Research Article:

Does University Students' Adversity Quotient Influence the Constructiveness of Islamic Education Program (PAI) Online Learning? Evidence from COVID-19

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ABSTRACT

One of the essential components in the online education system is the potential of university students' adversity quotient. This study focused on analysing how university students' adversity quotient influences the constructiveness of Islamic Education Program (PAI) online learning in higher education. This research was located at the State University of Malang (UM), Indonesia, and its methodology used a qualitative approach in the form of case study. The data were collected through observation, documentation, and online-based interviews to the first years of the participating universities. Nevertheless, interactive model of Miles, Hubermann, and Saldana was used as data analysis. This study found that four indicators of university students' adversity quotient (persistent, resilient, self-gratefulness and sincere) were able to strengthen the constructiveness of PAI online learning that is set on the philosophical foundation "students are the whole person". These indicators of university students' adversity quotient are increasingly honed through the assistance of humanist-religious lecturers who are able to facilitate PAI learning process in UM. The implication of this study is the emergence of the efforts to optimise the university students' adversity quotient with the assistance of humanist-religious lecturers. The challenges faced by students, particularly when dealing with the epidemic, including disruptions to traditional learning environments.

Keywords: Adversity quotient, Islamic Education Program, cognitive psychology, online learning, COVID-19

INTRODUCTION

Online learning of the Islamic Education Program (PAI) has become an increasingly in-depth focus point since the COVID-19 pandemic broke out. Along with the adoption of technology to support the continuity of learning, various issues have emerged that require global attention in the context of PAI online learning. These issues include challenges in maintaining the quality of religious education (Basori et al., 2023; Syarif, 2021), gaps in access to online learning (Kumi-Yeboah et al., 2023; Tsai et al., 2024; van der Merwe et al., 2023), as well as implications for the social and cultural aspects of religious education (Ubani, 2023). This various issue indicates that PAI learning is related to the global perspective during the COVID-19 pandemic.

Today, the urgency of developing the potential for adversity quotient is increasingly visible, mainly when the learning situation in the COVID-19 pandemic era has caused a drastic shift (Khomarul Hidayat, 2021). In the aspect of the learning model from what was initially conventional through face-to-face classes physically turning into internet-based virtual learning (Mutmainah et al., 2021). The shift towards online learning resulted in a wave of new policy rules, frameworks and approaches from various scientific dimensions (Basilaia & Kvavadze, 2020). In conditions where learning strategies shift unexpectedly, a scientific approach from the perspective of learning psychology views the importance of the adaptability and good psychological resilience of university students in order to be able to face the various challenges that arise during online learning. This condition is where the link between online learning and the potential of university students' adversity quotient becomes an interesting topic to be studied in-depth and comprehensively.

In reality, university student's development of the potential for adversity quotient has become a research topic that many academics have studied from multiple perspectives. These studies start from the theoretical foundation aspect (Mahmudah & Zuhriah, 2021), its development strategy (Chadha, 2021), to its impact on the learning system (Kartikasari & Wiarta, 2021; Maryati & Dwirandra, 2021; Puriani et al., 2021). The adversity quotient is an essential component of the robust construction of the education system, especially in dealing with obstacles to online learning (Anggraini & Mahmudi, 2021; Hasan et al., 2021; Mardiana et al., 2021; Siswanto et al., 2020).

Moreover, the conditions of the new normal era after the COVID-19 pandemic have forced universities to have innovative educational model constructions to carry out responsive and adaptive learning processes in the face of various dynamics of changing learning systems that are taking place. Many researchers have carried out scientific studies on learning construction during the pandemic from various sides, ranging from philosophical foundations, curriculum and learning strategies (Suti'ah & Mardiana, 2021), supporting factors for achieving effective learning targets. These various empirical studies show the importance of a solid educational construction capable of supporting the learning system in higher education. Thus, the implications of adversity quotient on the construction of

online learning are essential to be studied scientifically. These implications emerge because the challenges of online learning require a good adversity quotient response to measure an individual's ability to face these various challenges so that learning objectives can be achieved according to the desired target.

