

Adversity Quotient and Employability in Fresh Graduate

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Abstract: Employability is important because it can increase an individual's opportunity to get a job. One of the factors that can influence employability is fighting power or commonly called adversity quotient. This study aims to determine the correlation between adversity quotient and employability in fresh graduates. The method used is a quantitative method with a non-probability sampling technique. A total of 336 fresh graduates aged 20-25 years who do not have a job or have not worked for a period of two years after graduating. Data collection was carried out using the adversity quotient scale ($\alpha = 0.889$) and employability development profile ($\alpha = 0.932$). This study was analyzed by the Product-Moment Correlation technique. The results showed that there was a correlation between adversity quotient and employability in fresh graduates with correlation coefficient $r = 0.556$ ($p = 0,000$), so it can be concluded that the hypothesis in this study was accepted. The relationship is also positive, which means that the higher the adversity quotient, the higher the employability of fresh graduates.

1 INTRODUCTION

Unemployment in a country is the difference between the labor force with the use of labor required (Sugianto, 2006). Indonesia's unemployment data between 2009-2013 explained that the number of unemployed in Indonesia declined from the year 2009 to 2012, but again there was an increase in 2013 from 7.24 million to 7.39 million people. Similarly, National BPS Socio-Economic Data showed that in the period of August 2015 Aceh held the highest unemployment rate in Indonesia (Institute for Development of Acehese Society, 2015).

According to BPS unemployment is divided into the highest educational level attained. Unemployment data according to the highest education level attained in Aceh shows that the diploma I/II/III/Academy/University graduates is an education group with an unemployed rate that increases every year. Based on the data, diploma I/II/III/Academy/University graduated unemployment increased from the previous year so that in 2014 reached 29.836 people. Department of Employment and Population Mobility (Disnakermobduk) Aceh said that the number of unemployed bachelor in the province reached 17.498 people (9.14%) (Disnakermobduk, 2015). This proves that the university cannot guarantee that all of

its graduates to be absorbed in the working world. In line with this, according to Sinarwati (2014), one indicator of a university's success is if its graduates are able to meet labor market demand and is absorbed into the working world.

The working world does not only choose candidates who have the academic skills (hard skills) but also accompanied with good soft skills, so that it will produce human resources with maximum skills (Sinarwati, 2014). According to Sailah (2007), universities only provides an average of 10% soft skills in the curriculum and the remaining is hard skills, while the needs of the working world is inversely related to the development of soft skills in universities, which is that they want 80% soft skills and only 20% hard skills. Universities are expected to improve soft skills and hard skills of students in a balanced portion so that it meets the requirements sought out by employers.

Higher education should be able to improve the quality of individual resources to get jobs more easily to improve economic levels (Basrowi & Juariyah, 2010). However, in reality scholars still contribute to the high percentage of unemployment. The large number of unemployed college graduates also shows the quality of education that is not in accordance with the needs of the industry (Purnamasari, 2017).

The Careers Group (2010), mentioned some of the skills and qualities sought out by employers, namely adaptation or flexibility, analytical ability, understanding of the business or organization, commercial awareness, initiative, interpersonal sensitivity, Information and Technological ability (IT), leadership qualities, numerical skills, planning and prioritizing, presentation skills, project management, self-awareness, self-led learning, teamwork, and written communication so that each candidate is expected to have several of said skills in order to facilitate their job search. Buhrmester, Furman, Wittenberg, and Reis (1998) also said that someone who is competent is characterized by the development of the ability to take the initiative in starting interpersonal relationships, ability to open up, the ability to be assertive, ability to provide emotional support, and the ability to resolve conflicts that may arise in interpersonal situations. Pool and Sewell (2007) states that interpersonal skills is one of the main aspects of employability.

Employability is having a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful (Pool & Sewell, 2007). While individuals with low employability will have a smaller chance of getting a chance. This is due to the competency it has has a greater gap with the needs of the workforce. Individuals who have a fairly low employability can be seen from the confusion in determining the steps that must be taken after graduating and getting a degree, then competing with many other scholars who first graduated and were not working or still unemployed (Yunita, 2013). Employability of senior college student is important because although it does not guarantee the certainty of employment, but a high level of employability increases individual's chance to obtain a job (Fugate, Kinicki & Ashforth, 2004). Individuals are said to be eligible to be employed if the individual can effectively deal with demands in his environment (Chan, 2000). This is because employability is an important thing to study in early adulthood (fresh graduate), because at this time individuals begin to set goals, make decisions about the work to be occupied, and think of strategic ways to achieve these goals (Shulman & Nurmi, 2010). For the sake of realizing future planning, ideas, ideas, ideals, and desires that have been planned in advance (Stoltz, 2005).

