

Adversity Quotient In Early Childhood Post-Covid 19: Analysis Of The Role Of Parents

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Abstract

The purpose of this study was to analyse the level of adversity quotient for early childhood after covid 19 pandemic and the role of parents in increasing this quotient of their children. This study was conducted in Pekanbaru, Riau Province, Indonesia. The sample of this study consisted of 410 early childhood children and 410 parents in three selected public kindergartens. Data were analysed using descriptive quantitative with the help of IBM SPSS Ver.23. Based on the results of the study, it is known that the adversity quotient of early childhood is in the high category. The study indicates that the dimension of reach has the highest percentage, while the lowest dimension is origin and ownership. However, all dimensions do not have a significant difference because all dimensions are in the high category. The t-test results show there is no significant difference in the adversity quotient between male and female students. Nonetheless, children's high adversity quotient is in line with the role of parents. The findings suggest that the role of parents in increasing the child's adversity quotient is classified as good. The highest indicator is the role of parents on the dimension of endurance, and the lowest is the role of parents on the dimension of control. However, overall there is no significant difference in each indicator of the role of parents because all indicators are in good categories.

INTRODUCTION

The Covid-19 pandemic spread worldwide has changed various aspects of life (Eriani & Amiliya, 2020). The government's efforts to prevent the spread and overcome the Covid-19 pandemic by implementing a lockdown or distance work regulations have shown to be significantly effective. Inevitably, the outbreak affected all sectors of human life, from the industrial sector to education. In the educational sector, the Covid-19 pandemic has impacted almost every level of education, from tertiary education such as universities to basic education in early childhood education.

In early childhood education, learning from home was applied and needed serious attention (Munastiwi & Puryono, 2021). The implementation of distance learning has a significant impact on early childhood education. Indeed, the implementation of learning in early childhood or the way children learn is that children learn by doing challenging activities (Bodrova, E., Germeroth, C., & Leong, 2013), learning using concrete objects (Miller, 1996: 54, Permendiknas No. 146 of 2014) and especially children are actively learning which is done by playing (Child-E, 2020; Den Hoed, 2014; Huang, 2013). In addition, children also need social interaction to develop their skills (Kim, J. 2020, Jalongo, M. R. 2021). Through the experience of playing activities and interactions with the

surrounding environment, children learn, and this will determine the quality of their lives in the future (Jefrey, Szeftel, H. 2020). Early childhood also has the right to quality PAUD (Early Childhood Education), which means maintaining stable relationships between children and adults or parents, caregivers, teachers and peers (Child-E, 2020; McKenna et al., 2021).

Considering how important this is, it is clear that the Covid-19 pandemic has had a fairly serious impact on early childhood education. The most noticeable impact is psychological problems that occur in children (Eadie et al., 2021; J. H. Kim et al., 2021; Liu et al., 2021; Mc Kenna et al., 2021; Park et al., 2020; Pattnaik & Jalongo, 2021; Timmons et al., 2021; Tummala & Muhammad, 2020).

Early Childhood Education (PAUD) is a massive investment for families and the nation. This is because offsprings are the next generation of the family and the nation's successor (Surtarman & Asih, 2016). Furthermore, in his book, Ahmad Susanto (2012) states that based on the results of research in the field of neurology, it is shown that 50% of children's intelligence capacity is formed in the first four years since birth. By the time the child reaches the age of eight years, the child's brain development has reached 80%, so that brain development is in that age range.

Observing this phenomenon, one of the important things that must be present in early childhood is the adversity quotient. Adversity quotient or fighting power/resilience is important to be instilled in early childhood so that later the child will grow up to be a person who does not give up easily, is not easily discouraged and depressed, is accustomed to completing his work, is independent, and is responsible for his problems (Kahfi, 2020). Competition in technology, economy, and human resources getting higher globally. None of the parents knows what their children will be like in the future. Adversity

quotient becomes the foundation for children when facing challenges and problems of life in the future. Adversity quotient becomes a strength when children face difficulties. Simple things in everyday life can be used as a stimulus to develop an Adversity quotient in children.