Moreover, the conditions of the new normal era after the COVID-19 pandemic have forced universities to have innovative educational model constructions to carry out responsive and adaptive learning processes in the face of various dynamics of changing learning systems that are taking place. Many researchers have carried out scientific studies on learning construction during the pandemic from various sides as supporting factors for achieving effective learning targets, ranging from philosophical foundations (Jomeh & Tabatabei, 2022; Zarghami-Hamrah, 2016; Zhilbayev et al., 2018), curriculum and learning strategies (Suti'ah & Mardiana, 2021). These various empirical studies show the importance of a solid educational construction capable of supporting the learning system in higher education. Thus, the implications of adversity quotient on the construction of online learning are essential to be studied scientifically. These implications emerge because the challenges of online learning require a good adversity quotient response to measure an individual's ability to face these various challenges so that learning objectives can be achieved according to the desired target.

The State University of Malang—from now on referred to as UM—implemented an online-based PAI learning design amid the current COVID-19 pandemic and mixed learning design in the post COVID-19 era. As the best state university (Hasanah, 2019), UM's academic quality is beyond doubt. Moreover, in the last two years, the number of international students studying at UM has increased (PDDikti, 2020). In 2019, for example, 314 international students were studying at UM for degrees and non-degrees. The total number of international students is spread across various countries, such as Ghana, Tajikistan, Yemen, Thailand, the US, China, Burundi and Timor-Leste (Unit Hubungan Masyarakat, 2019).

The construction of online-based PAI learning at UM stands on the philosophical foundation that a student is a whole person who is seen as capable of facing the challenges of the progressivity of the times. Of course, one phenomenon of the progressivity times in this context can be seen through the dynamic shift in learning design during the era of the COVID-19 pandemic. It is common for researchers to point out that the construction stake at UM is closely related to developing its students' potential for adversity quotient. Therefore, by looking at the reality of the continuity of online learning at the university, the focus of the research raised in this research is "Does university students' adversity quotient have implications for the construction of PAI online learning at UM?".

Therefore, this article reviews the implications of students' adversity quotient on the constructivity of PAI online learning organised by UM, East Java, Indonesia. Moreover, the verbal creed of "students as a whole person" as one of the philosophical foundations

that build the educational construct at UM is an academic footing and a valuable guide for researchers in uncovering answers to the focus of this research.

The literature review conducted by researchers shows that many academics have conducted empirical studies on adversity quotient and its pattern of association with online learning. As a pioneer of the theory of adversity quotient, Stoltz reveals adversity quotient as a natural instrument in humans that acts as a benchmark for individual abilities in dealing with life's obstacles (Stoltz, 1997). This theory developed rapidly and was studied multidimensionally and reviewed through various perspectives. It refers to Mahmudah and Zuhriah (2021), who reviews the adversity quotient as one of the potentials given by God to humans. Hema and Gupta (2015). On the other hand, the constructivity of online learning at various levels of education is also influenced by various factors, including the philosophical foundation used (Chua et al., 2021), the quality of management in higher education (Ammenwerth et al., 2021), the perspective of students (Hailkari et al., 2021; Roßnagel et al., 2020) and the applied learning model (Supena et al., 2021).

Thus, the purpose of this research is to focus on understanding, interpreting, and giving meaning to the potential of university students' adversity quotient and its implications for the construction of PAI online learning organised by State University of Malang (UM). Through this interpretive analysis, this article can add to the intellectual treasures in developing the potential for adversity quotient of students at the tertiary level.

