The Effect of Self-Regulation and Peer Attachment on Adversity Quotient in Quran Reciter Students

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Abstract: *Adversity quotient* play an important role in the life of every student of Islamic boarding school, especially Quran reciter student. The life of the boarding school with strict regulations and a busy schedule of activities requires students to have a high adversity quotient. Only students who have the ability to control themselves and good interpersonal relationships can survive in the boarding school. This study aimed to test the effect of self-regulation and peer attachment on the adversity quotient of Quran reciter students. There were 127 students of Islamic boarding school situated in Ngaliyan Sub-district, Semarang City, involved as the samples, which were collected using sampling quota technique. The data were collected using self-regulation scale, peer attachment scale, and adversity quotient scale, and were analyzed using multiple regression technique. The result of the analysis showed that self-regulation and peer attachment have simultaneous and partial effects on adversity quotient. Simultaneously the two independent variables affect the adversity quotient by 40.9%, while partially self regulation can affect the adversity quotient greater, that is by 62.1%, and peer attachment affects by 12.8%. Activities that are oriented towards increasing self-regulation of students and increasing peer-attachment among students become important implications of the results of research.

Keywords: *adversity quotient, peer attachment, Quran reciter student, self-regulation*

Abstrak: *Adversity quotient* memiliki peran penting dalam kehidupan seseorang yang tinggal di pondok pesantren (santri), terutama santri penghafal Alquran. Kehidupan pondok pesantren dengan peraturan ketat dan jadwal kegiatan yang padat mengharuskan santri memiliki *adversity quotient* yang tinggi. Hanya santri yang memiliki kemampuan kontrol diri serta hubungan interpersonal baik yang dapat bertahan di dalam pondok pesantren. Penelitian ini bertujuan untuk menguji pengaruh *self regulation* dan *peer attachment* terhadap *adversity quotient* mahasiswa penghafal Alquran. Sampel penelitian ini adalah 127 santri penghafal Alquran di Kecamatan Ngaliyan kota Semarang dengan menggunakan teknik sampling kuota. Data dikumpulkan dengan menggunakan Skala *self regulation,* Skala *peer attachment,* dan *Skala adversity quotient.* Data dianalisis menggunakan teknik regresi berganda. Hasil analisis data menunjukkan bahwa ada pengaruh variabel *self regulation* dan variabel *peer attachment* terhadap variabel *adversity quotient* baik secara simultan maupun parsial. Secara simultan kedua variabel bebas tersebut mempengaruhi *adversity quotient* sebesar 40,9%, sedangkan secara parsial *self regulation* dapat mempengaruhi *adversity quotient* lebih besar, yakni sebesar 62,1%, dan *peer attachment* mempengaruhi sebesar 12,8%. Kegiatan-kegiatan yang berorientasi pada peningkatan *self-regulation* santri dan peningkatan *peer-attachment* di antara santri menjadi implikasi penting hasil penelitian.

Kata Kunci: *adversity quotient,* mahasiswa penghafal Alqur'an, *self regulation*

The Quran is the ultimate living guidance for Muslims. It is holy and dignifying. The Quran was brought down by the Angel Jibreel, so Jibreel is the archangel. The Quran was revealed to the Prophet Muhammad PBUH, then Allah SWT made him a primary human.

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Then the Quran was revealed to the people of the Prophet Muhammad, then the people were made as the best humans. Even the month and night when the Quran was revealed have become the best month and night. Therefore, Muslims want a glory with the intermediaries of the Quran. One of the ways is by reciting the Quran. Ubaid (2014) said that how glorious is the position of a Quran reciter so that in one of the hadiths it is said that a Quran reciter belongs to the family of God from human beings. As mentioned in Sunan Ibn Majah (Alquzwaini, 2010), Rasulullah SAW said:

: إِنَّ لِلَّـــهِ أَهْلِيـــنَ مِـــنْ النَّـــاس قَـــالُوا

،بَارَسُـولَ اللّـــهِ مِـنْ هُـمْ؟ قَـالَ : (هُـمْ أَهْـلُ الْقُـرْآن

(أَهْـلُ اللّـــهِ وَ خَاصَّـــتُهُ

"Truly Allah has a 'family' among human beings. The Companions asked: "O Messenger of Allah, who are they?" He replied: "They are the people (who pursue) the Quran, people (who fight in the way) of Allah and His special people."

