

CHAPTER V

CONCLUSION

5.1 Conclusion

Three independent variables Digital Learning (X1), Emotional Intelligence (X2), and Adversity Quotient (X3) and one dependent variable Academic Performance (Y) make up the four primary variables in this study. The research subjects, undergraduate management students from Andalas University's Faculty of Economics and Business in Padang City, were given an online questionnaire to complete. Google Form was used to complete the survey. SmartPLS 4.0 software was then used to analyze the collected data in order to examine the relationship between the variables in the study model. The purpose of this study is to examine how management students from Andalas University's Faculty of Economics and Business in Padang City perform academically in relation to digital learning, emotional intelligence, and the adversity quotient. The following conclusions can be made in light of the study findings and the discussion presented in the preceding chapter:

1. The results of the third hypothesis indicate that digital learning has a positive and significant impact on academic performance. This means that the quality and intensity of digital learning in the management department have been able to improve student academic performance. Digital learning provides flexibility in time and place, easy access to materials, and the opportunity to review materials independently.
2. Furthermore, the results of the second hypothesis also show that Emotional Intelligence (EI) has a positive influence on Academic Performance, but it is not statistically significant. This indicates that EI alone is not a dominant factor influencing student Academic Performance. This can be seen from the fairly good average scores across all

EI indicators, which means EI plays a supporting role in the process of students improving learning strategies and adapting to changes in the learning system.

3. Then, the results of the third hypothesis show that Adversity Quotient (AQ) has a positive and significant effect on Academic Performance. This is because individual student resilience in facing pressure, learning difficulties, and changes in the academic system can be a positive factor in turning these into challenges to be overcome, high motivation and strategies to be able to maximize student academic performance, especially in the context of digital and offline learning.

The results of this study indicate that although the contribution of the independent variable (X) is relatively low on Academic Performance, but in the psychological context of students and ignoring individual cognitive abilities. Digital Learning has a fairly strong influence on changes in academic grades, especially the academic performance of each student. As for the changes behind the academic system and learning through blended learning (online and offline), it makes students more aware of their own emotions which are supporting factors in supporting improved academic performance, although not directly. because Adversity Quotient is more dominantly felt by students to be able to adapt and follow the latest method guidelines from the existing academic system. Academic performance does not only depend on cognitive abilities but also how students utilize learning technology and prepare psychological conditions in facing the challenges of learning as a student.

5.2 Research Implications

The findings of this study contribute significantly to understanding how student academic performance is influenced, particularly in the context of Digital Learning (DL),

Emotional Intelligence (EI), and Adversity Quotient (AQ). The implications of each studied variable can be explained as follows:

1. Digital learning is no longer just an alternative system, but has become a crucial factor supporting learning today. Universities need to ensure that digital learning is not only used as an alternative when face-to-face classes cannot be held, but must also ensure that digital learning can provide quality learning design systems, interactivity of materials between two sides, as well as ease of understanding concepts, learning efficiency, and student academic performance.
2. Emotional Intelligence does have an indirect impact on determining students academic performance. In the context of digital learning, independence and strong cognitive abilities are prioritized. However, EI plays a crucial supporting role in the learning process. The ability to manage emotions, build social relationships with peers and lecturers, and manage stress will contribute to consistency, learning comfort, and individual student motivation. Every student needs to independently develop EI to reduce negative emotional stress during digital learning, as it can impact the quality of their learning.
3. A strong EI is likely to be accompanied by a strong AQ. This is due to the fact that the Adversity Quotient plays a crucial role in raising academic achievement in learning settings, especially online learning. Students must deal with a heavy workload, study more on their own, and engage with professors less directly as a result of digital learning. Students must be better equipped to endure and adjust to these circumstances. In order to enhance students' problem-solving abilities, universities can foster AQ in the classroom through problem-based learning and extended group projects.

Based on this study, academic performance in the context of student learning is greatly impacted by digital learning and reinforced by the adversity quotient. This asserts that aware personal psychology and an efficient learning system are inextricably linked to academic success. Academic performance must be seen as the outcome of a learning process that works in conjunction with pedagogy, technology, and student character. It emphasizes on student learning character and the learning process in addition to assessing learning results.

5.3 Research Limitations

The researcher admits that this study is far from ideal, based on research done on management students at Andalas University's Faculty of Economics and Business in Padang City. During the study procedure, a number of challenges were faced that affected the anticipated outcomes. Therefore, in order to optimize their future research, future researchers should take into account the limitations of this study. This research has a number of shortcomings, including:

1. The variables used in this study are limited to Digital Learning, Emotional Intelligence, Adversity Quotient, and Academic Performance, with no moderating or mediating variables.
2. The object of this study focuses solely on undergraduate management students at the Faculty of Economics and Business, Andalas University, Padang City.

5.4 Suggestions For Future Research

Based on the findings in this study, the researcher suggests several recommendations that can be implemented, namely:

1. Future research could add other in-depth variables, such as self-regulated learning, learning motivation, or well-being, further testing the role of adversity quotient as a moderating or mediating variable.

2. The subjects of this study were limited to undergraduate management students at the Faculty of Economics and Business, Andalas University. To increase the generalizability of the findings, it is recommended that future research expand the sample size to include students from different faculties, universities, schools with existing blended learning programs, or regions with varying levels of technology access (urban, suburban, and underdeveloped areas).
3. Further research is also recommended to link Digital Learning to national education policies, such as MBKM (Community Based Learning), and campus digitalization. This will strengthen the research's practical relevance to policymaking, particularly in Indonesia.