Pool and Sewell (2007) states that the model employability can be used by senior college students to develop their working abilities. Papalia, Olds and Feldman (2008) also said that senior college student's

level of development is characterized by the ability to make a decision on the preferred job or career. Pool and Sewell (2007) state that employability can be interpreted as the ability to have expertise, knowledge, understanding and personality that makes a person able to choose and feel comfortable with their work so that they become satisfied and ultimately achieve success. Employability can also influence success in carrying out work so that it is more maximal (Saputro & Suseno, 2010). Then it can be said that the employability referred to here is a skill that is practical, technical and directly leads to what is intended to be his job, because with appropriate and adequate skills the task can be completed correctly.

According to Hogan, Chamorro-Premuzic and Kaiser (2013) one of the factors that can influence employability, namely individuals to have high motivation, willing to work hard, and have fighting power or commonly called adversity quotient. Companies need employees to have a high adversity quotient when the company is in good condition and when it is in a bad condition. This is due to increasingly fierce business competition (Joewono, 2009).

Kendawati and Jatnika (2010) explain that individuals must improve work readiness in order to be able to compete in the world of work, namely by having a future orientation, good ability, high self-confidence in order to realize future planning and the necessary and necessary steps also business. These efforts are useful for making important breakthroughs so that success becomes real (Agusta, 2015).

Stoltz (2005) says that success in work and life is primarily determined by the effort and persistence to realize ideas, ideas, ideals, and desires that have been planned in advance or what is called the term adversity quotient. Handaru, Parimita, and Mufdhalifah (2015) say that adversity quotient can be described as a person's ability to respond to obstacles and difficulties through his intelligence in managing, acting, and then being able to use them as opportunities. Adversity quotient is formed through the learning process obtained from childhood to adulthood (Zainuddin, 2011). So that the high demands in the world of work cause AQ is needed for prospective workers to survive facing difficulties and achieve success (Alfiyah, 2012).

From a number of exposures above, researchers felt the need to examine the problems in this study related to the relationship between adversity quotient and employability in fresh graduates. Specifically, this paper intends to answer the following research questions "is there a relationship between adversity quotient and employability in fresh graduates?"

2 LITERATURE REVIEW

2.1 Adversity Quotient

Stoltz (2000) defines adversity quotient is how far individuals are able to withstand difficulties and have the ability to overcome them. Furthermore Stoltz and Weihenmayer (2012) explain that adversity quotient is a measure of how individuals respond to all types of difficulties or react to the world around them. In accordance with the definition of Stoltz, Phoolka and Kaur (2012), AQ is a person's ability to overcome difficulties and obstacles in his life. *Adversity Quotient* has four sub-sections or dimensions: C, O2, R, and E. C (control) refers to the amount of perceived control one has over an adverse event or situation. O2 (origin and ownership) refer to how a person searches for the cause of the adverse events and to the degree to which an individual is willing to own the outcome of the adverse action. Owning the outcome reflects accountability. R (reach) is a manifestation of how far the adversity reaches into other aspects of an individual's life. Lastly, E (endurance) is the measure of endurance, which reviews how long the adversity and its causes will last in one's own life (Stoltz, 2000).

2.2 Employability

According to Hillage and Pollard (1998) employability can be interpreted as the ability to get a job, keep a job and get a new job if needed. Yorke and Knight (2006) define employability as a set of achievements which includes skills, understanding and personal attributes that better enable graduates to find jobs and succeed in their work choices and benefit themselves, the workforce, the community and the economy as a whole. Pool & Sewell (2007) defines employability as the ability to have expertise, knowledge, understanding and personality that makes someone able to choose and feel comfortable with their work so that they become satisfied and ultimately achieve success. Employability according to Rothwell and Arnold (2007) focus on the ability and other attributes possessed by individuals to be able to find work and survive in the work they have now. According to Yorke and Knight (2006) defines employability as a set of achievements covering skills, understanding, and personal attributes that enable graduates to find jobs and be successful in their work choices and benefit themselves, labor, society and the economy. overall. According to Hillage & Pollard (1998) employability is defined as

the ability to get a job, keep a job and get a new job if needed.