(HR. Ahmad)

One of places for people who want to learn Quran recitation is Islamic boarding school. According to data released by the Central Statistics Agency of Central Java Province in 2015, there were 5,850 Islamic boarding schools in Central Java. These schools have significant success in producing the generation of Quran reciters, especially from students who are residents of these schools. The results of a research conducted by Bahruddin, Mujahidin, and Hafidhuddin (2017) concluded that the environment of Islamic boarding schools was created in accordance with the needs of Quran reciters, such as the presence of mentors and implemented programs. The environment is one of the factors that support the acceleration rate of students learning Quran recitation. In addition, the sense of sharing the same fate among the students supports the success of a school in producing Quran reciters, making them help one another to achieve their goals of memorizing 30 juz (Akbar & Hidayatullah, 2017).

The difference between Islamic boarding school and general education institutions lies in their respective regulations and activities arranged for students. This situation makes the most students of Islamic boarding schools encounter many difficulties in managing their time, establishing friendships, and adapting with the school regulations (Fatimah, 2016). Students who are unable to survive and overcome their difficulties will slowly withdraw and leave the school, while those who are able will endure and accomplish their goals. The ability to face difficulties in life shows the existence of adversity quotient. It is an individual's ability to deal with life's problems (Leman, 2007). It can also be interpreted as the ability possessed by individuals to direct their intelligence and change their thoughts and actions when facing obstacles and difficulties that become sources of misery for them (Napitupulu, Nashori, & Kurniawan, 2017). Suheri (2017) said that students who are able to survive and achieve their goals as students

of Islamic education are categorized as those with the highest level of adversity quotient, and labelled as climbers.

There are three categories indicating the levels of adversity quotient, namely *climber*, *camper*, and *quitter*. The Climber is the highest level of adversity quotient, generally those at this level are able to keep trying until they reach the peak. Camper is the level at where individuals feel it is enough for them to try before reaching the peak. They choose to stop in the middle of their progress because they feel they have had enough of what they have gained and they forget their main goals. The quitter is the lowest level in adversity quotient. Those at this level tend to be less optimistic, so they focus on failure before even trying to do it (Stoltz, 2000).

The categorization of individuals into the three levels of adversity quotient is based on their scores of adversity quotient. The high or low score of adversity quotient is determined by several aspects, namely control, origin and ownership (origin and recognition), reach, and endurance. The aspect of control addresses the extent to which an individual feel able to control any event that results in the emergence of difficulties. The aspect of origin and ownership questions about "who or what is the source of difficulties" and "to what extent an individual recognizes the consequences occurring from the difficulties". Origin relates to guilt, which is how someone puts guilt of the difficulties. Those who have a low origin score usually easily and excessively blame others or themselves. Ownership emphasizes more on how a person recognizes the consequences arising from existing problem as a reflection of his/her sense of responsibility. The aspect of reach relates to the level of individual's ability to limit difficulties so as not to affect other activities. The aspect of endurance is related to how an individual thinks about the duration and causes of the difficulties. A person who thinks that the difficulties or causes of the difficulties he is facing will last for a long time or be permanent tend to have a low score of endurance (Stoltz, 2000).

One aspect that plays an important role in creating one's adversity quotient is control. It appears in the form of self-regulation, which covers thoughts, feelings, and actions that have been planned and constantly carried out to achieve personal goals (Zimmerman & Schunk, 1989). Self-regulation can also be defined as an effort to manage oneself in an activity using the ability of metacognition, motivation, and active behavior (Ghufron & Risnawatia, 2016). Rachimi (2017) stated that self-regulation has a significant correlation with adversity quotient. In line with this opinion, Muhlisin's study (2016) concluded that an individual who is working and reciting the Quran has good self-regulation. Quran reciters who have self-regulation tend to be more able to resolve difficulties they face (Marza, 2017).

The construction of self-regulation is based on 3 main aspects, namely

metacognition, motivation, and behavior. Matlin (1989) defined metacognition as understanding and awareness of cognitive processes or calm thinking. Metacognition can also be interpreted as someone's awareness in the process of solving problems. With awareness one can evaluate the processes of problem solving (Amir & Kusuma, 2018). In general, motivation is interpreted as a drive that converts energy in a person into a form of real activities to achieve certain goals (Islamuddin, 2012). Ryan and Deci (2000) revealed that motivation is a function of the basic need to control and is related to abilities that exist in every individual. Zimmerman (1989) said that the aspect of behavior in self-regulation acts as the effort of an individual to self-regulate, select, utilize, and create an environment that supports activities.