LITERATURE REVIEW

The literature on online learning in the context of PAI during the COVID-19 era reveals several key themes and findings. First and foremost, scholars have emphasised the rapid transition to online platforms as a response to the closure of educational institutions during the pandemic (Mutmainah et al., 2021). Studies have highlighted the challenges faced by teachers in adapting traditional PAI curricula to the online environment (Mahsusi et al., 2024), including concerns about maintaining the integrity of religious teachings (Rasyid et al., 2022) and fostering meaningful student engagement (Parker & Trolian, 2024).

In his famous work, "Adversity Quotient: Turning obstacles into opportunities," Paul G. Stoltz introduces the adversity quotient as a form of a person's intelligence related to his capabilities in dealing with obstacles, obstacles and challenges that are in front of him (Stoltz, 1997). Adversity quotient plays a role in the process of selecting a person's response when facing difficulties (Stoltz, 1997). Based on Stoltz's initial idea of the adversity quotient, several experts operationalise the concept by interpreting adversity quotient as a person's capability to overcome and resolve difficulties (Mardiana & Anggraini, 2019; Suryadi & Santoso, 2017; Woo & Song, 2015). Similar interpretations have also been made in research (Suheri et al., 2021) which views the adversity quotient as a natural instrument in each individual that functions in responding to existing difficulties. In line

with this research, Amir et al. (2021) describes adversity quotient as the persistence of human individuals when faced with challenges to achieve success. The adversity quotient is also the focus of research on the aspects of factors that affect the adversity quotient (Yoga, 2016), the benefits of adversity quotient (Parvathy & Praseeda, 2014), the dimensions of adversity quotient (Hanum, 2018), to the discourse approach in adversity quotient (Phoolka & Kaur, 2012).

In its development, a multi-perspective study of the theory of adversity quotient led to new findings. These findings, such as research (Sidabutar, 2012) found that the development of the adversity quotient, when juxtaposed with the conditions of applying learning with the suitable media, increased the ability of the quitter type to become higher than before. Likewise, in the aspect of the indicator of adversity quotient, which is measured through control, ownership, reach and endurance (CORE). Several types of research state that through the development of the indicator adversity quotient, one's creativity can be triggered and its quality improved (Nursa'adah & Rosa, 2016; Vinas & Aquino-Malabanan, 2015). Other research states that there is a link between adversity quotient and career adaptability (Tian & Fan, 2014), level of life satisfaction (Woo & Song, 2015) and one's self-defence mechanism (Tengku Kasim & Abdul Majid, 2020).

Holmberg, a pioneer in online learning, emphasised that online learning has a wide range of forms of study that are implemented through the supervision and indirect presence of teachers from the same place as their students. However, teachers still guide in an organised manner (Holmberg, 1995). Research trends that focus on online learning highlight it as the capability of a learning design that can provide a quality learning environment in the context of future education (Araka et al., 2020). The research results (Aisa & Lisvita, 2020) for example, have identified technology, services and participants related to online learning. However, the implementation of online learning is only one option that can be done (Aparicio et al., 2016), in addition to the potential for other developments such as MMOC or CAE.

The study on the theme of online learning is a non-single discourse. That is, the theme has an enormous enough opportunity to have collaborated with other phenomena and then used as an exciting research focus to be investigated (Borokhovski et al., 2018) who observes technological support for the teaching process, which can improve students' learning interest and increase student achievement (Borokhovski et al., 2018). On the other hand, Martono and Salam (2017) found that at the cognitive level, the ability of students to participate in online learning was still low. Another conclusion was revealed (Al-Rahmi et al., 2018) which found a correlation between online learning and self-efficacy in a person. Online learning, which is one of the variables in the research, has been empirically proven to affect students' self-efficacy. Interestingly, the increasing number of smartphone users, as a result of the growth of media-based learning processes online and internet penetration in every activity of human life, has become one of the triggering factors for increasing the level of adversity quotient person's (Phutela & Dwivedi, 2020), as a topic raised in research

on the urgency of increasing self-restraint in undergoing the learning process (Suryani & Oktavia, 2019).

