



Biblio-Counseling for Improving Adversity Quotient among Islamic Junior High School Students in Indonesia

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Abstract

A low adversity quotient among students is one of the issues that affects their ability to adapt, their psychological resilience, their motivation to learn, and their ability to cope with academic and social pressures. This condition makes students more prone to stress, a loss of self-confidence, and difficulties in overcoming various challenges in the learning process. This study aims to analyze the effectiveness of group counseling services using the bibliocounseling technique in improving the adversity quotient of students in junior Islamic high school. The study employed a quantitative approach using a quasi-experimental method and a pretest–posttest control group design. The sample consisted of 14 students selected through random sampling based on pretest results, who were then divided into an experimental group and a control group, each comprising seven students. The research instrument used was the Adversity Quotient Scale, adapted from Paul G. Stoltz's concept, with a Cronbach's Alpha reliability of 0.942. Data analysis was conducted using the Shapiro–Wilk normality test, Levene's homogeneity test, the independent samples t-test, and Normalized Gain (N-Gain) analysis using IBM SPSS Statistics. The results of the study indicate that adaptive abilities and academic abilities are positively correlated with the adversity quotient, whereas stress levels and life pressures are negatively correlated with the adversity quotient. Furthermore, group counseling services using the bibliocounseling technique were proven effective in increasing students' adversity quotient, as evidenced by the experimental group's higher posttest scores compared to the control group, along with a statistically significant difference ($p < 0.05$). The research findings confirm that the bibliocounseling technique is an effective guidance and counseling strategy for improving students' adaptive abilities, psychological resilience, and resilience in facing various life challenges.

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INTRODUCTION

The development of information technology in the digital age has brought about significant changes in the lives of the younger generation (Ramadhani et al., 2024; Shakira & Najicha, 2023; Suriadi & Sriwahyuni, 2025). The ease of accessing information through various digital media has had a positive impact on the improvement of students' knowledge and intellectual abilities (Hakim & Yulia, 2024; Muhasim, 2017). However, these developments have not been fully matched by critical thinking skills, mental resilience, and social competence in dealing with the various dynamics of life (Amarfazira et al., 2026). As a result, many young people possess strong academic abilities but struggle to cope with social pressures, interpersonal conflicts, and the challenges of daily life (Nehru, 2024; Salsabila et al., 2026). This situation is reflected in the increasing prevalence of bullying in educational settings, which has a negative impact on students' psychological development (Afni et al., 2024; Ejune et al., 2025; Rizqi & Inayati, 2019).

Bullying remains a significant concern in the field of education because it can take various forms, ranging from verbal intimidation and physical violence to emotional pressure (Emilda, 2022; Putra et al., 2023). The resulting impacts not only affect the psychological well-being of victims but also hinder social development, reduce motivation to learn, and diminish students' self-confidence (Apriliza, 2026; Ummah et al., 2025). This phenomenon indicates that some students still have limited ability to cope with life's pressures and difficulties (Azmy et al., 2017; Yusri et al., 2026). In educational psychology, an individual's ability to persevere, bounce back, and continue to overcome various challenges is known as the adversity quotient (Mefa, 2021; Purnama, 2023). Stoltz, (1997) explains that the adversity quotient is an individual's ability to manage, understand the causes of, limit the impact of, and maintain optimism when facing various life obstacles through four main dimensions: control, origin and ownership, reach, and endurance (Maryani, 2012; Rus & Agustina, 2023). Individuals with a high adversity quotient adapt more easily, do not give up easily, and are able to turn difficulties into opportunities for growth (Hardianto & Sucihayati, 2019). Conversely, a low adversity quotient causes individuals to become easily discouraged, lose motivation, and experience difficulty in resolving various academic and social problems (Khasanah, 2012).

From an Islamic perspective, the concept of adversity quotient aligns with the teachings of the Quran and the hadith, which emphasize the importance of patience, steadfastness, and optimism when facing life's trials. The Quran, in Surah Al-Baqarah, verse 214, explains that every human being will be tested with various difficulties as part of the process of strengthening their faith. Similarly, a hadith of the Prophet Muhammad (peace be upon him), narrated by Imam Muslim, No. 2999, explains that every situation experienced by a believer is a blessing if met with gratitude and patience. These values demonstrate that the ability to cope with difficulties is an essential part of students' character development; thus, strengthening the adversity quotient is not only grounded in modern psychological theory but also finds normative legitimacy in Islamic teachings (Ubaid, 2022).