Adversity Quotient was developed by an internationally recognised business consultant named Paul G. Stoltz, PhD. Stoltz. He guarantees that with the Adversity quotient, an individual will be more productive, creative and competitive even though in the midst of a constantly turbulent environment (Kahfi, 2020; Espanola, R. P., 2016; Hema, G., & Gupta, S. M., 2015; Ahmar, et al. al. 2018). According to Santos (2012), a good adversity quotient in children is part of the parent's role in educating their offspring. Based on the description above, this study aims to investigate the adversity quotient of early childhood after covid 19 pandemic. In addition, this investigation also looks at the differences in the adversity quotient of boys and girls. Furthermore, this study will analyse the role of parents in developing the adversity quotient in early childhood.

METHODS

Research subject

This study is a quantitative descriptive study that is designed to investigate the adversity quotient of early childhood and the role of parents in developing this potential of early childhood. The subjects in this study were 410 early childhood children and 410 parents. The research was conducted on three public kindergartens in Pekanbaru City, Riau Province, Indonesia. The selection of research locations is based on the three public kindergartens, which are schools that are representative/exemplary of early childhood institutions in Riau Province, Indonesia. The sampling technique in this research was saturated sampling. That is, the entire population is used as

the research sample. The number of samples was 202 male/boys and 208 female/girls. Then the average age of the children in this study ranged from 4 to 6 years.

Data collecting procedure

This research was carried out in the midst of the COVID-19 outbreak in 2022. However, the investigation was carried out after students experienced two types of learning methods, namely face to face and distance learning. Data collection on the child population was carried out directly by researchers at the school. Meanwhile, data collection on the elderly population is carried out online using the google form.

Data collection and analysis

This study aims to examine the adversity quotient of early childhood and the role of parents in growing this potential of early childhood. To obtain data on the child's adversity quotient, an observation sheet was used. Meanwhile, a questionnaire was used to obtain data from parents. The observation sheet used in this study

was adopted from the theory of Stoltz (2007) by using 4 dimensions, namely control, origin and ownership, reach and endurance. The selection of the observation sheet as a tool to obtain research data was based on the researcher's aim to be more detailed in observing the research subject. Two observers were recruited for this study. Furthermore, before the questionnaire was distributed to the parents, the researcher conducted a validity test using the person's product-moment and reliability using the Cronbach alpha questionnaire method to 30 parents outside the research sample. In the instrument trial, a value of 0.910 with an r table value of 0.361 with a level of 5%, meaning that the questionnaire used was valid to be used as a tool to collect research data. Then this study explained the differences in the adversity quotient of boys and girls with independent sample t-test analysis with the help of IBM SPSS Ver. 23

FINDINGS AND DISCUSSION

Findings

Early Childhood Adversity Quotient

Table 1. Early Childhood Adversity Quotient Indicators

Dimension	Percentage	Mean	SD	Category
Controls	87.24	2.62	0.53	High
Origin and ownership	85.37	2.56	0.56	High
Reach	89.84	2.69	0.46	High
Endurance	87.24	2.62	0.49	High

Table 1 above depicts the adversity quotient in early childhood after covid 19. Based on the table, it is known that the reach dimension has the highest percentage, 87.24% (SD = 0.49). It indicates that children have a high ability to reach so the problems faced today are not able to reach their lives deeper. In contrast, the dimension with a low percentage is origin and ownership with a

percentage of 85.37% (SD=0.56). This means that children have a high ability to find out what is the origin of the difficulties they are currently facing.

In the table above, it can be seen clearly that the difference in the percentage of each dimension is not significant. All dimensions are in the high

category. It implies that the ability of the adversity quotient in early childhood is high. The table above illustrates that children have the

ability to manage problems to be solved and used as opportunities.