Aside from being influenced by self-regulation, adversity quotient is also influenced by peer attachment, which is an individual's view on how far friendship with peers can provide security and comfort through good communication and understanding (Armsden & Greenberg, 1987). Relationships with peers have an important influence on the students' life. The learning system of Islamic boarding school requires 24-hour supervision on the students. This makes students have to always interact with school environment, especially with peers. In fact, interaction with peers is far more intensive than with family. Peer influence is seen in various aspects of life such as self-

adjustment (Nabila & Nadziroh, 2018) and social skills (Zubaidah, 2016). In addition, peers also contribute to the selection of hobbies and even to how to dress in an individual (Batubara, 2016).

According to the research conducted by Divine and Akhmal (2017), individuals who have peer attachment tend to have better ability to control their emotions. When faced with stress and difficulties, they will also be able to activate cognitive representation that is safe, being aware of what is happening around them, and implementing effective problem management strategies (Santrock, 2012). In line with that, Mulia (2014) also believes that peers are mediators for someone to get affection and support that have positive effect on the level of his/her resilience.

According to Armsden and Greenberg (1987) peer attachment is formed by three main aspects, namely trust, communication, and alienation. The aspect of trust is about the feeling of security and the belief that other people will help meet one's needs. This aspect arises because of the formation of a sense of security through consistent experiences. The aspect of communication refers to the quality and quantity of verbal communication between individuals. Through communication, one can observe the sensitivity and understanding of other people's feelings. Communication is an important activity for creating attachments between individuals. The aspect of alienation is related to avoidance and rejection, and is an

important aspect in the formation of attachment. When someone finds a figure to who he/she is attached, he/she will feel alienated and less safe. The aspect of alienation in peer attachment is more defined as being alienated and isolated from peers, although it still feels like someone needs a relationship with them (Armsden & Greenberg, 1987).

Considering the importance of adversity quotient in every student who learn Quran recitation, researchers were interested in conducting a study on students who stayed in Islamic boarding school and were memorizing the Quran in an Islamic boarding school located in the Ngaliyan sub-district of Semarang. Both students in general and students of Islamic boarding school specifically have their own responsibilities and obstacles. Those who are unable to carry out these two roles will certainly stop playing their roles (Suheri, 2017). In 2017 approximately 10 out of 46 or about 17.9% of students who stayed at their school opted to quit. Data from the results of observation done by the researcher in 2018 showed there were more than 10 Islamic boarding schools in this sub-district, so it could be seen how much the possibility of this problem occurred.

Based on the above background, researcher was interested in conducting further research on the effect of self-regulation and peer attachment on the adversity quotient of Quran reciter students. There were three hypotheses proposed in this study, namely (1). Self-regulation has effect on the adversity

quotient of Quran reciter students, (2). Peer attachment has effect on the adversity quotient of Quran reciter students. (3). Self-regulation and peer attachment have effect on the adversity quotient of Quran reciter students.

Method

The variables in this study consisted of two independent variables, namely *self-regulation* and *peer attachment*, and one dependent variable, namely *adversity quotient*. The main criteria of the subjects were students of Islamic boarding schools located in Ngaliyan sub-district of Semarang, and specifically students who were learning Quran recitation. There were 190 students who met these criteria. From this population, samples were selected using a quota sampling technique, which is one of nonprobability sampling techniques, in which samples are taken from the population who have the criteria to meet the amount determined (Payadnya & Jayantika, 2018). By using this technique, 127 students were selected to be the samples of this study.

The tools used in this study to measure the three variables were self-regulation scale, peer attachment scale, and adversity quotient scale. The peer attachment scale was adapted from the Inventory of Parent and Peer Attachment Revised (IPPA-R) by Armsden and Greenberg (1987) which was then revised by Gullone and Robinson (2005). The reliability coefficient of the peer attachment scale was 0.792. Regarding the self-regulation scale and

adversity quotient scale, they were composed by the researcher based on by the theories by Zimmerman (2008) and Stoltz (2000). The reliability coefficient of self-regulation scale was 0.818, while that of the adversity quotient scale was 0.794. The coefficient of reliability for both scales is measured by the Cronbach's alpha of the data processed through SPSS version 22. Research instrument here using a standard Cronbach's alpha e" 7, where the instrument will be even better when the numbers were very close to 1.0 (Periantalo, 2015).

Based on the research objectives previously set, the researchers used regression analysis techniques processed using SPSS version 22. The regression technique used in this study is multiple linear regression, which is a technique used to measure two or more independent variables and one dependent variable. Referred to as linear regression because the relationship between independent and dependent variables is seen from the linear equation (Priyatno, 2013).