3 RESEARCH METHOD

This study uses a quantitative research method with a type of correlational research. Respondents taken in this study were fresh graduates, totaling 336 subjects with the following characteristics: (a) fresh graduates aged 20-25 years (S1/bachelor), (b) did not have a job or had not worked for a period of two years after graduation, Because they want to examine the work readiness of a fresh graduate, and based on research from Al-Zoubi (2016), it is said that fresh graduates are individuals who have just finished studying for a maximum of two years and have not worked yet. (c) willing to become research respondents.

3.1 Method of Collecting Data

The method of data collection in this study uses two scales. The adversity quotient scale is designed and compiled by researchers based on the dimensions of adversity quotient proposed by Stoltz (2000), using a Likert scale assessment score consisting of four answer choices, the question is made so that people think, do not be neutral or not opinion. While the employability scale uses the adaptation scale of the Employability Development Profile (EDP) developed by Pool and Sewell (2015). Sampling in this study was conducted using incidental sampling techniques. Data collection in this research is carried out online by sending a broadcast containing a link / link to direct the subject to fill the scale found on the Google form. Broadcast is sent to friends, relatives, and acquaintances by including self-identity and information about research through WhatsApp, Instagram, Facebook and LINE.

3.2 Data Analysis

Data analysis was done using parametric methods namely Pearsons Product Moment Correlation using SPSS version 22:00 for Windows. The analysis is used because the data is normally distributed.

4 RESULT

The results of the normality test using Kolmogorov Smirnov show that the data on the scale of Adversity Quotient and Employability are normally distributed.

At the scale of Adversity Quotient of significance value (p) = 0.114, and on the Employability scale the significance value (p) = 0.069. Significance values that are above 0.05 on both scales can be interpreted that the data of this study has a normal distribution of data. Furthermore, the linearity test of adversity quotient with employability shows a linear relationship that is (p) 0,000 < 0,05.

The results of the analysis show a significance value (p) = 0,000 less than 0.05. This shows that the research hypothesis is accepted, namely there is a relationship between adversity quotient and employability in fresh graduates. The results of the analysis of this study also showed that the value of correlation coefficient (r) = 0.556. The relationship is also positive, which means that the higher the adversity quotient, the higher the employability of fresh graduates. Conversely, if the lower adversity quotient will be the lower employability for fresh graduates.

This research was conducted on fresh graduates aged 20-25 years both for women and men. The total sample is 336 subjects. The division of categories of respondents used by researchers is level categorization (ordinal). The purpose of this categorization is to place individuals into groups whose positions are tiered according to a continuum based on measured attributes (Azwar, 2013). The division categorization on adversity quotient variables consists of high, medium and low categories. After getting score categorization, the categorization on the adversity quotient scale is as follows:

Table 1: Adversity quotient categorization at Fresh Graduate

Ordinal Category	Category	Total	%
$X \geq (\mu + 1,0 \sigma)$ $X \geq (67,5 + 15,5)$ $X \geq 81$	High	53	15.8
$(\mu - 1,0 \sigma) \leq X < (\mu + 1,0 \sigma)$ $(67,5 - 15,5) \leq X < (67,5 + 15,5)$ $54 \leq X < 81$	Medium	236	70.2
$X < (\mu - 1,0 \sigma)$ $X < (67,5 - 15,5)$ $X < 54$	Low	47	14.5

While for the Employability variable, based on the description of the research data, the distribution of subject categories used by researchers is a

consideration of standard errors in measurement. The standard error consideration in measurement is the error standard deviation that shows the magnitude of the measurement error variation in a group of subjects (Azwar, 2013). This categorization uses mean values or mean values as category boundary values. A score greater than the mean is diagnosed as low. Based on the results above, it can be determined in and compiled categorization, the researcher conducted a score category for each research subject in each the research variables can be seen in the following table:

Table 2: The categorization of the Employability Development Profile in fresh graduates

Score	Categorization	Jumlah	%
$X < 101$	High	302	89.9%
$123 \leq X \leq 101$	Uncategorizaed	30	8.9%
$X > 84$	Low	4	1.2%

5 DISCUSSION

This study was conducted to determine the relationship between adversity quotient and employability in fresh graduates. The results of the correlation test of the adversity quotient relationship with employability showed a significance value of $p = 0,000$ ($p < 0.05$) and the correlation coefficient (r) = 0.556. The results of the analysis of the research that has been conducted, it was found that there is a positive relationship between adversity quotient and employability.

