

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

The change in the use of technology for the benefit of society as a whole is driven by the evolution of the period influenced by digitalization. Higher education institutions around the world have adopted digital technology is important part of their curriculum and learning methods. Used of technology like Learning Management Systems, multimedia, mobile applications, and e-learning platforms has become increasingly common. Based on the University report, one of the main gateways to preparing for the workforce is not only national but also international in the future. Technological advances that drive digitalization also affect student learning patterns. Moreover, today's education is faced with increasingly complex and diverse demands, this is of course in line collaborate development advanced science and technology. For this reason, The design aims to enhance a emotional character of students because later it will affect the environment in the future when in the world of work. As stated by World Economic Forum (2016), social emotional intelligence underlines Some capabilities along with characteristics that have significance important for students, especially in 21st century that will entering the global workforce later. The report provides results on a meta analytic study on the link between social emotional learning and academic performance that noted an 11% can improve that academic achievement for students who received social-emotional learning training. In general, the introduction of more advanced and creative technological developments can encourage universities to provide a learning environment that is easily accessible and understood by students. However, behind the positive things that can be provided from digital learning access, there are also negative things behind it that have an

impact on students emotional intelligence because they are accustomed to digital learning provided by universities.

Emotional intelligence (EI) is individual's capacity to perceive, utilize, and manage emotions through successful interpersonal communication. One study that discussed the correlation between EI and social behavior can spotlight that on students with good EI balanced performed more better than who were frustrated and this resulted appear more concerned and fully involved with education behavior (Afzal & Afzal, 2016). In university level, academic performance is an important factor that can indicate not always give student university success but also in predicting future career and work results. Research found a relationship Among academic achievement and beginning early career planning (Fuad & Amin, 2024). related to academic involvement in college has an impact on Starting Career Income (Hu & Wolniak, 2013). By helping in the management of stress and adversity, these psychosocial skills have the potential to change academic and professional outcomes. Therefore, students, in addition to understanding emotional intelligence (EI), must also have Adversity Quotient (AQ) to be able to face various problems when faced with rapid digitalization changes or digitalized learning systems in the future. More coping strategies and better academic stress management can be developed by students. People who do not have adversity intelligence will always depend on others, As stated by (Hurlock, 2000), People who do not have adversity intelligence will always depend on others (for example parents and peers). Those cannot take the initiative and fight hard when facing challenges. Ultimately, adversity intelligence also has an impact on academic performance, daily learning, and individual student achievement.

Followed by Goleman's theory (1998), The four elements of the Emotional Intelligence (EI) model like Motivation is classified as an internal component of self management, with self awareness, self regulation, social awareness and social skills. Based on the model put forward, the first three elements are related to personal abilities, while the last two are involved in social

abilities. An important aspect in learning carried out by students is to be able to understand themselves and others, followed by growing the ability to manage themselves and engage with others. When as a student is unable to understand themselves, to survive and find solutions when under pressure from assignments, group presentations or when they are going to take exams, they will have difficulty. Those who can solve problems more efficiently are more likely to control the situation and succeed (Fuad & Amin, 2024). This important for students to also learn about Adversity Quotient (AQ) in order to bring out the potential of the best performance for academic or social. Other studies was revealed the influence of adversity quotient inside working life, such as Huijuan revealed that adversity quotient can be affects performance of the student (Huijuan, 2009).

EI and AQ are emotional skills that are part of the new social contract for education. The two areas of emotional and social skills complement each other because personal skills determine how we manage ourselves and social skills determine how we manage relationships with others. Emotional Intelligence has also been shown in recent research to significantly improve students' academic performance and overall psychosocial well-being by improving communication, motivation, resilience, and self-efficacy while decreasing academic stress. Goleman, (1998) four-competency model was expanded to include a fifth competency, responsible decision making, by the cooperation for Social, Emotional, and Academic Learning, creating new EI competency model. Emotional skills are an integral part of the social contract for education. This talent requires the ability to make wise decisions about one's behavior and interpersonal relationships. EQ has a profound impact on students' personal well-being and success, claim (Nelson et al., 2017). They argue that emotional intelligence makes students better able to navigate the demanding and complex college environment. Successfully navigating the academic world allows people to focus on their academics and achieve academic

success. Relationship between educational systems and EI is directly related for the capacity to help students survive in college. The goal of education, especially in higher education, is to foster the growth of EI as an essential component of human development and to enhance future societal and personal well-being.