Results

Based on the results of descriptive analysis, it was discovered that the majority of the subjects had the average age of 20 to 21 years old. As many as 87% of them were women while the 13% were men. When viewed from the study period, 26% of them were in second semester, 31% in fourth semester, 28% in sixth semester 6, and 15% in eighth semester.

Before testing the hypotheses, assumption tests was performed. First, a normality test was performed. This test was conducted to determine whether the distribution is normal or not. The test can be done using several methods, including the Shapiro Wilk and Lilliefors techniques. In the Shapiro Wilk technique, data distribution is said to be normal if the significance value is> 0.05. The same interpretation is also applied to the Lilliefors technique, where if the significance value is> 0.05, then the data is classified as normal. Based on table 1, the significance value at Shapiro Wilk was 0.111 (> 0.05) and the Lilliefors significance value was 0.200 (> 0.05). Both Shapiro Wilk and Lilliefors showed significance values> 0.05 which means that the data in this study are normally distributed.

Tabel.1. Normality Test

Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Adversity_Quotient	.057	137	.200*	.984	137	.111

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

a. Lilliefors Significance Correction

Second, a multicollinearity test was performed. Multicollinearity is a state in which between two or more independent variables in the regression model have a perfect or near perfect linear relationship. One of impacts of the symptoms is the difficulty of detecting the effect of each variable (Priyatno, 2013). This test was carried out with the intention to see the presence or absence of multicollinearity symptoms

Multicollinearity test can be done by observing the value of tolerance or *Varience Inflation Factor* (VIF). A study is said to have no symptoms of multicollinearity if the tolerance value> 0.1 or VIF value <10. Table 2 shows that self-regulation had a tolerance value of 0.850 (> 0.1) and a VIF value of 1.177 (<10). Similar results were shown in the peer attachment, where the variable had a tolerance value of 0.850 (> 0.1) and a VIF value of 1.177 (> 10). These figures indicated that the two independent variables of this study namely self-regulation and peer attachment did not have symptoms of multicollinearity.

Table 2. Multicollinearity Test

Variable	Tolerance	VIF*
Self-regulation	.850	1.177
Peer attachment	.850	1.177

. Varience Inflation Factor

The third test was heterokedasticity. This test was conducted with the intention to see the presence or absence of heterokedasticity symptoms that result in an inefficient assessment and the coefficient of determination to be very high (Priyatno, 2013).

Heteroscedasticity test was carried out using the Rank Spearman technique. This technique identifies the presence of heterokedasticity symptoms by observing the significance value. If the significance value is> 0.05, it means that there is no heterokedasticity symptom in the research data. Based on the results shown in Table 3, the value of the self-regulation and peer attachment syndication was> 0.05. This means that the data of this study did not have any heterokedasticity symptom.

Table.3. Heterokedasticity Test

Correlations

			Self-Regulation	Peer Attachment	Unstandardized Residual
Spearman's rho	Self-Regulation	Correlation Coefficient	1.000	.326**	-.019
		Sig. (2-tailed)	.	.000	.830
		N	137	137	137
	Peer Attachment	Correlation Coefficient	.326**	1.000	-.146
		Sig. (2-tailed)	.000	.	.089
		N	137	137	137
	Unstandardized Residual	Correlation Coefficient	-.019	-.146	1.000
		Sig. (2-tailed)	.830	.089	.
		N	137	137	137

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

The results showed that 36% of the students had a high level of adversity quotient, 59% of them were in the moderate category, and the remaining 5% had a low level of adversity quotient. Similar results also appeared in the self-regulation variable, where most of the subjects were in the moderate category, which was around 52%. 35% of them belonged to the high category and only 13% of

them to the low category. The peer attachment in this study showed that about 12% of the students were in the high category, 67% of them in the moderate, and the remaining 21% in the low category.

The results of the hypothesis test analysis using multiple regression analysis techniques are shown in table 4.

Table 4. Hypothesis Test

ANOVA[a]

Model		F	Sig.
1	Regression	44.605	.000[b]

Table 4 shows the P value was 0,000 (P <0.001) and F was 44.605. With these figures, it can be concluded that self-regulation and peer attachment simultaneously affect

adversity quotient. The higher the levels of self-regulation and peer attachment are, the higher the level of adversity quotient is.

