



The Influence of Adversity Intelligence on Principal Performance

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Abstract. Adversity resilience is a person's ability to face difficulties, challenges or problems encountered and find a way out in the face of challenges., someone with high adversity intelligence will be persistent in facing the challenges he faces and tend to survive until he succeeds. Indicators of resilience 1) self-confidence; 2) accept adversity; 3) take action to deal with difficulties; 4) dare to take risks; and 5) persist in adversity. Adversity resilience is related to a person's intelligence in overcoming various difficulties or problems in his life, including the difficulties and problems that exist in work. In carrying out his duties the principal is faced with various difficulties, obstacles and problems, both problems that exist within the school environment and those outside the school environment, which of course will affect the ability of the principal in dealing with obstacles, difficulties or problems that will also affect the principal's performance. school. This study aims to determine the effect of *Adversity Intelligence* on the performance of school principals. The data collection technique used in this research is library *research*. Literature study is the activity of collecting materials related to research originating from books, scientific journals, and other publications that are worthy of being used as research sources to be studied by the author. From the results of the literature study, there is an influence of *Adversity Intelligence* on the performance of the principal. Principals with high adversity intelligence will make challenges and obstacles into opportunities, so they do not give up in facing challenges, obstacles or problems. Principals who have high accident resistance intelligence will also have high performance. Someone who has a low AQ (*quitter*) shows little ambition, minimal enthusiasm and substandard quality. They take as few risks as possible and are usually not creative, unless they avoid a major challenge. *Quitter* does not make a significant contribution to the work, thus creating a burden for the company. A person who has a moderate AQ (*camper*) still shows some initiative, a little enthusiasm and some effort. They are still doing what needs to be done. They will work hard at anything that can make them feel more secure than they already have. A person who has a high AQ (*Climberers*) welcomes challenges, and they live with the understanding that there are urgent matters that must be addressed, they can motivate themselves, have high spirits, and strive to get the best out of life, they tend to make everything come true

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INTRODUCTION

Adversity resilience is a person's ability to face difficulties, challenges or problems encountered and can find a way out in dealing with these challenges, difficulties or problems. People who have high adversity intelligence can always overcome obstacles, challenges and problems they face. Hartosujono (2015:10) explains that adversity resilience is the ability of how a person accepts difficulties effectively and associates himself with the challenges that exist. Resilience will make a person change his mindset about obstacles, difficulties and problems so that it can be used as an opportunity to get out of the problems he faces. Mohd Effendi (2016: 2) in his article explains that in terminology, AQ means the ability or ability of an individual to struggle in facing and overcoming difficulties and problems and turning them into greater opportunities or achievements. Stolz (2004) in Cristine's article (2020: 97) explains that AQ is a person's persistence when facing obstacles to achieve success. AQ can provide strong motivation and contribution to someone to solve the problems faced so that AQ can support someone in achieving success

Adversity can be viewed as a science that analyzes human persistence in facing every day-to-day challenges. Meanwhile, Agustiana et al (2013) detailed the aspects of resilience, namely being willing to take risks because the real courage in life is daring to take risks in facing challenges to overcome fear so that they are able to take solutions from every life problem they face.

In his book, Paul G Stoltz (2020:8) presents the results of 19 years of research on what it takes to achieve success. The success of work and life is mainly determined by the *Adversity Quotient* (AQ). AQ tells us how far we have endured in the face of adversity and our ability to overcome it. AQ predicts who will be able to overcome adversity and who will be crushed. AQ predicts who will exceed expectations of their performance

and potential and who will fail. *Adversity Quotient* predicts who will give up and who will stay. Furthermore, Stoltz (2020:9) suggests that *Adversity Quotient* has three forms, namely: 1) *Adversity Quotient* is a new conceptual framework to understand and improve all aspects of success, 2) *Adversity Quotient* is a measure to determine response to difficulties, 3) *Adversity Quotient* is a set of tools that have a scientific basis to improve response to adversity. Many factors can affect the *adversity quotient*, including talent, will, intelligence, health, personality characteristics, genetics, education, and self-confidence (Saidah & Aulia, 2014).

