



**PERAN ADVERSITY QUOTIENT TERHADAP SUBJECTIVE WELL-BEING**

**MAHASISWA PROGRAM SARJANA UGM DENGAN CLASS-YEAR LEVEL**

**SEBAGAI VARIABEL MODERASI**

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**Intisari**

Tuntutan akademis yang harus dipenuhi oleh mahasiswa dapat menimbulkan perasaan tertekan dan ketidakpuasan dengan kehidupannya yang kemudian berdampak pada studi mahasiswa sehingga mempengaruhi *subjective well-being*-nya. Untuk memenuhi peran dan tuntutan mahasiswa dalam kehidupan perkuliahan, diperlukan kemampuan yang baik untuk beradaptasi dengan dinamika kehidupan kampus yang mereka tinggali. Penelitian ini bertujuan untuk menguji hubungan antara *adversity quotient* dan *subjective well-being* mahasiswa program sarjana UGM, serta menguji *class-year level* sebagai variabel moderasi pada hubungan antara *adversity quotient* dan *subjective well-being* mahasiswa. Jenis penelitian adalah pendekatan kuantitatif korelasional dan regresi linier menggunakan *dummy data*. Instrumen penelitian yang digunakan adalah skala *Adversity Response Profile Quick Take* (ARP), data sosio-demografi mahasiswa, serta Skala Kesejahteraan Subjektif Mahasiswa. Partisipan penelitian adalah 288 mahasiswa sarjana di UGM dari berbagai jurusan. Hasil penelitian menunjukkan korelasi positif antara *adversity quotient* dan *subjective well-being* ( $r = 0,378$ ;  $p < 0,01$ ). Sementara itu, *class-year level* tidak dapat memoderasi hubungan antara *adversity quotient* dan *subjective well-being* pada mahasiswa. Hasil penelitian menunjukkan bahwa peningkatan *adversity quotient* diikuti oleh peningkatan *subjective well-being*. Sumbangan efektif *adversity quotient* terhadap *subjective well-being* sebesar 14,3%.

**Kata kunci:** *mahasiswa, adversity quotient, class-year level, subjective well-being*

**THE ROLE OF ADVERSITY QUOTIENT TOWARDS SUBJECTIVE WELL-BEING  
OF UNDERGRADUATE STUDENTS OF UGM WITH CLASS-YEAR LEVEL AS  
MODERATING VARIABLE**

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**Abstract**

The demands experienced by students can influence them to feel dissatisfied with their lives. It may as well affect their subjective well-being and causes various problems in their study. In order to fulfill their role as students and the demands of their development in college life, students need a good ability to adapt to the dynamics of campus life where they live in. The present study aims to test the relationship between adversity quotient and the subjective well-being of undergraduate students in UGM, and whether the class-year level students can moderate the adversity quotients and subjective well-being. The quantitative correlation approach and linear regression with dummy variables were used in this study. The research instruments used were Adversity Response Profile Quick Take (ARP) scale, participants' socio-demographic data, and Student Subjective Well-Being Scale. Research respondents were 288 undergraduate students in UGM from any major of study. Study results show a positive correlation between adversity quotient and subjective well-being ( $r=0,378$ ;  $p < 0,01$ ). Meanwhile, the class-year level could not moderate the relationship between adversity quotient and subjective well-being of students. The results indicated that the increasing level of students' adversity quotient was followed by the increasing level of subjective well-being. The adversity quotient gave an effective contribution towards subjective well-being of 14,3%.

**Keywords:** *undergraduate students, adversity quotient, class-year level, subjective well-being*