METHODS

Based on this description, this research focuses on the implications of the potential of university students' adversity quotient on the construction of online learning for PAI at the UM. Therefore, it is appropriate to use a qualitative approach in this research to understand, interpret and at the same time give meaning to the potential of university students' adversity quotient (Jumareng & Setiawan, 2021) and its implications for the construction of PAI learning.

Thus, the researcher uses case study research to analyse the phenomenon in this context comprehensively. Data was collected through documentation study techniques, observation and virtual interviews with 27 university student informants, all active Arabic Language Education Study Program students. All informants were sorted based on different study periods with the following details: 10 students in semester 1, 10 students in semester 3 and 7 students in semester 5. Students in semester 1 was chosen as informants because they placed on academic probation in their first year of college. Besides, they had just graduated from their previous level of education (namely senior high school), so the process of transitioning the learning environment (from senior high school to college level) provides many challenges that require students' adversity quotient (AQ). The remaining informants were selected based on the consideration that they had studied at a university for more than one year or a quarter of their study period, so that students in semesters 3 and 5 had encountered various challenges during their study process, both academic and non-academic challenges that required AQ to overcome this.

How were the participants and their data (unique to each participant) identified? I do not know who said what in the Results section. Or even, which data is obtained from which instruments provided by which participant. Based on the research focus on the potential implications of student's AQ for the PAI online learning construct, this research data collection was adjusted to identify informants. Students in semester 1 are the data source through interview instruments, while students in semesters 3 and 5 are the data source through observation and academic documentation (final semester grades for PAI courses).

Observations were made with researchers as key instruments. The statement about researchers being key instruments in qualitative research highlights researchers' significant role in collecting, analysing and interpreting data in qualitative studies. This perspective underscores the subjective nature of qualitative inquiry, where researchers' backgrounds, perspectives and interactions with participants directly influence the research process and outcomes (Crabtree & Miller, 1999). How was this done? Any tools used? Any literature to evidence this? The study documentation consisted of recaps of student learning outcomes,

lecture materials, guidebook's media of PAI online-based learning, and other supporting documents. At the same time, virtual interviews were selected based on health protocol considerations to prevent the spread of the COVID-19 virus. The selection of informants in this research was based on reviewing their study period at UM in the first year. The PAI course became a compulsory subject and was implemented through an online learning platform.

In comparison, the research data analysis uses the Miles, Hubermann, and Saldana interactive cycle model (Miles et al., 2014), which consists of the stages of data condensation, presentation and conclusion drawing give an example (demonstrate) of how the data were analysed using this cycle. Use actual data. Nevertheless, interactive model of Miles, Hubermann, and Saldana was used as data analysis in this research (Miles et al., 2014). Before analysis in this research begins, researchers must collect qualitative data through methods such as interviews, observations or document analysis. The next stage of data condensation involves selecting, focusing, simplifying and transforming the raw data collected from the 27 student informants in this research. Researchers can carry out processes such as coding, where data segments begin to be interpreted to identify patterns or themes related to the potential AQ of each informant. Data display involves organising and structuring data meaningfully to facilitate analysis. In this research, the researcher presented data in the form of descriptive narratives and created charts to represent the data visually and explore the relationships between various research elements, as potential AQ and PAI online learning at UM. Next, at the conclusion drawing stage, the researcher concludes or develops an interpretation based on the patterns and themes identified in the data. Based on the data presentation in the previous stage, the researcher concluded the interrelation pattern between students' potential AQ, which increased the constructiveness of PAI online learning at the UM.