Marti Yoga (2016:22) suggests several contributions of *Adversity Quotient* to various aspects of human life, namely: 1) *Adversity Quotient* is able to restore the spirit of the champions from every defeat and setback so that there is always the possibility to score achievements, 2) *Adversity Quotient* helps every human being to strengthen perseverance and always adhere to principles and dreams, 3) *Adversity Quotient* is able to equip a person to remain empowered without having to stand idly by to others, 4) *Adversity Quotient* is able to equip a leader to always be wise and responsible, able to face various risks, does not have a cowardly mentality, and prioritizes the institution he leads, 5) *Adversity Quotient* is able to awaken a person's adversity from a disaster, failure or accident into a great motivation to save and improve life, 6) *Adversity Quotient* is able to boost one's competence and confidence to realizing big dreams, 7) *Adversity Quotient* is able to convince someone not to be trapped in something conventional so that what he does does not have to be the same as what other people do in general.

From the opinions expressed by experts, it can be synthesized that the *adversity quotient* is the level of a person's ability to overcome a difficulty and solve problems in his life as indicated by the following indicators: self-confidence, accept difficulties, take action to face difficulties, dare to take action, risk and endure adversity.

Stoltz grouped three types of human personality that can describe the ability of AQ, with this grouping a person can be assessed whether he has a high, moderate, or even very low AQ. The following is the AQ grouping.

Quitters

This category occupies the lowest position, namely people who lack the will to accept challenges in their lives and easily give up with the difficulties they face. Marti Yoga (2016:29) they explain that what is called Quiter is a person who stops climbing to the top or even refuses to climb and decides to remain silent. Stoltz (2010:36) *Quitter* has little or no ability. That's what caused them to stop.

Campers

category shows someone who already has the will to try to face the challenges and problems that exist but they stop because they feel satisfied and can't anymore. Marti Yoga (2016: 29) explains that so-called *campers* are people who stop the journey (climbing) under the pretext of inability or having had enough. They assume that the cessation of climbing is a sign that various efforts and sacrifices have been made. Stoltz (2010:36) *Campers* have faced quite a number of difficulties, unfortunately, it is these difficulties that ultimately encourage campers to weigh the risks and rewards and finally stop climbing.

Climbers

This category is for those who choose to continue to survive and struggle to face various things, both in the form of problems, challenges, and obstacles. Stoltz (2010: 36) *Climbers* are no strangers to adversity, their lives do face and overcome incessant obstacles. Climbers understand that adversity is a part of life. Marti Yoga, (2016:30) explains that those who are called *Climbers* are people who continue to persist in climbing until the climb actually reaches the top. They don't care about the wealth and energy that has been sacrificed, for them totality and commitment is a necessity

Adversity Intelligence is also an assessment that measures a person's attitude in dealing with problems to be empowered into opportunities. *Adversity intelligence* can be an indicator of how strong a person can continue to survive in a struggle, until in the end that person can come out victorious, back down halfway or even refuse to accept the slightest challenge. *The adversity Quotient* can also see the mental response to difficulties.

Stoltz (2020: 92) explains the role of *Adversity Quotient* in life as a basis for ability to control and how to respond to adversity. The role of *Adversity Quotient* in life includes 1) competitiveness; 2) productivity; 3) creativity; 4) motivation; 5) take risks; 6) persistence; 7) study; 8) embrace change; 9) tenacity

The principal in carrying out his duties cannot be separated from various obstacles and problems. These obstacles or problems can come from the school environment or from outside the school environment. Barriers that come from the school environment such as the lack of teacher discipline in carrying out their duties, the lack of teachers and education personnel, limited infrastructure, educational policies, insufficient school funding. Lack of competence of teachers and education personnel, still unequal access to education. Meanwhile, obstacles that come from outside the school environment such as the lack of community support for education, road access that is still difficult to pass in some schools, especially schools that are far from the city center, and socio-economic conditions of parents of students. With various obstacles and problems, *Adversity demands*

Quotient Principal, requires the Principal to deal with all the problems that exist at school and outside the school related to the implementation of school education. Is the principal including the type of *Quitter*, *Campers* or *Climbers* in dealing with obstacles and problems that exist in the school environment.

Adversity Quotient in the world of education will make teachers have and develop endurance and tenacity in terms of conveying knowledge that is meaningful and purposeful (Ronnie, 2006: 215). This statement is of course no exception to the principal. Principals who have a high *Adversity Quotient* will have endurance and tenacity by continuing to be committed to making changes for the better even though there are obstacles or problems.

By applying *Adversity Quotient* to our world, we can understand how and why some people continually exceed the predictions and expectations of those around them, so it makes sense that those who cannot endure adversity suffer in all areas, while those who have *Adversity Quotient* that is high enough will tend to last until it is successful (Stoltz, 2020:48)

Quitters, Campers and Climbers at Work

Stoltz in his book describes the types of *Quitters*, *Campers* and *Climbers* in the workplace. A *Quitter* works just to live. They show little ambition, low morale and subpar quality. They take as few risks as possible and are usually not creative, unless they avoid a major challenge. *Quitter* does not make a significant contribution to the work, thus creating a burden for the company.