To see a clearer picture can be seen in the following diagram

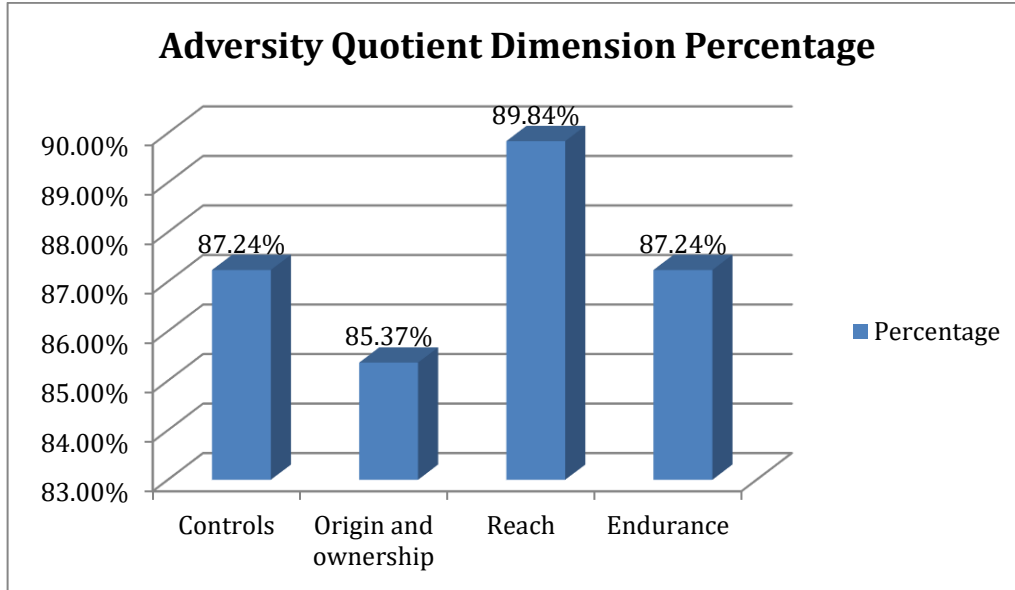


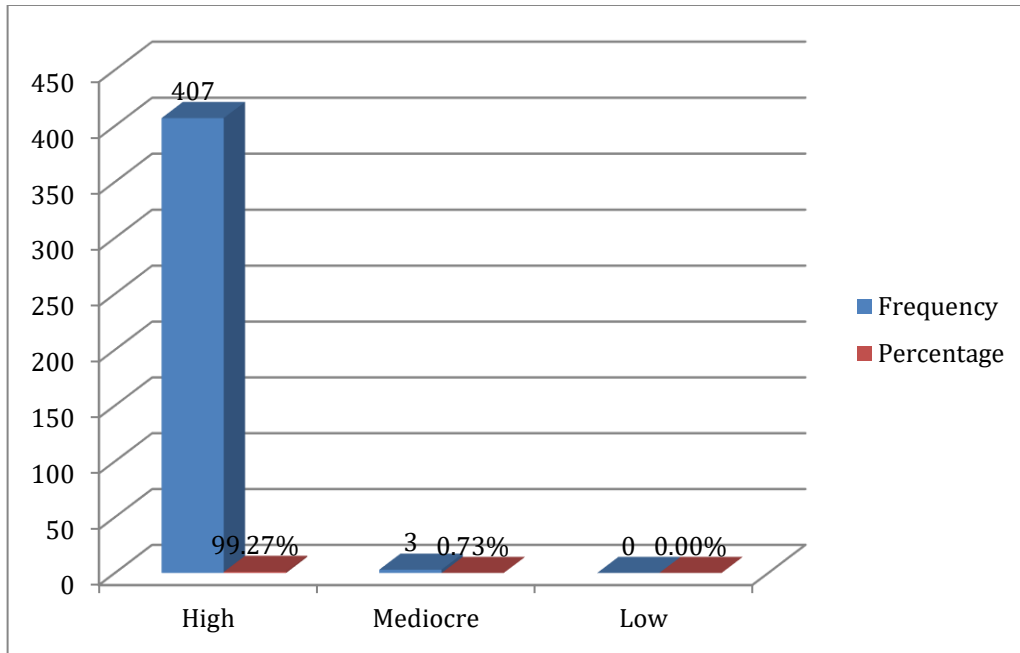
Table 2. Category of Research Subject Score

Category	Frequency	Percentage
High	407	99.27%
Mediocre	3	0.73%
Low	0	0.00%
Total	410	100.00%

The table above illustrates the category of research subject scores based on the number of scores obtained by children. The figure shows that 407 early childhood children or 99.27% scored in the high category, followed by 3 children or 0.73% placed in the medium score

category respectively. The number suggests that 99.27% of children have a high adversity quotient.