This shows that the results support the concept and results of previous studies as revealed by Wibowo and Suroso (2016) that there is a significant relationship between adversity quotient and job readiness. Adversity quotient can be used to help individuals strengthen their abilities and perseverance in facing the challenges of everyday life, while adhering to the principles and dreams that are the goal. Rasyida (2013) states that individuals who have adversity quotient can increase individual employability while at work. This is because adversity quotient is the ability to change barriers into opportunities for success in achieving individual goals in overcoming the difficulties that will be faced in the world of work.

According to Hogan, Chamorro-Premuzic and Kaiser (2013), adversity quotient is one of the factors that can affect employability. Individuals who have employability are characterized by good skills in the individual, such as the ability to initiate in starting interpersonal relationships, the ability to increase understanding of the world of work such as knowing

work that is in accordance with the abilities possessed and the ability to manage emotions well and the ability to overcome conflict arises in interpersonal situations. Pool and Sewell (2007) say interpersonal skills and skills are the main aspects of employability.

The research results of Agusta (2015) also state that the higher the adversity quotient in individuals, the higher the ability of individuals to improve their understanding of the world of work, such as knowing the work that suits their abilities. This is related to one component of employability, which is degree subject knowledge, understanding and skill which means the ability and understanding of individuals because job prospects require skills that are in accordance with the field of study so that scholars will feel satisfaction and achieve success at work.

Research conducted by Tian and Fan (2014), said that adversity quotient has a positive relationship with career adaptability in individuals. Furthermore, the ability to overcome obstacles is essential for individuals to adapt well. Then the high demands in the work world cause adversity quotient is very necessary for prospective workers to survive facing difficulties and achieve success (Alfiyah, 2012).

Furthermore, Hogan, Chamorro-Premuzic and Kaiser (2013) stated that one of the factors that can influence employability is adversity quotient. The results of this study indicate that there are 8.89% of 302 fresh graduates who have a high level of employability. High employability will be reflected through confidence (Pool & Sewell, 2007). The results of this study indicate that there are 8.89% of 302 fresh graduates who have a high level of employability. High employability will be reflected through confidence (Pool & Sewell, 2007). High employability is caused by activities that are followed by individuals so as to increase their abilities and experience (Saputro & Suseno, 2009). One of the activities that can increase the ability and experience is to follow the organization. As research conducted by Rahmatika (2018) who has organizational experience has a higher employability compared to individuals who do not have organizational experience. According to Pertiwi, Sulistyawan, Rahmawati and Kalsum (2012) individuals who organize will have leadership abilities, manage time, expand networks, hone social skills, problem solving and conflict management which are one component of employability, namely generic skills. While individuals who do not organize are more concerned with academic achievement, because many organizational activities can hamper academic work and prioritize organizational activities (Ilyana, Utami & Mulyawati, 2015).

High employability is caused by activities that are followed by individuals so that they can improve their abilities and experience (Saputro & Suseno, 2009). One activity that can improve capabilities and experience is to follow the organization. As research conducted by Rahmatika & Aprilia (2019) who has organizational experience has higher employability compared to individuals who do not have organizational experience. According to Pertiwi, Sulistyawan, Rahmawati and Kalsum (2012) organizational individuals will have leadership abilities, manage time, expand networks, hone social skills, problem solving and conflict management which is one component of employability, namely generic skills. While individuals who do not organize prioritize academic achievement, because many organizational activities can hinder the execution of academic tasks and prioritize organizational activities (Ilyana, Utami & Mulyawati, 2015). Both students who are a member of an organization and those who are not had the lowest percentage on the Experience work / life component. This indicates that the experience gained by the students in the student organization has not fully provide an overview of the working world in the future. According to the Directorate General of Education and Student Affairs, the Ministry of Research, Technology and Higher Education of the Republic of Indonesia (2015), the Asean Economic Community (AEC) demands a quality development and improvement of the national labor force and equivalent qualifications with foreign labor force is one of the challenges faced by the government. Therefore, universities must put together an education program that refers to the Indonesian National Qualifications Framework (INQF) which aims to get graduates ready to work. INQF is the embodiment of quality and identity of Indonesia, which equalizes and integrate the education, training and work experience to produce a qualified and productive national human resource.