A *Camper* still shows some initiative, a little passion and some effort. They are still doing what needs to be done. They will work hard at anything that can make them feel more secure than they already have. Kenaya Camper will not knowingly risk being fired for their performance. *Campers* can do jobs that require creativity and take calculated risks, but they usually take the safe route. Creativity and willingness to take risks are only carried out in areas where the threat is very small.

Climbers welcome challenges, and they live with the understanding that things are urgent and need to be addressed, they can be self-motivated, have high spirits, and strive to get the best out of life, they tend to make things happen. *Climbers* don't stop at titles and titles, they are constantly looking for new ways to grow and contribute. *Climber* works with vision. Often they are full of inspiration and as a result make good leaders.

Principal's Performance

Performance etymologically comes from the word *performance*. *Performance* comes from the word *to perform* which has several *entries* that are relevant to performance, namely: 1) doing, 2) doing or doing something, 3) carrying out a responsibility, and 4) doing something that someone expects (Muhamad Robi Awaludin, 2017). Moheriono (2012:95) explains that performance is a description of the level of achievement of the implementation of a program of activities or policies in realizing the goals, objectives, vision and mission of the organization as outlined in an organization's strategic planning. Meanwhile, according to Sedarmayanti (2010:167), performance is the result of work achieved by a person or group in the organization in accordance with their respective authorities and responsibilities in an effort to achieve the goals of the organization concerned legally, not violating the law and in accordance with norms. Mangkunegara (2006:9) states that performance is work performance or work (output) both quality and quantity achieved by HR per unit period of time in carrying out their duties in accordance with the responsibilities given to them. Furthermore, Emron Edison (2018: 188) explains that performance is the result of a process that refers and is measured over a certain period of time based on pre-determined provisions and agreements. Luthan in Hamzan B Uno (2014:121) explains that performance is the quantity and quality of a person produced or services provided by someone who does the job. The performance of Hamzah B Uno (2014: 140) is a series of behaviors or work activities of a person in carrying out their duties on the basis of understanding, skills, competence, dedication, passion, and high motivation to achieve achievements and achieve organizational goals. For this reason, so that the work produced or the performance is of high value, the employee must have standards that can support the work.

Kaswan (2017:139) explains that to define performance accurately a manager or leader must pay attention to three elements, namely *goals* (targets), *measures* (measurements) and *assessment* (assessment). Goal setting has a proven track record of success in improving performance in a variety of settings and cultures. Having a *goal* (target) is not enough, the leader must measure (measure) the extent to which the goal can be achieved. The third requirement is an *assessment* that involves a performance assessment (*performance system*). Regular assessment of progress in achieving goals will focus attention and effort.

One's performance needs to be built through performance management. Optimal and stable performance is not a coincidence but has gone through stages with good performance management and maximum effort to achieve it. Performance Management is an effort to achieve better employee or organizational performance from time to time (Emron Edison, 2018: 188). Kaswan (2017:138) performance management is a continuous communication process, carried out within the framework of cooperation between an employee and his/her direct supervisor, which involves setting expectations and understanding about the most basic employee functions, how the employee's work contributes to goals. organization, what it means in a concrete sense, doing

a good job, how work performance will be measured what obstacles interfere with performance and how these obstacles can be minimized or eliminated and how employees and superiors can work together.

principal's performance is an effort made by the principal in carrying out his duties to manage education by implementing effective, efficient, productive and accountable school management to achieve the educational goals that have been set. The principal's performance refers to the Regulation of the Minister of Education and Culture Number 13 of 2007 concerning the Competency Standards for principals which include: 1) Personal competence, 2) Managerial competence, 3) Entrepreneurship competence, 4) Supervision competence, 5) Social competence. The principal's performance is the implementation of the principal's competency standards and the principal's work is a reflection of the implementation of the principal's competence in managing education in a school or educational institution.

The principal's performance is the result of the work achieved by the principal related to the practice of leadership in managing the educational unit he leads. The results of this work are the implementation of the competencies possessed by the principal. Sashkin and Hudlle in Linenburg (2010:9) effective principals can be seen in two categories of tasks, namely *building bureaucratic links and building cultural links*. The category of *building bureaucratic linkages* principals relates to 1) building relationships with official offices; 2) monitor organizational information; 3) coordinating school activities; 4) managing finances; 5) maintain the school building; 6) directing school support services and 7) *staffing*. While the category of *building cultural links* is related to 1) creating a conducive atmosphere for learning; 2) set high expectations; 3) setting school goals; 4) learning leadership; 5) organizational communication; 6) establish relationships with the community.