After these stages were carried out, the researchers ensured the credibility of the results of this research through method triangulation and source triangulation (Afifuddin & Saebani, 2009). How were this done? What processes or procedures were followed? Any literature to evidence these procedures? First, method triangulation: this involves using multiple methods to study the same phenomenon, providing complementary perspectives and increasing the validity of the findings. In the context of the article, method triangulation could be applied by utilising different data collection techniques or analytical approaches to investigate the influence of adversity quotient on the constructiveness of PAI online learning. For example, the researchers combine virtual interviews and observations with 27 university student informants to better understand the relationship between students' adversity quotient and their experiences with PAI online learning. The element of research transferability is fulfilled by conducting an audit of the entire process passed during the study. Dependability and confirmability were obtained through check and recheck activities by the informants for the data they had provided to the researchers. Secondly, source triangulation involves using multiple sources of data or perspectives to study the same phenomenon, reducing the influence of bias and increasing the reliability of the findings. In this article's context, source triangulation was applied by gathering data from

diverse sources, such as students and lecturers involved in the PAI online learning at the UM. By triangulating data from multiple sources, the researchers can cross-validate this article's findings and provide a more nuanced understanding of how the adversity quotient may impact the constructiveness of online learning experiences.

RESULT AND DISCUSSION

Potential of Adversity Quotient, the Role of Teachers and Online Learning.

The theory of adversity quotient initiated by Stoltz (1997) reveals that there are natural instruments to measure the ability of humans to face obstacles, difficulties and obstacles in front of them. Through research by academics, it is known that this intelligence can be honed and developed in various ways. Parental assistance (Astari Putri & Swandi, 2021), increasing student motivation (Wirabrata & Handayani, 2021) and strong self-commitment (Rita et al., 2021) in reality, become factors that support the development of adversity quotient. It is expected that the potential for adversity quotient has a strategic position to be developed through the role of teachers as external relations that are directly related to students during the online learning process. Moreover, in the context of education, the adversity quotient of students, which develops through reliable teachers' involvement, can improve the quality of output graduates (Puspitacandri et al., 2020)emotional quotient, spiritual quotient, and adversity quotient on the graduates quality of vocational higher education. Data were collected from 217 cadets at Surabaya Shipping Polytechnic who already took an internship as respondents using stratified cluster random technique. This is a correlational and quantitative study using a questionnaire developed from several existing scales and analysed using Structural Equation Models (SEM).

Observations made by researchers regarding the ongoing PAI online learning process at UM show data that there are various challenges (technical and academic) that require students to be prepared. Besides, interviews conducted by researchers to the informants of semester 5 students, they took PAI online learning at UM showed an optimistic attitude, were confident, tough in facing learning challenges and had sincerity in the learning process they had to undergo. Indications that arise from student behaviour when participating in PAI online learning show the enthusiasm for learning and semesters 3 and 5 student creativity in processing and analysing lecture material in online classes. In an online interview with one of the student informants from semester 5, he stated that:

> The lecture material on PAI that we received became an interesting topic of discussion. I discovered new knowledge about the Islamic religion when discussing it in class with my friends. It didn't stop there. The PAI lecturers in our class also provided feedback on the results of our discussions. We gained comprehensive knowledge and broadened our horizons in the Islamic religion. (Informant 1)

The researchers' attitudes emerged because the education system promoted by UM places university students as adult humans who consider having conquered all academic problems encountered during the learning process. One of the student informants from semester 3 said that the challenges of PAI online learning that they faced during the COVID-19 pandemic were more obstacles to support than from friends who were limited to virtual communication. Physical socialisation, face-to-face communication and group activities offline became obstacles for students. However, behind that, the attitude of tenacity, toughness, sincerity, and gratitude for one's condition still appears in every UM student. This condition is also supported by character lecturers who support the learning process. Observations made by researchers on two PAI lecturers at UM imply that lecturers cause a communicative interaction with students, both during learning and moments outside of education.

The relationship between the adversity quotient of students and the mentoring of lecturers with character is researchers found in this research. PAI online learning subject lecturers at UM always carry out their roles as companions, motivators, and guides for the continuity of learning. The position of PAI online learning lecturers carries out the obligation of "transfer of knowledge" and implies "transfer of value" in every learning process carried out. The lecturers showed an appreciative attitude towards the university students' learning outcomes obtained from the activities of *Tafaqquh fi Diinil Islam* (TDI), Guide to Reading the Quran (GRQ) and Worship Guidance (WG).