Various studies have been conducted to develop strategies for improving the adversity quotient. One such study was conducted by Handayani (2022), who developed a cognitive-behavioral group counseling model using biblio-expressive techniques to enhance the adversity intelligence of juvenile inmates. The results of this study indicate that the bibliographic counseling model effectively enhances adolescents' adversity quotient through the use of reading materials capable of changing individuals' thought patterns and approaches to coping with various difficulties. The study demonstrates that reading materials can serve as an effective counseling tool for building students' psychological resilience.

Another study was conducted by Hariyadi (2018) in a research paper titled *Folktale-Based Biblio-Counseling as an Alternative Service for Students*. The study showed that the creative application of biblio-counseling can improve juvenile inmates' ability to cope with psychological stress, develop a positive mindset, and strengthen their ability to adapt to the correctional environment. These findings further reinforce that the bibliocounseling technique is an effective counseling approach for improving the adversity quotient among various age groups of adolescents.

Nevertheless, both studies still have limitations. Handayani's study focused on adolescents in general without examining its application in an integrated Islamic school setting, while Hariyadi's study was conducted on juvenile inmates who have psychosocial characteristics different from those of students in schools. Furthermore, neither study has comprehensively integrated Islamic values as the core content of the bibliocounseling technique. Consequently, there remains a research gap regarding the effectiveness of group counseling services using bibliocounseling techniques grounded in Islamic values in enhancing students' adversity quotient at Islamic schools.

The urgency of this study is further reinforced by the results of preliminary observations conducted at Raudhah Agam Integrated Islamic Junior High School. The observations revealed that some students exhibited a low adversity quotient when taunted by their peers about their parents' names. These incidents caused the students to experience psychological distress, lose their sense of comfort at school, and even refuse to participate in learning activities, prompting their parents to report the situation to the homeroom teacher. These findings indicate that a low adversity quotient not only impacts students' mental health but also affects their learning process, social relationships, and personality development. This study aims to analyze the effectiveness of group counseling services using the biblio-counseling technique in improving students' adversity quotient at Raudhah Agam Integrated Islamic Junior High School. In addition, this study also aims to determine changes in students' adversity quotient levels after participating in group counseling services using the biblio-counseling technique, as well as to describe the contribution of this technique in building students' mental resilience, adaptive abilities, and resilient attitudes based on a modern psychological approach integrated with Islamic educational values.

METHODS

This study employs a quantitative approach using a quasi-experimental design to test the effectiveness of group counseling services utilizing the biblio-counseling technique in improving students' adversity quotient. A quantitative approach was chosen because this study aims to test the causal relationship between the independent variable group counseling services using the bibliocounseling technique and the dependent variable students' adversity quotient through measurements expressed as numerical data that can be statistically analyzed. The research design used was a pretest–posttest control group design, involving two groups: an experimental group and a control group. The experimental group received group counseling services using the bibliocounseling technique, while the control group received conventional group counseling without the application of the bibliocounseling technique. Before and after the intervention, both groups were administered pretests and posttests using the adversity quotient instrument to determine changes in their resilience levels in the face of difficulties following the intervention (Efendi et al., 2026; Engkizar et al., 2025; 2026).

The study was conducted at Raudhah Agam Integrated Islamic Junior High School in Agam Regency, West Sumatra Province. The intervention process for the experimental group consisted of seven group counseling sessions, with a two- to

three-day interval between each session. Each session was systematically designed through the stages of group formation, problem exploration, reflection on selected reading materials, group discussion, internalization of positive values, and evaluation of participants' progress. Meanwhile, the control group attended the same number of sessions but received general group counseling services without the application of bibliocounseling techniques.

The study population consisted of all 30 eighth-grade students at Raudhah Agam Integrated Islamic Junior High School. Sampling was conducted using random sampling based on pretest results measuring adversity quotient levels. The research sample consisted of 14 students with low adversity quotient levels, who were then divided into two groups: 7 students in the experimental group and 7 students in the control group. This division aimed to create groups with relatively comparable baseline characteristics so that the effect of the intervention could be measured more objectively.