Table 5. Regression Test

Model Summary[b]

Model	R	R Square	Adjusted R Square	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics			
Self-regulation and Peer Attachment	.647[a]	.418	.409	.418	44.605	2	124	.000

a. Predictors: (Constant), X2, X1
b. Dependent Variable: Y

Table 5 shows the regression test results, in which the Adjusted R Square value was 0.409. This means that the self-regulation variable (X1) and peer attachment variable (X2)

affected the adversity quotient variable (Y) by 40.9%, while the remaining 59.1% was influenced by other variables not examined in this study.

Table 6. Regression Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.190	5.522		4.562	.000
	Self-regulation	.621	.081	.569	7.656	.000
	Peer Attachment	.128	.060	.158	2.129	.035

a. Dependent Variable: Y

If seen partially, that is in table 6, it was found that the self-regulation variable (X1) had a significance value of 0,000 (p <0.05) and a regression coefficient of 0.621. This means that self-regulation had an effect on the dependent variable, namely adversity quotient. There was an increase in the effect by 62.1% on the adversity quotient in every one-point increase in the self-regulation. In the peer attachment, the significance indicated the figure of 0.035 or p <0.05, which means there was an effect of the peer attachment on the adversity quotient. If seen from the regression coefficient, the peer attachment variable had an effect of 12.8% on the increase in the adversity quotient. Based on these results, both X1 and X2 partially affected the adversity quotient (Y).

Based on the data analysis, it can be concluded that the equation of multiple linear regression lines in this study is as follows:

The equation of the regression line above conveys a meaning that without the influence of self-regulation and peer attachment, the adversity quotient score of the Quran reciter student was at 25,190. The regression coefficient of the self-regulation is significant when the adversity quotient has increased, self-regulation will also experience an increase by 62.1%. The regression coefficient of peer attachment is significant when the adversity quotient has increased, the peer attachment will also experience an increase by 12.8%. So it can be concluded that self-regulation has an effect on adversity quotient by 62.1% and peer attachment has an effect on adversity quotient by 12.8%.

Discussion

The results of the data analysis lead to the conclusion that there was a partial or simultaneous effect of self-regulation and peer attachment on adversity quotient in the Quran reciter students. Simultaneously self-regulation and peer attachment affected adversity quotient by 40.9%. This means that the higher the level of individuals' self-regulation and peer attachment is, the higher the level of adversity quotient they have. This result was proven by the significance acquisition of 0,000 (p> 0.001) and Adjusted R Square of 0.409 (40.9%). Individuals who have good self-regulation and ability to create a sense of security and comfort from interpersonal relationship with their peers are able to pass the difficulties in their lives as well.

If seen from the effect of each variable, self-regulation had the effect of 62.1% with p = 0,000 (p <0.05). From these figures it can be seen that self-regulation of the students had a significant effect on their ability to resolve the difficulties of their lives. The better individuals organize and make plan, and the more consistent in a goal they are, the greater the chance they are able to survive and get through

Adversity Quotient = 25,190 + 0,621 Self-regulation + 0,128 Peer Attachment

difficult situations. The students' self-regulation was realized with strategic planning behavior, evaluation, strategy implementation, commitment to keep running the strategy, and the ability to organize themselves and the environment to participate in achieving goals. Some of them planned their daily activities so that they were always on the planning path that had been prepared. These results support Rachimi's (2017) research findings that there was a significant correlation between self-regulation learning and adversity quotient in tahfidz students in one of the high schools in Yogyakarta. This finding is in line with Ghofar's research (2014) that e" 76% of students at Agung Buring Madrasah Malang had high level of adversity quotient. In addition, they also had a good ability in directing themselves to achieve their goals.

Self-regulation is a behavior that refers to self-control that performed to drive the behavior that appears to be consistent with the objectives previously planned (Vohs & Baumiester, 2004). Being a student and specifically a Quran reciter student is a role that has heavy responsibilities and demands, requiring the ability to self-regulate well. The study of Lukmawati, Tanjung, and Supriyanto (2017) revealed that Quran reciters have good self-regulation skill. Those who are able to complete the process of memorizing the Quran must have self-regulation which includes planning, implementing planned methods, and managing time well. Lasmiati (2018) also

stated that an individual who carries out a dual role, namely as a student and a Quran reciter, has higher level of self-regulation compared to individual who is just a common student. The situation full of demands that they often face generate within them the good ability to organize themselves. In line with this statement, Muhlisin's research (2016) concluded that good self-regulation is found in a Quran reciter who works.