To see a clearer picture of the subject's score category, it can be seen in the diagram below.



Furthermore, it is compulsory to pay attention to the differences in the adversity quotient of boys and girls. Based on the results of IBM SPSS Ver. 23 the statistical functions are known as follows:

Table 3. Descriptive Statistics by Gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Adversity Quotient	Male	202	10.4802	.87081	.06127
	Female	208	10.5000	.84556	.05863

Based on the table above, it is known that the number of boys is 202 with an average score of 10.48 and the number of girls is 208 with an average score of 10.50. Thus, it can be concluded that the average score for women is 0.02 higher than the average score for men. However, the difference in this score is quite insignificant.

Furthermore, it is necessary to examine the differences in the adversity quotient of boys and girls according to the adversity quotient dimension covered in the study. The following are the results can be seen in the following table.

Table 4. Descriptive Adversity Quotient Based on Dimensions

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Control	Male	202	2.6337	.51297	.03609
	Female	208	2.6010	.54675	.03791
Origin and ownership	Male	202	2.5545	.56384	.03967
	Female	208	2.5673	.56061	.03887
Reach	Male	202	2.6881	.46441	.03268
	Female	208	2.7019	.45852	.03179

Endurance	Male	202	2.6040	.49029	.03450
	Female	208	2.6298	.48402	.03356

Based on the table above, it is known that the average score obtained by boys and girls in each dimension is insignificant. In the control dimension, the difference in scores obtained by boys and girls is not significant, namely 0.03. In the first dimension (origin and ownership), the difference in scores obtained by boys and girls shows insignificant, 0.01. In the second dimension (reach), the difference in scores obtained by men and women is not significant,

which is 0.02. In the dimension of endurance, the difference in scores obtained by men and women is not significant, which is 0.02.

To examine if there is a difference or not the adversity quotient of men and women, an Independent Sample T-Test was carried out with the help of IBM SPSS. The following are the test results obtained:

Table 5. Different Adversity Quotient Test for Early Childhood

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper	
Adversity Quotient	Equal variances assumed	.187	.666	-.234	408	.815	-.01980	.08477	-.186	.14683
	Equal variances not assumed			-.234	406.597	.815	-.01980	.08480	-.186	.14690

Based on the table above, it is known that t-value = 0.234 is smaller than t-table = 1.96 (0.234 < 1.96) and the significance is 0.666, which is greater than 0.05 (0.666 > 0.05). This shows that there is no significant difference in the adversity quotient between boys and girls.

The Role of Parents on Children's Adversity Quotient

The Role of Parents on the Dimensions of Children's Control

The following is an overview of the role of parents in the growth of early childhood control abilities:

Table 6. The Role of Parents on the Dimensions of Children's Control

Questionnaire	Percentage	Mean	SD	Category
I give an understanding of the bad events experienced by children	86.28%	3.45	0.6	High
I teach children to stay positive about the bad things that are happening right now	84.45%	3.37	0.7	High

The table depicts that the role of parents in providing an understanding of bad events experienced by children is higher than the role of parents in teaching children to think positively about bad events that are currently happening (table 6). However, both are still in the high category and have no significant difference.

The Role of Parents in the Dimension of Origin and Ownership

The following describes the role of parents in the growth of early childhood origin and ownership abilities.

Tabel 7. The Role of Parents on the Dimensions of Children's Origin and Ownership

Questionnaire	Percentage	Mean	SD	Category
I guide the child to accept the problems encountered gracefully	88.78%	3.55	0.6	High
I train children to be responsible by giving children tasks	86.22%	3.44	0.7	High

The role of parents in the ability of origin and ownership of early childhood is in the high category. Parents scored higher in guiding their children to accept the problems encountered with grace training them to be responsible by giving children assignments at home (table 7). However, both are still in the high category and there is no significant difference.