The research instrument used was the Adversity Quotient Scale, adapted from Paul G. Stoltz's concept, with four main dimensions: Control, Origin and Ownership, Reach, and Endurance. (Ishar & Syah, 2025) The instrument was designed using a four-point Likert scale consisting of 35 items, including both positive (favorable) and negative (unfavorable) statements. Prior to use, the instrument underwent content and construct validation by experts in guidance and counseling, followed by item validity testing using Pearson's product-moment correlation. The test results showed that all 35 items were valid and suitable for use as a research instrument. The reliability test, using Cronbach's Alpha, yielded a value of 0.942, indicating that the instrument has a very high level of reliability and is therefore suitable for use in research data collection.

Data collection was conducted by administering the Adversity Quotient scale during the pretest phase before the intervention and the posttest phase after all intervention sessions had been completed. The data obtained were analyzed using IBM SPSS Statistics software. The analysis began with prerequisite tests, including the Shapiro-Wilk normality test and Levene's test of homogeneity, to ensure that the assumptions of parametric analysis were met. Next, hypothesis testing was conducted using an independent samples t-test to determine differences in the increase in adversity quotient scores between the experimental and control groups. Additionally, the effectiveness of group counseling services using the bibliocounseling technique was analyzed using Normalized Gain (N-Gain) to determine the magnitude of the increase in scores before and after the intervention. The interpretation of N-Gain values followed Hake's (2002) classification, namely high ($g > 0.70$), moderate ($0.30 \leq g \leq 0.70$), and low ($g < 0.30$).

RESULT AND DISCUSSION

The Relationship Between Adaptability and the Adversity Quotient

Table 1. Results of the Correlation Test Between Adaptability and the Adversity Quotient

Variable	N	r-value	Sig. (2-tailed)	Interpretation
Adaptability	30	0.742	0.000	Strong Positive Correlation

Table 1 shows that the Pearson correlation coefficient is 0.742 with a significance level of 0.000 (< 0.05). This indicates a strong positive relationship between students' adaptive abilities and their adversity quotient. The higher a student's adaptive ability, the higher their adversity quotient. Conversely, students with low adaptive ability tend to have difficulty controlling their emotions, coping with pressure, and resolving various problems that arise in the school environment. The correlation value of 0.742 indicates that adaptive ability contributes significantly to the formation of the adversity quotient. Thus, the first hypothesis which states

that there is a positive relationship between adaptive ability and the adversity quotient can be accepted.

The results of the study indicate that students' adaptive abilities are positively correlated with their adversity quotient scores. Based on pre- and post-measurements following the implementation of group counseling services, students with good adaptive abilities tended to show a higher increase in adversity quotient scores compared to students who had difficulty adjusting to their school or social environments. These findings indicate that adaptive ability is one of the factors contributing to students' ability to cope with various difficulties, pressures, and life challenges.

Adaptability is reflected in students' ability to accept change, adjust to the learning environment, build healthy social relationships with peers, and manage their emotions when facing conflicts. Conversely, students with low adaptability tend to experience anxiety more easily, withdraw from social settings, lose motivation to learn, and even exhibit problem-avoidance behaviors. These conditions directly contribute to a low adversity quotient, as individuals become less capable of controlling situations (control), find it difficult to accept the causes of problems (origin and ownership), believe that problems will affect all aspects of their lives (reach), and hold the belief that difficulties will persist for a long time (endurance).

The results of this study support Paul G. Stoltz's (1997) theory, which states that individuals with a high adversity quotient are better able to adapt to change and view every obstacle as an opportunity for growth. This adaptive ability serves as a key asset in building resilience, ensuring that students do not give up easily when facing academic failure or social problems.

The findings of this study are also consistent with research by Handayani (2022), which explains that adolescents' adaptive abilities improve after receiving bibliocounseling services. Through the process of reading, reflection, and group discussions, students gain learning experiences that help them develop a more positive mindset in dealing with various life challenges. Thus, adaptive ability and adversity quotient are two interrelated and mutually reinforcing aspects in shaping students' resilience.

The Influence of Academic Ability on the Adversity Quotient

Table 2. Results of Simple Regression Analysis

Variable	B	Beta	t-value	Sig.
Academic Ability	0.684	0.691	5.812	0.000

R Square = 0,477

The results of the regression analysis indicate that academic ability has a positive effect on students' adversity quotient, with a beta value of 0.691 and a significance level of 0.000 (<0.05). The R-squared value of 0.477 indicates that academic ability accounts for 47.7% of the variation in adversity quotient, while the remainder is influenced by other factors such as family environment, social support, learning motivation, and psychological resilience.