The impact of research on social learning programs and emotional intelligence has gone beyond the realm of education. Academic achievement is the primary goal of most of these initiatives. Sequential emotional intelligence education methods that allow for reflection and appropriation of learning are more successful than methods that do not promote self-regulation, according to Garcia Martínez et al. In this way, EI and academic performance are closely related.

Engin, (2017) Affirming that students who have a capacity to empathize with better along with decide their emotions are better prepared for online learning and little tend to be distracted by them. Therefore, they will perform better academically in an online learning setting (Artino & Jones, 2012). What is particularly troublesome when it comes to online self-control is the ability of students to concentrate on the task at hand while avoiding distractions from video games and social media (such as Instagram or TikTok). Since the majority of study on the subject has focused on particular emotions and was carried out in conventional face to face learning settings, it is crucial to examine the relevance of emotional competency in online learning environments. Additionally, research has demonstrated a strong correlation between students preparedness for digital learning and their academic performance in settings of Studying online (Davies & Graff, 2005).

Flexibility and accessibility are two benefits of digital learning, but there are drawbacks as well, including a lack of technical know-how and equipment, a lack of confidence in instructional strategies, course materials that are incompatible with the new system, issues with internet access, and system limitations (Maatuk et al., 2022). This vulnerability is significant

because it has the potential to harm kids' well-being and academic progress, as well as cause psychological and physical difficulties. IQ, socioeconomic status, motivation, social interaction, teacher-student connections, parent participation, and personality are just a few of the numerous factors previously related to student academic progress. In Indonesia, practically all colleges use blended learning method that includes both face to face learning (offline) also online assignments via a particular website. Students and instructors must able to effectively engagement with technology and the digital learning environment. As a result, the most important function of creating learning is for teachers to participate With the conception throughout implementation among the academic process. Although individual differences among students may exist and are influenced by other elements such as personality or cognitive abilities, emotional intelligence is a characteristic that directly and indirectly affects students' academic performance. Stress and anxiety are the most common negative emotional states faced by students, according to field data. Naturally, having sufficient emotional intelligence helps to stop the emergence of tension and worry.

A study conducted by the World Economic Forum in 2020 showed that EI of the most fundamental abilities needed in the future world of work. In the report "The Future of Jobs", EI ranked sixth on the list of skills most sought after by companies. This shows that EI is no longer just an ordinary skill, but a core competency that digital leaders must have (Nasution et al., 2023). In some cases, Students today also have to be fast adaptable even though they are not yet psychologically ready. Quoted from previous research which revealed that adversity quotient affects students' adaptability (Rahayu, 2021). Meaning that in addition to having good EI skills, AQ is crucial for the sustainability of college students, especially if they are exposed to a lot of pressure and demands, they will find it difficult to find ideal solutions according to conditions full of digitalization. Moreover, according to Phoolka, (2012) Adversity Quotient (AQ) is a very useful attitude when someone needs to face various challenges and problems in

their daily life. This will be closely related because after being in college, students will face the world of work which presents more problems and big challenges.

**Table 1.1 GPA data for management students for the odd academic year 2024/2025**

No	Year of Entry	Average GPA	Higher GPA	Lower GPA
1.	2021	3.60	3.94	2.05
2.	2022	3.56	3.97	1.33
3.	2023	3.45	3.96	1.22

The GPA data table for Andalas University's undergraduate Management students in 2021, 2022, and 2023 shows that each class has a different GPA, ranging from highest, lowest, and average. This could be due to different learning experiences in each class. The 2021 class got full e-learning classes, the 2022 class utilized hybrid class learning, and the 2023 class got either offline and e-learning. According research from Zuraida & Zuraidah, (2018) Learning not only requires intellectual, emotional, and social intelligence but also intelligence to overcome obstacles. Adversity quotient is also needed for students in carrying out tasks and facing problems in the world of lectures. Because every individual must always have their own problems and students must be strong, tenacious, resilient, intelligent if they are to properly handle challenges. Although, each individual has a different level of adversity quotient (AQ). There are high, medium or low.

