation, especially in the field of work. From this assertion, this study aimed to examine the relationship between achievement motivation and orientation to future work and to determine whether adversity quotient significantly moderates the relationship between these variables.

Method

The type of research used is quantitative research in the form of a correlational design The variables studied in this study are the dependent variable used is Orientation to Future Work (Y), while the independent variable used was Achievement Motivation (X), and the moderating variable in this study is *Adversity Quotient* (Z). The population taken is active students of the Faculty of s Psychology starting from the 2016-2019 class of *Strata 1* (Bachelor) at UIN Maulana Malik Ibrahim Malang with a total population of around 898 male and female students with respondents selected using the purposive *sampling*. Sample selection was based on Arikunto (2002) by taking a 10% of the total population. Therefore, in this study the total participants involved was 90.

The data collection method uses a set of questionnaires adapted from the previous studies based on the theory of several experts. The questionnaires were administered online. There were three questionnaires. First, The orientation to future scale (Cronbach's alpha = 0,885) is based on the theory of Nurmi (1989), second, achievement motivation scale (0,819) refers to the concept of achievement motivation theory from McClelland (1987), and finally the adversity quotient scale (Cronbach's alpha = 0,909) measured the aspects adversity quotient adapted Stoltz (2000). The responses for this scale was a Likert model which was translated into several indicators and then used as a benchmark for compiling several items. The analysis of the data used in the research is in the form of item validity test, reliability, classical assumption test, and hypothesis test which includes analysis correlation product *moment*, and MRA test *(Moderated Regression Analysis).*

Results

The results showed that the level of categorization of the three variables was in the moderate category. there were 18 respondents who had a level of achievement motivation in the high category with a percentage of 20%, then 63 respondents were in the medium category with a percentage of 70%, and the remaining 9 respondents were in the low category with a percentage of 10%. For the future orientation level of the field of work as many as 14 respondents are in the high category with a percentage of 16%, and 64 respondents in the medium category with a percentage of 71%, while the

rest are in the low category amounting to 12 respondents with a percentage of 13%. While subjects who have an adversity quotient level in the high category are 14 subjects with a percentage of 16%, then 67 subjects who are in medium category with a total percentage of 74%, and the remaining 9 subjects are in the low category with a percentage obtained of 10%.

Table 1. Descriptive statistics of the variables

Variable	Minimum	Maximum	Mean	SD
Academic Motivation	40	64	50	6
Orientation to Future	64	110	84	9
Adversity Quotient	67	108	86	9

Classic assumption test data based on SPSS calculations for *windows* shows the results of the normality test it is known that the significance value obtained is equal to 0.200> 0.05, which means that the results can be concluded that the residual values are normally distributed and worthy of being researched. The Linearity Test shows the results of the X to Y value of 0.224 while the Z to Y value is 0.097. This means value*Sign. Deviation from Liniearity* > 0.05 so it can be concluded that there is a linear relationship between independent *variables variable depend.* The multicollinearity test results show a VIF value of 1.908 and a value *Tolerance* 0.524. VIF value shows less than 10 and value tolerance > 0.1, so it can be concluded that in this study there is no correlation or multicollinearity. Test results heteroscedasticity it is known that the significance value of the achievement motivation variable is 0.280 and the variable significance value adversity *quotient* of 0.616. These results prove that $p > 0.05$ so it can be concluded that in this study the data did not occur heteroscedasticity.

Hypothesis testing in this study used a correlation analysis test product *moment pearson* to find out whether there is a significant relationship between achievement motivation and future orientation in the field of work. The results obtained that the significance value of achievement motivation with future orientation in the field of work is 0.000 (*p < 0,05)* which means that the two variables are correlated. Furthermore, the coefficient of determination test shows that $R^2 = 0.37$, $p = < .000$), meaning that the achievement motivation variable can be explained by the future orientation. Furthermore, after the moderating variable (A*dversity Quotient*) in the second equation, the value is obtained R^2 increased to 0.414. It means that the model's ability to influence the relationship between achievement motivation variables (X) and future orientation (Y) is moderated adversity *quotient* of 41.4% while the remaining 58.6% is explained by other factors that come from outside the variables examined in this study.

Table 2. Moderated regression analysis

Variable	B	SE	β	t	*p*
Academic Motivation	0.267	0.357	0.162	0.748	0.456
Moderation X*Z	0.005	0.002	0.490	2.255	0.027

The moderating variable hypothesis test in this study was carried out by knowing the value *MRA (Moderated Regression Analysis)* namely the test used to find out whether the presence of a moderating variable can strengthen or weaken the relationship between the independent variable and the dependent variable. The results obtained were that the moderating variable gave a coefficient value of 0.005 and a significance value of 0.027 <0.05. Thus, it can be concluded that in this study the variables adversity *quotient* is a variable pure *moderator* (original moderator). This means that variable adversity *quotient* (Z) is not related to future orientation variable (Y) and achievement motivation variable (X), but interacts directly with achievement motivation variable (X).

Discussion

The present study aims to examine the relationship between achievement motivation and orientation to future work among university students and to determine whether the relationship between these variables is moderated by adversity quotient. Based on statistical analysis, a positive correlation has

been observed between achievement motivation and orientation to future work among. This relationship implies that as achievement motivation increases, so does the orientation towards future work in the field, while lower achievement motivation is associated with reduced future work orientation among psychology students. Strongly motivated students demonstrate greater commitment to completing assignments and achieving their goals, fueling their drive to succeed and realize their ambitions. This heightened achievement motivation fosters increased engagement in activities and pursuit of high levels of accomplishment, effectively supporting their future career preparation. In conclusion, the findings underscore the significance of cultivating achievement motivation to positively impact students' readiness for their desired career paths..