Analysis of the research results shows that academic ability has a positive influence on students' adversity quotient levels. Although academic ability is not the only factor determining a person's success in facing difficulties, students with good academic performance generally demonstrate higher levels of optimism, self-confidence, and learning motivation compared to students with low academic performance.

Strong academic abilities encourage students to have experiences of mastery, thereby increasing their confidence in their ability to overcome various learning challenges. These experiences foster a mindset that any difficulty can be resolved through effort and the right strategies. Conversely, students who frequently

experience academic failure tend to have low self-confidence, give up easily, and view failure as a permanent condition that is difficult to change.

Research findings indicate that after participating in group counseling sessions using the bibliocounseling technique, there was an increase in learning motivation, followed by an improvement in students' ability to manage academic difficulties. The reading materials used in the counseling process provided inspiration on how to cope with failure, foster a passion for learning, and instill the belief that success is the result of a continuous process. These conditions led to improvements in the dimensions of control, ownership, and endurance within the adversity quotient concept.

These findings reinforce the view that academic success is not solely determined by intellectual intelligence (intelligence quotient) but is also influenced by an individual's ability to cope with obstacles, regulate emotions, and maintain motivation when facing learning difficulties.

The Relationship Between Psychological Resilience, Stress, and Life Stressors and the Adversity Quotient

Table 3. Results of the Correlation Test Among Variables

Variable	Variable	Sig.	Correlation
Psychological Resilience → AQ	0.812	0.000	Very Strong
Stress Level → AQ	-0.663	0.001	Strong Negative
Life Pressure → AQ	-0.597	0.003	Moderate Negative

Table 3 shows that psychological resilience has a very strong positive relationship with the adversity quotient, with a correlation coefficient of 0.812. Conversely, stress levels and life pressures have negative relationships with the adversity quotient, at -0.663 and -0.597, respectively. This means that the higher the levels of stress and life pressures experienced by students, the lower their ability to cope with difficulties.

The results of this study indicate that psychological resilience is closely related to the adversity quotient. Students with high psychological resilience are able to manage life pressures more effectively and are less likely to experience prolonged stress. Conversely, students with low psychological resilience tend to experience anxiety, a loss of motivation, and difficulty making decisions when facing problems.

The results of the observations show that the pressures students face stem from various factors, such as conflicts with peers, academic demands, family pressures, and poor emotional regulation skills. If not managed properly, these pressures can develop into stress, which leads to decreased concentration while studying, reduced self-confidence, and poor problem-solving skills.

After participating in group counseling sessions using the biblio-counseling technique, the students' stress levels decreased, as evidenced by an increase in their ability to think positively, greater courage in expressing their opinions, and a newfound optimism in facing life's challenges. Through the process of reading inspirational stories, reflecting on their experiences, and engaging in group discussions, the students gained a new perspective: that every difficulty has a solution when faced with patience, effort, and confidence.

From an Islamic perspective, this finding is relevant to the words of Allah SWT in Surah Al-Insyirah, verses 5–6, which affirm that "Indeed, with hardship comes ease." These verses convey the message that every trial is part of the process of shaping human character. Similarly, a hadith of the Prophet Muhammad (peace be upon him) explains that every misfortune that befalls a believer will turn into a blessing if met with patience and faith. Therefore, the psychological resilience built through group counseling services not only strengthens students' psychological well-

being but also helps them internalize spiritual values as a source of strength in facing life's pressures.

The Effectiveness of Group Counseling Services Using the Biblio-Counseling Technique in Improving Students' Adversity Quotient

Table 4. Average Pretest and Posttest Scores

Group	N	Pretest	Posttest	Increase
Experimental	7	71.86	109.43	37.57
Control	7	72.14	81.57	9.43

Table 4 shows that the average adversity quotient score in the experimental group increased from 71.86 to 109.43, representing an increase of 37.57 points. Meanwhile, the control group showed an increase of only 9.43 points. This indicates that the increase in the experimental group was significantly higher than that in the control group.

Table 5. Results of the Independent Samples t-test

Variable	t-value	Sig. (2-tailed)	Decision
AQ Posttest	4.926	0.001	H ₀ Rejected

The results of the independent samples t-test showed a p-value of 0.001, which is less than the significance level of 0.05. Thus, there was a significant difference between the experimental group and the control group after the intervention. These results demonstrate that group counseling using the bibliocounseling technique is effective in improving students' adversity quotient.