Quoted from Stoltz, (1997) someone with high AQ will be able to confront problems, motivate self, have good humor and try to get the best in life, they tend to move everything. While someone with low AQ has the characteristics of low levels of motivation, energy, performance, and perseverance. If it is likened to before the arrival of stress, anxiety, or ignorance about doing a task or exam, each individual must have strong motivation and high

perseverance to complete the task or exam without giving up on the situation. Adversity quotient is useful for helping individuals adhere to the principles that are the goal to strengthen the ability and perseverance of individuals in facing and overcoming existing problems. Emotional intelligence and adversity quotient are two interconnected factors that can affect the psychology and mentality of individuals which can affect academic achievement. Because basically the factor of high or low individual ability to have adversity quotient is emotional intelligence. In previous studies, there have been several studies Considering the bond among EI, AQ and Academic performance, locally or internationally journals.

**Table 1.2 Pre Survey**

No	Question	Answer	Conclusion
1.	How is your experience in using digital platforms for learning? Do you feel that this technology provide things easy as possible difficult for you to understand the lecture material?	<p><b>Responden 1 Male (2021):</b> really like using digital platforms because learning becomes more efficient so that learning output is of high quality. It also makes it easier because of the range of academic materials or terms that can be used for learning.</p> <p><b>Responden 2 Female (2021):</b> Orientation experience to learn more significantly in using digital platforms because they get direct references and tutorials. Motivated when people are busy using digital platforms so they want to try it too. More often looking outside the campus because access from the campus is still limited for digital platforms, the use of technology makes it easier to access learning.</p> <p><b>Responden 3 Male (2022):</b> have a good experience because finding learning materials is easier using the website for reference. It's just constrained because not all websites are easy to access. Sometimes using video learning,</p>	<p>Both respondents from the 2021 class agreed since usage of digital tools has significance increases the efficiency and quality of the learning process. Limited access in the campus environment actually encourages them to seek learning resources outside through technology, so that digital platforms become an important bridge for the smoothness and depth of their learning.</p> <p>Both respondents from the class of 2022 described that digital platforms make it easier to access and understand learning materials. They agreed Therefore</p>

		<p>for example YouTube, to be able to better understand the material, especially in the subject of calculations. Makes it easier to help explain the material.</p>	<p>technology of digitization fulfills a central part for complementing material gaps &amp; deepening their academic understanding.</p>
		<p><b>Responden 4 Female (2022):</b> very helpful because it makes it easier to access materials because sometimes the department website does not provide complete materials for some courses.</p>	
		<p><b>Responden 5 Male (2023):</b> the use of digital websites has faculty like ilearn feb which provides an experience of ease and smoothness in the learning process. In addition, online communication via chat groups that make sharing learning tutorials easier and ebooks provided by lecturers are quite helpful.</p>	<p>Both respondents from the class of 2023 praised the role of digital platforms in facilitating learning and collaboration. They also mentioned the obstacle of paid note-taking applications. They agreed that the digital ecosystem on campus improves ease of access, communication, and repetition of material, although there is still room for improvement.</p>
		<p><b>Responden 6 Female (2023):</b> very helpful, especially for group work that can facilitate communication. The materials that the lecturer gives and the ilearn website that can be accessed. The notes application on the cellphone that can record the lecturer's explanation to be repeated. Although the application is still paid. The effect is because there is no minimum group discussion so that the material that is understood during the presentation is not complete.</p>	
<p>2.</p>	<p>What do you generally do when you're feeling nervous, irritated, or unmotivated during the learning process?</p>	<p><b>Responden 1 Male (2021):</b> need time to calm down with hobbies like dancing or reading books when there are negative emotions. Because it is not a type of work under pressure. Including</p>	<p>Class of 2021 showed good emotional regulation skills by utilizing enjoyable activities outside of the academic context. They</p>