Papalia, Olds, and Feldman (2007) said that students are generally in the stage of late adolescent development towards early adulthood marked by outside influences, searching for identity, and being able to make decisions about careers or jobs that will carried out later. As teenagers age, they become interested in the task development late adolescents namely education and then in young adult tasks namely future work and family (Nurmi, 1991). The future orientation of the field of work is a view or picture that is owned by each individual so that it can assist in guiding and positioning himself to get the job he wants to achieve in the future (Nurmi, 1989). In Herman's research (in Sumantri & Suryana, 1991) states that if a person has a view of time that leads and focuses on the future then he will have high achievement motivation. So that the future is an important factor in achievement motivation. Having motivation will be a driving force to bounce back from various obstacles that are being faced. Students who have the drive to excel will plan and strategize well so that their view of their future is clearer and more focused, even though they experience many challenges and obstacles.

As for the variable statistical test results adversity quotient can significantly moderate the relationship between achievement motivation and orientation to future work among university students. In this study explained that adversity quotient was proven to be able to strengthen the relationship between achievement motivation and future orientation in the field of work. This is because adversity *quotient* is the intelligence of individual toughness in the form of resilience in overcoming difficulties and how the individual's ability to solve them (Wangsadinata & Suprayitno, 2008).*Adversity quotient* as an individual's fighting power in overcoming all difficulties, conquering all challenges, and solving all endless problems (Sinamo, 2010). In line with the opinion of Agustian (2001), that adversity *quotient* as a benchmark for someone in overcoming problems and being strong in life so they don't easily despair. To face challenges, of course students must start preparing for their future and determine the goals to be achieved at time future and develop strategies to achieve those goals.

The findings in this study indicate that psychology students already have a pretty good future orientation in the field of work own views on the future of work they want, are able to plan and make strategies that are more directed to make it happen, can determine their interests and goals to be more specific in accordance with the existing reality. When students don't give up easily and are always enthusiastic in achieving their targets, it will be easy for them to look at their future. The greater the struggle carried out by students, the more achievements they will get and make the future orientation of their work clearer and more focused. This finding is supported by research which shows that individuals who think too much about the future will continue to try and struggle by increasing knowledge and increasing experience in order to realize the desired career or job (Noviyanti & Freyani, 2001).

There is adversity quotient as moderation in this study is able to encourage student enthusiasm to continue to try to achieve dreams. It is through that spirit that they will become individuals who do not know despair by acting and being wiser in facing every challenge. Students realize that in facing challenges or obstacles it takes courage to act, optimistic about their dreams and efforts to achieve them. When students have a calm, positive, and optimistic feeling about what they are doing, experiencing, or facing, they will unconsciously be more enthusiastic and persistent in an

achievement. Inside aspects adversity *quotient* It is very important to apply it in student life in order to become a person who is tough in facing challenges and diligent in achieving in the future. Perseverance will make a person want to continue learning and eager to live life (Fauziyah, 2012).

Overall, the practical implications derived from this research can significantly impact the educational experiences and career trajectories of psychology students, fostering a more motivated, resilient, and future-oriented workforce in the field. Educators and counselors can use the insights from this research to design interventions that enhance achievement motivation and future orientation among psychology students. Identifying and nurturing students' motivation to achieve can positively impact their outlook on their future careers. Additionally, interventions focusing on developing resilience and Adversity Quotient can further strengthen the relationship between achievement motivation and future orientation. Furthermore, Institutions can implement personal development programs that foster a growth mindset and resilience among students. Encouraging a positive and proactive attitude towards challenges can lead to better achievement motivation and future orientation, ultimately preparing students for successful careers in psychology and beyond. Lastly, Institutions can implement personal development programs that foster a growth mindset and resilience among students. Encouraging a positive and proactive attitude towards challenges can lead to better achievement motivation and future orientation, ultimately preparing students for successful careers in psychology and beyond.

It is essential to acknowledge certain limitations in this study. Firstly, the research only focused on psychology students at UIN Maulana Malik Ibrahim Malang, which may limit the generalizability of the findings to students from other institutions or different academic disciplines. Secondly, the study primarily relied on self-reported measures for achievement motivation, future orientation, and Adversity Quotient, which might introduce response bias. Future research could consider incorporating objective measures or multiple data sources for a more comprehensive assessment. Additionally, the study's cross-sectional design only provides a snapshot of the relationships at one point in time, and longitudinal research would offer more insights into the causality and stability of the observed correlations.

Conclusion

Based on comprehensive statistical testing, the study's results indicate a clear positive correlation between achievement motivation and future orientation in psychology students at UIN Maulana Malik Ibrahim Malang. This means that as achievement motivation increases, so does the level of future orientation towards their work field, while lower achievement motivation is associated with reduced future orientation among these students. Furthermore, the presence of Adversity Quotient (AQ) can moderate this relationship. Specifically, when students have a higher AQ, the connection between achievement motivation and future orientation becomes stronger. In essence, students with a higher AQ demonstrate a more robust alignment between their motivation to achieve and their future career aspirations in the field of work.

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