Researchers can find out about these three activities (TDI, GRQ and WG) based on the academic documentation held by UM. Based on the documentation data, researchers reviewed it into each activity segment.

TDI is an academic activity carried out through regular weekly discussion study forums by taking Islamic material topics according to the syllabus design of PAI online learning lectures at UM. The next activity, namely GRQ, is a mandatory activity carried out by students and becomes a daily report that must be submitted to the PAI lecturer at UM. Lastly, WG is a mentoring activity carried out by external mentors other than lecturers who teach PAI courses at UM. This mentoring includes guidance on mandatory prayer activities for UM students and becomes report material at the end of the learning semester. The three academic activities are mandatory lecture activities for all university students taking PAI courses at UM. The lecturers at UM pay attention in the form of feedback and directions to the material discussed in the lecture forum. They also monitor the daily worship activities carried out by university students through *mutaba'ah* sheets.

Therefore, in this context, the researcher termed the continuity of interactions that existed during the PAI online learning process at UM as a relationship of "academic mutualism symbiosis," which is reciprocal and influences each other. For lecturers, positive academic relationships with university students further strengthen their humanist-religious side as teachers. Meanwhile, from the aspect of university students, good academic relationships

with their lecturers further increase the potential for developing university students' adversity quotient in undergoing the PAI lecture process at UM. The university students felt positive support from the lecturers, which fostered their optimism in achieving learning targets.

It is undeniable that the online learning design implemented at UM during the COVID-19 pandemic has brought real implications in the learning process carried out. The academic revolution in the PAI learning system changed from what was initially implemented physically through face-to-face in class changed to online learning. It was carried out in virtual classes through the Learning Management System (LMS) owned by UM through the web (https://www.sipejar.um.ac.id). During the current pandemic period, all academic activities at UM are centred in the LMS. However, there is also the possibility of adding other online learning media, both synchronous and asynchronous. Researchers observed several additional platforms used by lecturers who teach PAI online learning courses during this research process, including Google Meet and WhatsApp group. Figure 1 shows the relation of PAI online learning, lecturer's humanist-religious character and students' adversity quotient.
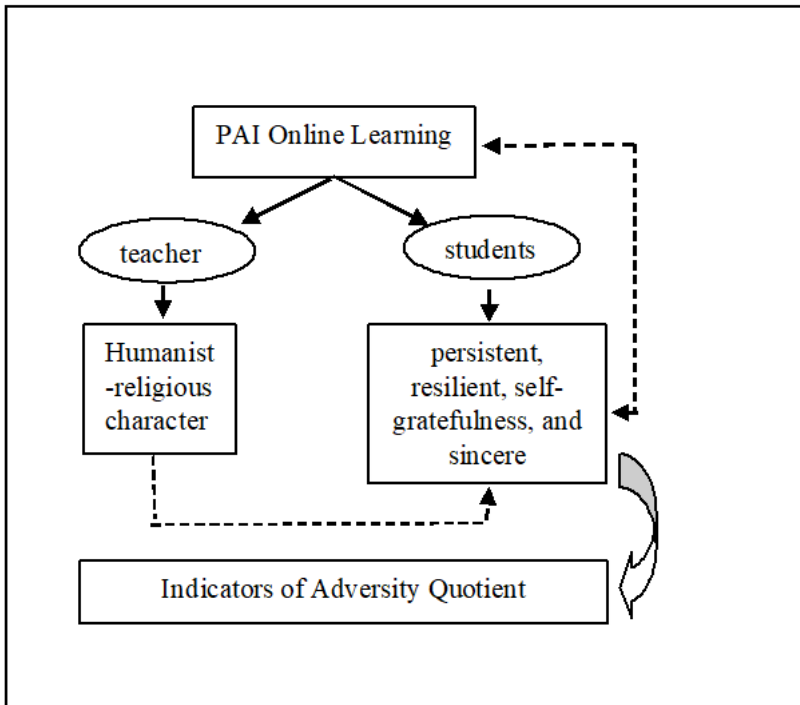
Figure 1. The relation of PAI online learning, lecturer's humanist-religious character and students' adversity quotient