	<p>Are you able to control these feelings effectively?</p>	<p>being able to control these emotions because they can be aware of emotions</p>	<p>agreed that the “me time” strategy was effective in helping them maintain emotional balance during the learning process.</p>
		<p><b>Responden 2 Female (2021):</b> definitely will not touch things related to lectures and hang out to relieve thoughts plus listening to songs. Still able to overcome negative emotions in the learning process.</p>	
		<p><b>Responden 3 Male (2022):</b> divert your mind by opening something unrelated to lectures. Don't think too much about the negative emotions because you can control them by distracting yourself with other activities or trying to brainstorm with friends.</p>	<p>Class of 2022 displayed different but equally effective strategies for managing emotions. The male respondent used positive distraction and collaboration, while the female respondent used self-discipline.</p>
		<p><b>Responden 4 Female (2022):</b> tend to force themselves to stay focused when studying or going to class. Even though there are shortcomings later in the class. Can control to minimize bad things from happening.</p>	
		<p><b>Responden 5 Male (2023):</b> while emotions come when free time can go for a walk to buy food or more to me time. Then sometimes like to evaluate myself about the purpose of this college. Feeling capable and accustomed to controlling these emotions.</p>	<p>Class of 2023 respondents used physical activity and self-reflection to manage negative emotions. Both relied on changes in environment and light activity as emotion regulation strategies, although their effectiveness may vary depending on the situation.</p>
		<p><b>Responden 6 Female (2023):</b> usually go for a walk around the city. In some situations can be controlled but some situations can not be controlled because of being provoked by problems.</p>	
<p>3.</p>	<p>Tell me about a time when you faced adversity in college. What was your first</p>	<p><b>Responden 1 Male (2021):</b> moments when having many responsibilities makes it difficult to pursue academics. It feels heavy</p>	<p>respondents from the class of 2021 described academic challenges arising from the</p>

<p>reaction, and how did you overcome it?</p>	<p>in the middle of the semester because you feel under high pressure according to expectations. Trying to control yourself well, especially in emotions, especially in the part about external difficulties.</p>	<p>pressures of external responsibilities and expectations, while demonstrating resilience in dealing with them. Both demonstrated good emotional control and high endurance: they were able to withstand initial pressure and continue to take positive action despite obstacles.</p>
	<p><b>Responden 2 Female (2021):</b> when I want to take part in a competition but are looking for friends to invite to form a team to take part in the competition because some students of the 2021 class in the early semester still do not want to take part in the competition and want to focus on studying. The initial reaction is of course annoyed because students are not yet aware of self-development and access and facilities and try to continue looking even though they have been at the point of feeling tired, but they keep trying.</p>	
	<p><b>Responden 3 Male (2022):</b> when some materials cannot be accessed or there are communication problems with lecturers that make you confused when you want to take a test or study. There is a little disappointment because of the difficulty of studying. The way to overcome this is with friends to create a discussion group to study together. Ask your seniors beforehand too.</p>	<p>Class of 2022 respondents demonstrated resilience strategies when facing academic difficulties related to accessing materials and adapting to new demands.</p>
	<p><b>Responden 4 Female (2022):</b> when transitioning from high school to university, tend to be told to study, submit assignments by yourself and pay attention to your own grades. Feeling disappointed</p>	

		and blaming yourself for being negligent in studying. The way to overcome this is to see the deadline of the assignment and be proactive when working in a group.	
		<p><b>Responden 5 Male (2023):</b> The initial reaction was shocked because as a student you have to finish everything about learning by yourself and understand it yourself. Group assignments have difficulty completing optimally because team members are less willing. Plus the lecturer suggested to increase the level when in high school with university. Try to be more proactive to be able to start first.</p> <p><b>Responden 6 Female (2023):</b> shocked when I got a score that was far below my friends because I felt present, active, and did my assignments in class. Tried to reach out to the lecturer to improve my score, even though I didn't know if it could be improved or not. So I just gave up.</p>	Both respondents from the class of 2023 expressed initial surprise when faced with the demands of higher academic independence in college. Both showed an initial stage of “shock” to the change in academic load. For male respondents tried various proactive strategies to. while female respondents tried to be able to clarify course grades.
4.	What do you think has had the greatest influence on your academic success so far?	<p><b>Responden 1 Male (2021):</b> The first is the purpose and intention of studying, because when you have a reason why it must be done, you have a definite path. The second is self-efficacy because you feel that when you prove what you have learned, it can be a motivation to keep moving forward.</p> <p><b>Responden 2 Female (2021):</b> The first significant thing is the competition experience, making it easier to understand the learning when in class and forming soft</p>	Both 2021 respondents highlighted internal motivation and practical experience as keys to academic success. Both agreed that the combination of directed motivation, academic confidence, and practical application experience strengthened their study performance.