Organizational experience will help improve individual adversity quotient, because individuals who have organizational experience will have more difficulties because besides having to face academic difficulties, individuals also have to face difficulties in the organization so that individuals will increase their fighting power compared to individuals who have no organizational experience. In addition, individuals who have organizational experience will also be more courageous in making decisions, communicating in public, and having leadership skills at work (Rachmadi & Aprilia, 2018).

According to Agustian (2001) organizational activities are able to improve adjustment so that

individuals become skilled in social relationships. When individuals have good social relationships, emotional intelligence will get better (Gurnasih & Budiyo, 2016). Emotional intelligence is one component in employability (Pool & Sewell, 2007).

The results showed that there were 4 fresh graduate subjects (15.5%) who had low employability, meaning that individuals who had low employability were individuals who did not understand their abilities. According to Krisnamurti (2017) the low employability is actually determined by the individual himself. Another factor that can affect the low employability is the limited number of businesses / industries in Aceh which makes it difficult for fresh graduates to find work.

Based on the waiting period of graduates at Syiah Kuala University for 6 months, and based on demographic data the majority of fresh graduates who are unemployed as many as 278 subjects are still waiting to get a job, while 58 other subjects have exceeded the waiting period set by the University. High and low levels of individual work readiness in general can be seen from the waiting period to get a job and its ability to work in accordance with the field of expertise and demands of the workforce it faces (Ihsan, 2017).

There are several factors that affect employability according to Stevani and Yulhendri (2014), namely factors from within (internal) and factors from outside of self (external). Factors in themselves include intelligence, skills, abilities, interests, motivation, health, psychological needs, personality, and ideals. While external factors are the family environment, opportunities for advancement, colleagues and income. Furthermore, Hogan, Chamorro-Premuzic and Kaiser (2013) mentioned that one of the factors that can affect employability is adversity quotient.

Sumanasiri, Yazid and Khatibi (2015), employability does not guarantee employment but increases opportunities to find suitable jobs. Employability is found in individuals as an effort to have the skills needed at work, so that individuals can compete in the world of work (Baiti, Abdullah & Rochdowati, 2017). This is in accordance with the opinion of Stoltz (2005) saying that with good adversity quotient will reduce the level of work unpreparedness in each individual. Individuals who have a good fighting spirit can increase their work readiness.

6 CONCLUSIONS

This study aims to determine the relationship between adversity quotient and employability in fresh graduates. The results of this study indicate that there is a positive relationship between adversity quotient and employability, which means that the higher the adversity quotient, the higher the employability of fresh graduates. Conversely, if the lower adversity quotient will be the lower employability for fresh graduates. So it can be concluded that the hypothesis in this study was accepted.

The weakness of this study is that the researchers did not explore further related to respondents who could only fill in one research questionnaire so that no one filled more than one questionnaire. The researcher also did not include the criteria for fresh graduates who had graduated during the last two years at the time of initial information but were included in the demographic data section. The next researcher who wants to do it online (in the network) must inform the respondent's criteria clearly at the beginning of the questionnaire or in the preface which is in the research questionnaire, and the next researcher must be able to ensure that each respondent can only fill one research questionnaire so that no one completes more than one questionnaire. The next researcher is very possible to conduct research related to both adversity quotient and employability variables, because research sources with the same variables are still lacking and are expected to conduct deeper research on other factors to increase individual employability. Such as interests, talents, and knowledge related to employability in individuals to get findings that have more closeness to relations with employability in individuals. Further research is suggested to be able to explore more about adversity quotient and employability owned by other populations besides fresh graduates, for example for students or individuals who have worked.

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