The Role of Parents on the Reach Dimension

The following describes the role of parents in the growth of early childhood Reach abilities.

Table 8. The Role of Parents in the Dimensions of Children's Reach

Questionnaire	Percentage	Mean	SD	Category
I train children to give a positive response to the problems that are happening	90.18%	3.6	0.5	High
I train children to deal with the problems they face so they don't have an impact on their lives	85.55%	3.42	0.7	High

The role of parents in the growth of early childhood reach dimension is in the high category. The role of parents in training children to give a positive response to the problems that are happening is higher than the role of parents in training children to face the problems they face so that they do not have an impact on their lives (see

Table 8). However, both are still in the high category and there is no significant difference.

The Role of Parents on Endurance

The following illustrates the role of parents in the growth of early childhood endurance abilities.

Table 9. The Role of Parents on Endurance

Questionnaire	Percentage	Mean	SD	Category
I regularly invite my children to increase their endurance by exercising	91.77%	3.67	0.5	High
I pay attention to my child's nutritional intake so that they have good endurance	88.96%	3.55	0.6	High

The role of parents in the growth of the endurance ability of early childhood is in the high category. The role of parents to regularly invite children to increase their endurance by exercising is higher than the role of parents in maintaining their child's nutritional intake so that they have good endurance (Table 9). However, both are still in the high category and there is no significant difference.

Discussion

Based on the results of research conducted in 3 public kindergartens, it was obtained that the adversity quotient data of children were in the high category. The study suggests that students scored 87.24% in the control dimension, meaning that children have a tendency to think optimistically, take life lessons or benefit from the difficulties they face. Looking at the level of the child's adversity quotient on the control dimension shows that the COVID-19 pandemic condition has become a common thing according to the child's view. So that the concern for children to carry out normal activities is very low, unlike at the beginning of the COVID-19 that hit

the world. This is indicated by the active participation of children in school activities. However, the positive action that can be seen is that children have a tendency to maintain health procedures.

Furthermore, in the origin and ownership dimensions, the percentage is 85.37%, meaning that children have a good ability to find out the origin of the problems faced by children and children have a high responsibility so that these problems do not affect them. This can be seen from the activities carried out by children when participating in limited face-to-face school activities during the covid 19 pandemic. Children seem to know the origins that cause someone to contract the covid 19 virus, namely indiscipline towards health procedures. Children seem very disciplined in carrying out health procedures recommended by the government. During learning activities, children wear masks, wash their hands regularly, keep their distance from people around them and avoid crowds.

In the reach dimension, the percentage is 89.84%, meaning that children have the ability to evaluate

the problems they are facing. They have the ability to evaluate the impact caused by covid 19. In some cases, children who had tested positive are able to enunciate the impact or symptoms caused by covid 19. This makes the child provide knowledge to other friends so that he and his classmates are more careful by keeping themselves from being affected by covid 19.

Lastly, in the endurance dimension, the percentage is 87.24%, meaning that children have very good endurance. The COVID-19 pandemic that is endemic will certainly threaten the health of children. However, so far, in some cases, children have been found to be vulnerable to being infected with COVID-19, however, the child's immune system is actually stronger to deal with the symptoms caused by the virus.

Based on the results of the study, the number of boys was 202 with an average score of 10.48 and the number of girls was 208 with an average score of 10.50. Thus, it can be concluded that the average score for females is 0.02 higher than the average score for male. However, the difference in this score is quite insignificant. Furthermore, based on the independent sample t-test using the help of IBM SPSS Ver. 23 it is known that there is no significant difference in the adversity quotient of boys and girls.

The results of the research above are in line with research conducted by (Nurzuama, 2019; Lasmono, 2001) which says that the adversity quotient in early childhood is indeed quite good. This is because children are figures who have very high curiosity, so children tend to find out the problems they face and try to find solutions. Furthermore, Asni, et al (2021) stated that the adversity quotient of children during the Covid-19 pandemic was in the medium category, then this could be in the high category after the COVID-19 pandemic.