	skills that are useful when trying to register for an internship.	
	<p><b>Responden 3 Male (2022):</b> First, the way to learn because you like the subject. Second, other activities outside of lectures. Third, the relationship with the lecturer so you feel happy when doing assignments and exams in the lecturer's course. Finally, having friends who are supportive in every study.</p>	Both respondents from the class of 2022 cited a combination of personal and social factors as determining factors for their academic success. Both students saw academic success as the result of a synergy between intrinsic motivation, quality of academic interactions, and social support.
	<p><b>Responden 4 Female (2022):</b> First, because there is a sense of responsibility towards parents to finish college. Second, because it requires high knowledge. Third, interest and curiosity with management courses. Finally, is to have a supportive and ambitious environment and friends</p>	
	<p><b>Responden 5 Male (2023):</b> First, a way of learning that uses conceptual by using patterns in the way of application. Furthermore, the organization improves soft skills that make communication skills smoother. It is also important to have supportive friends as well as the intention and purpose of studying for the family is also an important factor.</p>	Both respondents from the class of 2023 viewed academic success as the result of an integration of learning strategies, social skills, and personal motivation. Both agreed that a combination of appropriate learning methods, social support, and self-management are the main foundations for achieving optimal academic performance.
	<p><b>Responden 6 Female (2023):</b> study techniques, self-discipline, and time management.</p>	

Based on the pre-survey that has been conducted, it shows that the influence of digital learning on learning is very important as seen from the overall respondent's answers. then for emotional there are indeed differences in how to manage negative emotions, The unique

character of each individual can be seen from all the respondents. Generally students are able to survive problems but the phase to be able to take advantage of opportunities also takes time. seen from the overall respondents who have to face themselves and external factors to be able to survive this far in the university. and they generally already understand what factors are important to support their academics. For this reason, the focus of This study aims to provide a unique viewpoint on the impact of digital learning on emotional intelligence and the adversity quotient on academic achievement of undergraduate management students, Andalas University. The digital learning system or blended learning implemented by universities can play a role in reducing emotional intelligence or even increasing it. Because, the influence of digitalization itself cannot be avoided. For this reason, this study can also provide not only the perspective of students who are faced with various challenges of adapting to complex learning and the pressure of digitalization that forces them to be more responsive in doing assignments. In addition, it also examines how the learning system in higher education can provide space to hone personal personality and improve not only IQ (Intelligence quotient) but also increase emotional intelligence (EI) and strengthen Adversity quotient (AQ) in order to achieve maximum competence and academic achievement in students.

## **1.2 Problem Statement**

To evaluate Its effect from digital learning technologies through academic Performing to active undergraduate Management students, Andalas University. The author formulates the problem, specifically:

1. Does the digital learning system or blended learning applied affect academic performance?
2. How does digital learning affect emotional intelligence on students academic performance?

3. How does adversity quotient affect students' academic performance?

### **1.3 Research Objective**

The objective of this research as follows:

1. To find out whether digital learning can affect Academic Performance in students
2. To analyze whether emotional intelligence affects Academic Performance in students
3. To analyze whether Adversity Quotient affects Academic Performance in students

### **1.4 Research Contribution**

The author expects the following benefits from this study:

1. This research presents an unusual viewpoint on digital learning adaptation through higher education to improve learning results. This research will Bring a different perspective on digital learning adaptation in higher education to improve learning results.
2. This study designed to offer an overview of the way of learning digital learning affecting emotional intelligence and injury of adversity.
3. This study should improve students' learning efficiency thanks to the emotional intelligence and brand documents of adversity.
4. This study is aimed to provide learning about the importance of having emotional intelligence and adversity quotient to survive problems.

### **1.5 Scope of Research**

This research has a scope, particularly active students of undergradate Management class 2021, 2022, 2023, Faculty of Economics and Business, Andalas University. The scope of this study is digital learning (X1), Emotional Intelligence (X2), Adversity Quotient (X3), academic achievement as the dependent variable (Y).

## 1.6 Research Systematics

This section explains the arrangement of writing that will be used in this study. In this study there are 5 chapters that will be discussed are given below:

### BAB I INTRODUCTION

This chapter discusses the fundamentals of research, such as background, problem formulation, research aims, research benefits, research scope, and systematic writing.

### BAB II LITERATURE REVIEW

This chapter includes a theoretical foundation, past research, hypothesis development, and a conceptual framework.

### BAB III RESEARCH METHOD

This chapter contains the research method which contains the method that will be used in this research, consisting of research design, population and sample, data types and sources, operational definitions of variables, data collection methods and data analysis methods.

### BAB IV RESEARCH RESULT

The findings of the research and its discussion are presented in this chapter. This chapter will explain the results of the analysis and how the results are with the criteria used to prove the assumptions underlying the hypothesis.

### BAB V CONCLUSION

This chapter includes conclusions from the results of the research that has been conducted, implications of the research, limitations and suggestions given for further research.