Self-regulation is important not only for the progression of memorizing the Quran, but also for helping individuals keep trying and achieve their goals. Husna, Hidayati, and Ariati (2014) said that outstanding students have good self-regulation. Their self-regulation appears in various forms such as clear goal orientation and understanding how to achieve their goals, high motivation and seriousness in their commitment so that what they can accomplish their goals. According to Purnamasari (2014), students with good self-regulation are more able to finish their tasks immediately so that the tasks do not accumulate and become a pressure one day. The results of his study showed that there was a negative correlation between self-regulation and procrastination in students. Accordingly, the higher the self-regulation of students is, the lower the possibility for them to postpone their assignment is. For students who have many roles, the contribution of self-regulation is so large that these roles can go hand in hand. Research conducted by Rachmah (2015) found

that students who have many roles have high self-regulation. The results are shown in the form of emotional regulation behavior, motivational regulation, behavioral regulation, and contextual regulation that they do. As a result, even though the subject was a married and working person, his role as a student continues to run very well, which is shown by the cumulative achievement index (GPA) above 3.5. The high level of self-regulation is positively related to one's ability to survive and overcome stressful situations (Fatmawati, 2018).

In addition to being formed by several aspects, adversity quotient is also influenced by internal and external factors. One of the external factors that plays a role in increasing adversity quotient is environment. This study also found that peer attachment had the p value of 0.035 (<0.05) with a regression coefficient of 0.128 (12.8%). This figure shows that peer attachment has a positive effect on adversity quotient. That means the more the individuals feel that they have friendship bond with their peers and from that bond they get a sense of comfort and security, the higher their ability to resolve their difficulties is. Peer attachment of the Quran reciter students in this study could be seen from their level of trust, quality of communication, and desire to keep interacting. Peer attachment in this study showed a good quality of friendship. This was marked by the establishment of good communication and the high level of trust among the students.

The results of this study are in line with the findings of Ekasari and Bayani (2009), that there is a positive correlation between peer group acceptance and resilience. So if an individual is less able to make him/herself accepted in a peer group, then it will be difficult for him/her to survive in a problem. In line with the results of the study, Puspasari, Kuwat, and Wijaya (2012), concluded that social support has a significant correlation with adversity quotient. Peer group is one of the main sources of social support that an individual can rely on.

Environment and experience are the determinants of how individuals will take action in a situation. This corresponds to the convergence theory which states the importance of the social environment in the formation of a person's behavior (Walgito, 2010). The social environment comprises interactions with other people including peers. Susanto and Aman (2016) consider peers determining in shaping one's character is, that is, instilling intrinsic values that underlie a person to think, have a certain attitude and behave. Seligman (2002) stated that character can be positive and negative. Positive character is also called strength of character such as creativity, open-mindedness, and totality, which will help someone overcome obstacles to accomplish success. Stoltz (2000) said that personality influences intelligence in a person to pass through life difficulties. Peers contributing to support the establishment of

positive character, one of them through social support, will help individuals to develop until they are able to survive, rise, and adjust with pressing conditions (Muhammad, Bahri, & Zuliani, 2018).

Conclusion

Based on the results of the study, it can be concluded that self-regulation and peer attachment in Quran reciter students simultaneously and partially affect their adversity quotient of students. Simultaneously both variables affect the adversity quotient by 40.9%, while the remaining 59.1% belongs to other variables not examined in this study. In term of partial effect, self-regulation affects adversity quotient by 62.1% and peer attachment affects adversity quotient by 12.8%. The effect of self regulation partially on adversity quotient is higher than the effect of self regulation simultaneously. This happens because the effect of self regulation on adversity quotient is canceled or reduced by the effect of peer attachment on adversity quotient. As a result, the influence of the two variables simultaneously is smaller than the partial effect.

Suggestions

Based on the results of this study, researchers suggest that to increase the adversity quotient of students or students memorizing the Koran, the campus and the pesantren should conduct activities that can improve self regulation. One way is by group

counseling. For students or students who memorize the Koran should mutually enhance peer attachment, by increasing communication and trust between friends.

This research has limitations, one of which is only conducted in one sub-district scope. In addition, sampling in this study was not carried out by random sampling, so that the generalization requirements were not met. Likewise, a small portion of the research subjects filled the scale using Google forms. As a recommendation, future studies should be able to expand the area of research by random research sampling. Questionnaires should also be distributed directly and thoroughly to all research subjects so that the validity of the data obtained can be maintained.

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