In essence, each dimension has a significant role to shape the adversity quotient of children, especially during a pandemic like today. Basically, developing a child's adversity quotient can be attained during the parenting period. At this stage of course parents and teachers have a very important role. Listiawati (2019) states that these adversity quotient dimensions can be developed during child-rearing. Parents play a role in developing children's self-confidence, feeling valued, feeling cared for and feeling heard. This will have an impact on the child's ability to learn to what extent the problems they are experiencing have no impact on other aspects of their lives.

Age from birth to 6 years is a golden age, where children experience rapid growth and development as well as high curiosity. Children receive stimulation and respond to everything around them. This period is called a good time to provide stimulation to children. Support from parents and caregivers is very necessary for supporting the growth and development of children. Besides, parents also need to be careful in filtering the information received by their children. Especially information related to covid 19 which is currently endemic.

Risman (2016) stated that parents are closely related to the development of children's adversity quotient. Therefore, parents should be aware that they are not always beside their children. Children must be trained to solve problems from an early age, ranging from simple to difficult things, rise from feelings of disappointment and despair, and grow into strong people.

Based on the findings of this study, the role of parents in growing their children's adversity quotient is already high. This can be seen from the percentage obtained in each dimension of the role of parents in growing children's adversity quotient. In the dimension of the parent's role on the child's control ability, it was obtained 85.37%.

This means that parents succeeded in growing children's control abilities. Parents play a role in providing understanding or explanations to children related to the difficulties they are facing. The COVID-19 pandemic has changed old habits into new habits that are difficult for children to accept if parents do not explain well to children. For example, the importance of wearing masks and washing hands.

Apart from that, the dimensions of the role of parents on the ability of origin and ownership of children obtained 87.50%. This means that parents are able to show their role in the current COVID-19 pandemic by giving good explanations to children regarding where Covid 19 comes from and what is the responsibility of the child so as not to infect the people around him. The data suggests that when taking children to school, parents provide equipment that helps children avoid the transmission of COVID, such as masks, hand sanitiser, etc. It is also seen that parents give advice to children to continue to take care of themselves and others around children. This indicates that parents give a sense of responsibility towards their children so they don't transmit the disease to those around them.

In the dimensions of reach, parents scored 87.87%. This means that parents are able to provide understanding to their children that the COVID-19 pandemic does not mean that children are isolated from the outside world. Children can still carry out activities, as usual, it's just that there are some things that children must obey, namely health procedures. This makes the child not experience a sense of panic and does not distance himself from the world of children's play at school.

In the dimensions of the parent's role in the child's endurance ability, 90.37% was obtained. This means that parents have a very good role in maintaining the resilience of children. Parents in this study regularly invite their children to do

sports activities that help their children's resistance to diseases, especially the COVID-19 virus, which is currently endemic. Parents succeeded in providing an understanding to children that the problems faced by children today are temporary so that children become more confident which has an impact on children's endurance.

The COVID-19 pandemic that has hit the world has had a significant impact on people who do not have good self-restraint. Early childhood has good self-restraint that cannot be separated from the role of parents. Good parenting will encourage children to have a good adversity quotient (Asrop Safi'i, et al, 2021; Hermanto, 2021; Rahayu, A.P., 2021; Solfema, S., 2020; Yazon, A.D., Ang-Manaig, K. , 2020).

CONCLUSION

Based on the results of the study, it is known that the adversity quotient of early childhood is quite high. In the control dimension, the percentage is 87.24% in the high category. In the origin and ownership dimensions, the percentage is 85.37% in the high category. In the reach dimension, the percentage obtained is 89.84% in the high category. In the endurance dimension, the percentage obtained is 87.24% in the high category. Children's high adversity quotient is in line with the role of parents. Based on the results of the study, it is known that the role of parents in increasing the child's adversity quotient is classified as good with a percentage obtained 87.78%.

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