From several explanations regarding performance, it can be synthesized that the principal's performance is the work achieved by the principal in carrying out his duties related to the practice of leadership in schools professionally so that he can achieve organizational goals that have been set on the basis of understanding, skills, competence, full dedication, responsibility. , passionate, optimal service, and high motivation to achieve achievement and achieve organizational success

Dimensions that Support Performance

In assessing performance, there are several dimensions that become a benchmark for someone in carrying out their duties. Performance is the result that has been achieved by someone in carrying out their duties. John Miner (1988) in the book Emerson Edison et al (2018: 192) suggests four dimensions that become performance benchmarks, including: 1) Quality, namely the level of error, damage, accuracy; 2) Quantity, namely the number of jobs produced; 3) The use of time at work, namely the rate of absence, delay, effective working time / lost working hours and 4) cooperation with other people at work. In carrying out performance there are targets, there are results, time management or time efficiency and obeying the applicable rules and being responsible

School Management and Leadership

Management is a person's activities in managing, driving, managing, running, fostering and leading an institution, including an educational unit. A manager is someone who carries out activities to manage, drive, manage, run, foster and lead (Doni Juni, 2017: 191). According to Ruhayat (2012:14) management is managing the resources owned by the school/organization including money, methods, materials, machines, and marketing that are carried out systematically in a process. GR Terry (1997) in Doni Juni (2017: 192) Management is an effort to achieve predetermined goals by using the activities of others. Malayu Hasibuan (2007:1) explains that management is the science and art of managing the process of utilizing human resources and other resources effectively and efficiently to achieve a certain goal.

Human resource management related to education as described in his book Hasan Basri (2015:171) is broadly related to the following: 1) building horizontal relationships with all employees of educational organizations; 2) workforce planning in the education sector; 3) build communication and motivate the work of all personnel of educational organizations; 4) pay attention to the welfare and health of workers; 5) manage the rank and increase in benefits, incentives, and salaries of employees 6) assess the work performance of educational organization personnel; 7) announce all information related to employment; 8) provide guidance on staffing; 9) be fair in carrying out duties and obligations concerning the future of employees.

In relation to the performance of the principal, it cannot be separated from the role of the principal as a school manager. The principal as a manager occupies a position that has been determined by the school organization. The principal has the top position in the school organization and holds the key to the school's success in achieving the goals that have been determined. Rohiat (2012:33) stated that the principal's role shows that they have two major roles in carrying out their duties, firstly as a manager and secondly as a leader, both of these roles are attached to the principal.

The principal in his role as a manager needs to improve the existing conditions. As a control, various policies and assistance from the government have not been able to move or improve the quality of education. Technical skills for school management need attention such as understanding the duties of the principal,

curriculum management, management of infrastructure management personnel, financial management and management related to public relations.

The current educational paradigm gives schools wider authority in developing the potential or resources owned by the school. In its development requires the competence of the principal in managing the resources owned by the school, in order to achieve the goals in accordance with the vision and mission that have been determined. Several variables that require managerial competence of principals include students, PTK, infrastructure, financing, learning processes, curriculum, relations with other institutions, relations with the community and parents of students.

The managerial ability of school principals is based on Permendiknas No. 13 of 2007 concerning school principal standards which include personality competencies, managerial competencies, supervisory competencies, social competencies and entrepreneurial competencies. Managerial competencies include: 1) preparing school plans for various levels of implementation; 2) develop school organization according to need; 3) leading schools in the context of optimally empowering school resources; 4) managing school change and development towards an effective learning organization; 5) create a conducive and innovative school culture climate for students; 6) manage teachers and staff in the context of optimal utilization of human resources; 7) manage facilities and infrastructure in the context of optimal utilization; 8) managing school relations with the community in order to seek support for ideas, learning resources and school financing; 9) managing students in the context of accepting new students; 10) placement and capacity building of students; 11) managing curriculum development and learning activities in accordance with the direction and objectives of national education; 12) managing school finances in accordance with the principles of accountable, transparent and efficient management; 13) managing school administration in order to support the achievement of school goals; 14) manage special service units

schools in supporting the learning and activities of students in schools; 15) managing school information systems in support of program preparation and decision making; 16) take advantage of advances in information technology to improve learning and school management; 17) monitoring, evaluating and reporting on the implementation of school programs with appropriate procedures, as well as carrying out follow-up actions.