Thus, the researcher clearly emphasises that the dynamics of the progressive changes in PAI online learning at UM cannot be separated from the interactive and mutually supportive relationship. In this context, interactions are between lecturers with humanist-religious character and university students with good adversity quotient.

Influence of University Students' Adversity Quotient in the Constructiveness of PAI Online Learning

It is unavoidable that the construction of learning built by any universities would want to achieve educational goals optimally through the applied teaching process. To achieve the target as expected, university students need good readiness to compete with other students to achieve maximum results. In the context of PAI online learning at UM, the data obtained by researchers based on the results of interviews showed that there was a spirit of learning and optimism in facing the challenges that arise in university students through two processes. First is the internal awareness within university students about the importance of defense against obstacles that arise during online learning. The fact that there is online learning is a trigger for their enthusiasm to survive through the lecture process. Through this reality, persistence and toughness emerged during the PAI online learning process. These behaviours are accompanied by gratitude and sincerity in carrying out the risk's challenges in front of them.

Second, the external aspect of supporting UM's teaching and learning process provides information and communication technology (ICT)-based learning facilities and infrastructure. This support indirectly allows university students to carry out the learning process independently. The PAI online learning system, for example, is specifically designed to be able to develop three student competencies, namely cognitive, affective and psychomotor. The cognitive aspect through learning online via web https://www.sipejar. um.ac.id, whereas affective and psychomotor are implemented through TDI activities, GRQ and WG, as stated by one of PAI online learning lecturers through online interviews with researchers.

The pattern of PAI learning at UM that we are implementing is currently structured through the UM curriculum, which focuses on developing student competencies through the use of sipejar.um.ac.id. In more detail, the development of these competencies is divided into three main elements, namely the development of cognitive aspects through the online learning process, as well as the development of affective and psychomotor aspects that we carry out through TDI, BBQ and BI activities.

In addition, other external factors that contributed to the development of the adversity quotient of university students at UM were also found through the assistance of PAI online learning lecturers at UM. As described in the previous section, the humanist-religious character inherent in the lecturers can psychologically increase the potential of university students' adversity quotient in undergoing the PAI learning process at UM. The university

students of UM already have the potential for adversity quotient within themselves, which is further strengthened by the assistance of lecturers in online classes who support the continuity of online learning.

The researchers have stated above that the two factors lead to the increasingly solid construction of PAI online learning at UM, which is based on the philosophical basis that university students are whole students. The potential of university students' adversity quotient through four attitude indicators (persistent, resilient, self-gratefulness and sincere) that the researchers found in this research has indirectly given confidence to the students that they can go through the learning process well. The first indicator, which is persistent, is marked by the continuous behaviour of students while undergoing the online PAI learning process. This persistence became more evident when the students tried to adapt their learning methods to the www.sipejar.um.ac.id. The second indicator is resilience shown by students when they have strength in dealing with technical problems during online learning (network constraints, limited knowledge in the web field, and limited internet access in the regions). The next indicator, namely self-gratefulness, is shown by students by being grateful for all the results achieved after they try their best to do their best during the learning process. Lastly, the honest looks from UM students when they sincerely express their satisfaction in acquiring new knowledge in the field of Islam, especially those related to the practice of worship in TDI activities, GRQ and WG.