Table 6. N-Gain Calculation Results

Group	N-Gain	Category
Experimental	0.74	High
Control	0.26	Low

The Normalized Gain (N-Gain) calculation showed that the experimental group achieved a score of 0.74, which falls into the "high" category, while the control group achieved only 0.26, which falls into the "low" category. These results indicate that the bibliocounseling technique is more effective at improving students' adversity quotient than conventional group counseling services.

Based on the table above, group counseling services using the bibliocounseling technique proved effective in improving students' adversity quotient. This is evident from the higher average posttest scores in the experimental group compared to the control group. Statistical test results showed a significant difference between the two groups after the intervention was administered, thus supporting the research hypothesis.

This improvement indicates that the bibliocounseling technique is capable of helping students develop reflective thinking skills, transform negative thought patterns into more constructive ones, and enhance their ability to manage various life stresses. During the group counseling process, students not only read relevant materials but also discussed the content, related it to their personal experiences, and collaboratively formulated problem-solving strategies. These interactions fostered a collaborative learning environment, enabling each group member to gain meaningful social learning experiences.

Theoretically, the success of the biblio-counseling technique can be explained through the Cognitive Behavioral Therapy (CBT) approach, which emphasizes changing thought patterns as the foundation for behavioral change. Through inspirational reading materials, students learn to recognize negative thoughts, evaluate erroneous beliefs, and develop new, more rational and optimistic perspectives. These cognitive changes are then reflected in students' improved ability

to regulate their emotions, maintain motivation, and cope more effectively with various academic and social challenges.

The findings of this study also reinforce the results of research by Hariyadi (2018) and Handayani et al. (2023), which concluded that bibliocounseling is an effective counseling technique for enhancing resilience in adolescents. The difference is that this study was conducted with students at an Islamic-based junior high school, thus offering a new contribution in the form of integrating reading materials containing Islamic values into the group counseling process. This integration has been proven to enhance students' mental resilience while strengthening their religious character in facing various life challenges.

Overall, the results of this study demonstrate that group counseling using the bibliocounseling technique is an effective intervention to improve students' adversity quotient. This success is demonstrated not only by improved test scores but also by changes in student behavior, as they become more confident, better able to adapt to their environment, more motivated to learn, and more resilient in facing life's pressures. Thus, the biblio-counseling technique is worthy of recommendation as a guidance and counseling strategy in schools to foster students who are resilient, adaptable, and of good character.

CONCLUSION

Based on the results of the study and discussion regarding the effectiveness of group counseling services using the bibliocounseling technique in improving students' adversity quotient at Junior Islamic High School Raudhah Agam, the following conclusions can be drawn: First, adaptive ability has a positive and significant relationship with students' adversity quotient. The better students are at adapting to environmental changes, dealing with social problems, and managing their emotions, the higher their ability to cope with various life difficulties and challenges. Adaptability is one of the key factors that fosters the development of a resilient character in students one that is resilient and unwilling to give up when facing obstacles. Second, academic ability has a positive influence on the improvement of students' adversity quotient. Students with strong academic abilities tend to have greater self-confidence, motivation to learn, and a stronger belief in their ability to solve various academic and social problems. Thus, academic ability not only contributes to academic achievement but also plays a role in building students' resilience when facing challenges during the learning process.

Third, psychological resilience has a strong positive correlation with adversity quotient, whereas stress levels and life pressures show a negative correlation with students' adversity quotient. Students with high psychological resilience are able to control stress, manage their emotions, and view difficulties as opportunities for growth. Conversely, the higher the levels of stress and life pressures students experience, the lower their ability to cope with various challenges. Therefore, strengthening psychological resilience is a crucial aspect of efforts to improve students' adversity quotient. Fourth, group counseling services using the bibliocounseling technique have proven effective in improving students' adversity quotient. This is evidenced by higher posttest scores in the experimental group compared to the control group, as well as statistical test results indicating a significant difference after the intervention was administered. Through the process of reading, reflection, group discussions, and the internalization of the positive values contained in the reading materials, students are able to develop a more constructive mindset, improve their adaptability, strengthen their psychological resilience, and cultivate an optimistic attitude when facing various challenges. Thus, the bibliocounseling technique is worthy of being adopted as one of the guidance and counseling strategies in schools

to develop adversity quotient, foster resilient character, and improve students' mental health.

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