Education Productivity

National Education Standards can be achieved if there are continuous efforts and long-term strategic efforts to realize and demand a system that can develop and improve the quality of education. Improving the quality of education can be built if there is cooperation and collaboration from stakeholders involved in education.

The school as an institution that provides education and is responsible for efforts to educate the nation's life has always been the focus of attention from the community. The community will assess the process of implementing education in schools. Susanto (2016:1) explains that schools as a learning community (*community of learning*) in the wider community (*society*), schools will always be in the midst of changes that occur in society and vice versa.

School productivity is related to the quality of education, productivity is a comparison of the output (output) with the results of the input (input). Educational productivity in an educational institution cannot be separated from several factors or variables related to the quality of education, one of which is the leadership of the principal. Susanto (2016:2) explains that school productivity can be measured by the emergence of the following: the teaching quality of educators, the quality of education staff services, effective teaching and learning process services from teachers. The principal who is the head of the school must be able to empower all the resources owned by the school to make education services effective in schools. One of the reasons for the ineffectiveness of the education and learning process in schools is the lack of understanding of the principal on the tasks that must be carried out by the principal. The result is that schools in achieving educational goals and realizing the vision, mission and goals of the school depend on how the management and leadership of the principal. The interaction between the principal and the teacher, the interaction between the principal and students, the interaction between the principal and policymakers, and the interaction between the principal and the community are very much needed in order to make the education and learning process effective in schools. Mulyasa (2012: 5) suggests that the success or failure of education and learning in schools is strongly influenced by the ability of the principal in managing each component of education (*who is behind the school*).

School management is the management of school-owned resources that is carried out in a planned, systematic and sustainable manner which includes planning, organizing, acting, and controlling effectively and efficiently to achieve school goals. Susanto (2016:41) suggests the dimensions and indicators of productive schools, namely 1) teacher teaching quality; 2) smooth teaching and learning services; 3) feedback received by students regarding their work; 4) daily services of teachers to students; 5) student satisfaction with teacher teaching services in particular and school services in general; 6) the comfort of the classroom as a place to study; 7) availability of learning facilities; 8) students' ability to use various school facilities.

The new pattern of future education management is more oriented towards more democratic school autonomy. Schools are given the freedom to manage the resources owned by the school by involving all school

components. The following are the dimensions of changes in the pattern of education management. With the new pattern, principals as managers in schools are given free space in managing schools so as to create effective schools that will affect educational productivity. Creating an effective school cannot be separated from how the principal's performance in managing the school. The system that authorizes school principals to regulate school life in accordance with the potential, demands and needs of schools is known as School-Based Quality Improvement Management (MPMBS). In MPMBS schools provide situations that have *Full Authority and Responsibility* to independently determine educational programs and various local school policies in accordance with the vision, mission, and educational goals to be achieved by the school (Mulyasa, 2012:177)

Every school must have a desire to build an effective school, but not necessarily able to realize it due to several factors behind it, one of which is the inability of the principal in creating an effective school, especially in terms of concern and commitment of the principal in carrying out his duties. Creating an effective school is not easy for the principal to do because in addition to demanding the ability and commitment of the principal in managing education, there are several other factors that affect the performance of the principal including school finances, school conditions, parental and community support, qualifications and competence of educators and staff. education and there are many factors that can affect the performance of the principal in carrying out his duties.

Mulyasa (2012:61) explains that there are at least nine aspects in creating an effective school, namely 1) school development planning; 2) teacher and staff development; 3) student development; 4) parental and community involvement; 5) rewards and incentives; 6) order and discipline; 7) curriculum development and learning; 8) financial management and financing; 9) utilization of school facilities and infrastructure.

Susanto (2016:33) suggests educational productivity, namely the relationship between educational outcomes and human resources and materials used by education. Educational productivity depends on the principal as a manager in empowering all the resources and potentials of the school. The extent to which the principal's ability to empower all resources owned by the school in order to achieve maximum results. The principal's performance is related to the principal's performance in managing the resources owned by the school and in the end will produce a product of the principal's performance, namely the work. The level of productivity cannot be separated from the influence of human resources in this case are educators and education staff, which are the most dominant factors in increasing education productivity in addition to other resources including infrastructure and financing. Sudadio (2015:67) in his book writes indicators of achievement of educational productivity, namely: 1) evenly and abundant inputs; 2) many graduates are of high quality; 3) high graduate relevance; 4) graduates can live decently

Educational productivity is related to the quality of education. Productive schools will improve the quality of education in these schools. Schools are said to be of high quality if they can carry out an educational process that meets customer expectations (Sudadio, 2015:20). According to Crosby, quality is in accordance with what is required or standardized (*Conformance to request*), that is, in accordance with predetermined quality standards, both input, process and output. For an educational institution or institution, quality is the main priority and improving quality is the duty and obligation of everyone in the educational institution or institution.