UM's philosophical construction emphasises that university students are whole students. This philosophical basis seems to be the essential building of the epistemology of education promoted by UM. Besides acting as a sociological-philosophical stand for the UM academic community, the construction of education, including PAI, in the verbal credo "student as a whole person" is also a way of expressing the worldview of UM. In other words, the philosophical construction acts as an operator who can transform the vision of the worldview into the reality of the implementation of learning at the university.

Thus, the importance of a solid learning construction in compiling the scientific building of higher education, it is commonly stated that efforts to support the solid construction also always need to be carried out. This solid construction, as the case at UM, based on the findings of this research, that the interrelation between the potential for adversity quotient and the assistance of lecturers who have a humanist-religious character can sustain the strong construct of PAI online learning at UM. By considering the interplay between AQ and its relevance with constructiveness of PAI online learning, teachers and policymakers can develop more inclusive and effective educational approaches that empower students to thrive academically and contribute positively to society despite adversities. This leads to achieving the constructiveness of PAI online learning. Figure 2 shows the influence of students' adversity quotient in the constructiveness of PAI online learning.
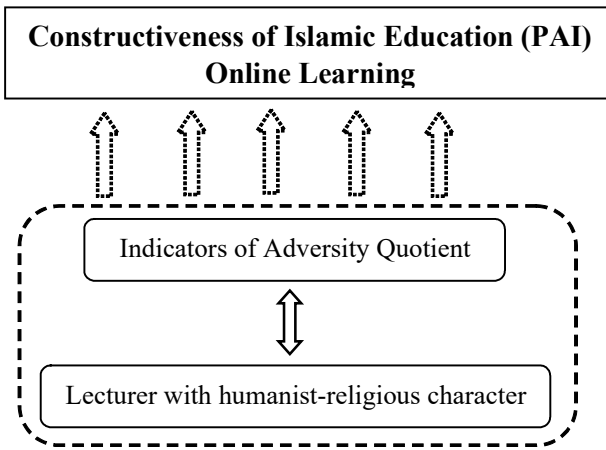
Figure 2. Influence of students' adversity quotient in the constructiveness of PAI online learning

Relating this discussion to online learning in global issues broadens the scope to examine how AQ influences learners' responses to broader societal challenges. Online learning platforms offer opportunities to educate students about global issues such as climate change, poverty, or human rights. Understanding how students' AQ affects their receptiveness to such topics and their willingness to act can inform instructional design and intervention strategies.

CONCLUSION

This research concludes that the potential of university students' AQ has implications for the constructively of PAI online learning at UM. In this research, the potential for university students' AQ emerged through four attitude indicators, including persistent, resilient, self-gratefulness and sincere. Pedagogical implication of this research likely revolves around understanding how students' AQ affects their engagement, learning outcomes and overall experience in an online Islamic education programme.

The implications resulting from the development of AQ through the four attitude indicators, in the next stage, get reinforcement from the presence of PAI lecturers who have humanist-religious characters. The researchers found these characters through indicators of lecturer behaviour who always appreciated the university students' learning process; carried out the role as a companion, motivator and guide for the continuity of learning. The

position of PAI online learning lecturers carries out the obligation "transfer of knowledge" and implies "transfer of value" in every learning process carried out. This interrelation between the potential of adversity quotient and the mentoring of lecturers who have a humanist-religious character downstream has implications for the strong constructively of PAI online learning at UM.

This study has found a significant correlation between students' AQ levels and their performance in the online PAI program. High AQ students might have demonstrated greater engagement, persistence and adaptability, leading to better academic outcomes compared to their low AQ counterparts. The limitations of the research lie in external factors that can influence the potential for AQ of students at the university. The study may not account for external factors that could influence students' experiences in the PAI online learning, such as access to technology, socio-economic status, family support or prior educational background.

Suggestions for further studies lie in comparative studies, especially the effectiveness of online Islamic education programs with traditional face-to-face instruction, hybrid models or other forms of distance learning. By examining different instructional modalities, researchers can identify the unique benefits and challenges associated with each approach to students' adversity quotient.

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