Sudadio (2015:22) mentions the characteristics of the quality of education *services*, namely: 1) educational services have a high level of trust (*reliability*), especially those related to time; 2) *assurance*, namely educational services or services that always provide quality assurance to customers; 3) education services must fully have empathy for students; 5) appearance (*tangibility*), neat, harmonious and clean; 6) service is easy to get.

From his explanation, school productivity will result in school quality. High school productivity will produce high quality as well, while low productivity will produce low quality. The high and low productivity depends on several factors, one of which is the managerial ability of the principal in managing the existing resources in the school which includes human resources, infrastructure resources and financing resources. School productivity demands maximum principal performance which will determine the quality of educational services which ultimately leads to customer satisfaction in education.

RESULTS AND DISCUSSION

Based on the literature analysis of various books related to the intelligence of disaster resilience and the performance of the principal, it can be explained the framework of thinking related to the influence of the intelligence of disaster resilience on the performance of the principal. The principal's performance will be related to school productivity. School productivity will produce school quality. High school productivity will produce high quality. School productivity will depend on the ability of the principal in managing the resources owned by the school. In managing the school, the principal will be faced with obstacles and problems that require the principal to be able to face and resolve obstacles and problems. In dealing with obstacles and solving problems, principals are required to have adversity *intelligence*.

Adversity *Intelligence* is the level of an individual's ability to overcome difficulties and solve problems faced in his life. Indicators of resilience 1) self-confidence; 2) accept adversity; 3) take action to deal with difficulties;

4) dare to take risks; and 5) persist in adversity. Adversity resilience is related to a person's intelligence in overcoming various difficulties or problems in his life, including the difficulties and problems that exist in the work.

Adversity Quotient according to Stoltz (2010) is an individual's resilience to struggle to overcome challenges, problems or difficulties encountered and turn them into opportunities for success. *Adversity Quotient* describes how a person can withstand challenges and their willingness to tackle and tackle the small and big challenges they face every day.

Stoltz (2020:6) developed the concept of *Adversity Quotient* from several issues related to organizational and individual performance. The questions are: 1) why do some companies keep ahead of the competition, while others fall apart? 2) why are some entrepreneurs able to overcome immeasurably difficult obstacles, while other entrepreneurs give up?; 3) why are there parents who can raise their children to be good citizens in an environment full of violence and drugs?; 4) why can anyone overcome difficulties and accept a miserable childhood when most people give up and reject it?; 5) Why can a teacher in a slum area of the city positively affect the lives of his students, while other teachers barely care about them? 6) why are there so many people whose abilities lag behind their talents or high IQ? This question led to the emergence of exploration of the *Adversity Quotient* in humans. Humans have different abilities from each other, including how they respond to challenges. This reaction is greatly influenced by life experiences and education received by the types of challenges faced. *Adversity Quotient* will strengthen the effectiveness of a leader while increasing the effectiveness of the people we lead (Stoltz, 2020:10)

CONCLUSION

Based on a literature study on *Adversity Intelligence* and principals' performance, there is an influence of *Adversity Intelligence* on the performance of school principals. Principals with high adversity intelligence make challenges and obstacles into opportunities, so they don't give up easily in facing challenges, obstacles or problems. Principals who have high accident resistance intelligence will also have high performance. High performance will increase education productivity.

Someone who has a low AQ (*quitter*) shows little ambition, minimal enthusiasm and substandard quality. They take as few risks as possible and are usually not creative unless they avoid a major challenge. *Quitter* does not make a significant contribution to the work, thus creating a burden for the company. A person who has a moderate AQ (*camper*) still shows some initiative, a little enthusiasm and some effort. They are still doing what needs to be done. They will work hard at anything that can make them feel more secure than they already have. A person who has a high AQ (*Climbers*) welcomes challenges, and they live with the understanding that there are urgent matters that must be addressed, they can motivate themselves, have high spirits, and strive to get the best out of life, they tend to make everything come true

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