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"OPTIMAZING OF MULTIPLE INTELLIGENCES TO EXAGGERATE HUMAN POTENTIAL TOWARDS VIRTUOUS CHARACTER"

Teacher Education "Madrasah Ibtidaiyah"
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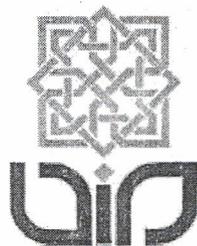## "OPTIMIZING OF MULTIPLE INTELLIGENCES TO EXAGGERATE HUMAN POTENTIAL TOWARDS VIRTUOUS CHARACTER"

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ON THE 1st SUMMIT MEETING ON EDUCATION, THE END OF THE YEAR 2013

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DAFTAR ISI

DEVELOPING STUDENT'S ADVERSITY QUOTIENT (AQ) THROUGH INSPIRATIONAL STORIES

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Abstract

Adversity Quotient (AQ) is the intelligence in struggling to overcome difficulties. A climber type student has a high AQ. This type of student is persevere, tenacious and tough in facing difficulties. They always strive to find the way out when facing difficulties. They never let anything get in their way to their dreams, that is why AQ is really needed in learning process, whether it is at home or at school. With that said, student's Adversity Qoutient needs to be cultivated continuously and to be applied in any learning, i.e through inspirational stories that touch and awaken student's conscience to be able to change and improve. With their imagination and high ability to imitate, school children will easily copy the struggling of children around the world. The stories may be taken from many sources, such as stories of great people who went through hardships during their childhood, like Rasulullah SAW and his friends, story of the president of South Korea, president of South Africa and other stories of children who became heroes to their families and friends.

Keywords: *Adversity Quotient, Quitter, Camper, Climber, and inspirational stories*

A. Introduction

The ranking system applied to students is good in a way, to develop their spirit of competition, but on the other side is defiled when the ranking was only based on student's cognitive skills and ignores other aspects (like psychomotor and affective skills). Moreover, ranking system could have a potential to create a level gap in class, a proud for those achieving first rank, second or third, and made student whose position was at the bottom feels inconfident. Ranking system could also drives students to do whatever it takes (by cheating) for them to achieve the top rank (Sudarman, 2012).

The fact is, there are many parents still hold that achievement and intelligence of their children were laid only on written test, especially for certain subject; like science and math. Parents get disappointed in an instant when their children got unexpectedly low scores on those two subjects even if scores on other subjects or morals were fine. As did parents when their children got high scores on those two subject, while underestimating other subjects or moral values. There are even parents who force their children to take major science class eventhough their children obviously were not qualified enough for that. Most of the reason they do it was no other than for the sake of dignity.

It would be better if every single students and parents were given the representation of each

children's achievements or ability as mentioned in the theory of multiple intelligence by Howard Gardner. It is said that being clever/smart is not only happened when children shine for math and science subjects. There are many intelligences every students have (for example, mathematics, literatures, science, musics, interpersonal intelligence, kinesthetics, spatial, et cetera). A student may be good in math but they should be noticed that they have other abilities and intelligences that their friends do not have, for example kinesthetic or intrapersonal intelligence. It could be a better thing because it develops confidence in students as well as parents.

Something author think was important is how a teacher is able to engraft values and skill for students to face the reality in life. In other words, it is how students could develop their intelligence in overcoming every problems they were facing in life, in order to be an independent person and able to survive in all kind of situations and conditions. It means that real experiences are more useful than just mastery of strict theories attached to students, which in author's opinion relevance is very far from the real life. Thus, simulation, role playing, problem solving, brain storming and inspirative story telling related to reality these days, in author's opinion, are more helpful than constraining students to answer closed questions with textual answers from books they read, that only rely on student's memory.

This fact at the same time shows that intelligence can be contextual. The problem students facing or the context are important factors when considering to put citation of intelligence. As Stoltz (2000) said, it is not only IQ or EQ that determine one's success, but another one factor which has incredible influence to one's success, that is intelligence in overcoming a trouble also known as adversity quotient (AQ). AQ can be improved, hence student with low AQ may improve to be one with higher AQ.

Someone whose AQ is high would not give up easily in facing a challenge. They are the philosopher as well as warrior who always consider and fight for every possibilities, also they would never let anything get in their way to their dreams. Student with AQ never give up hopes in going through education, including in working on assignments given by their teachers. This potentital, of course, will be very useful when applied at school. The problem is how to integrate the AQ to learning process. This paper tries to integrate AQ to learning. Integrating AQ to learning in this case is not in the form of learning model development, but at the level of concept study.

B. Definiton of Adversity Quotient

Adversity Quotient (AQ) is an intelligence in facing difficulties (Stoltz, 2000). There are other widely used terms that are similar to that, such as AQ is the potential to be persistent (Subiyanto, 2006), AQ is them mental reliability (Laksmono, 2006), and AQ is the intelligence of being tough (Effendi, 2005). Assad (2012) stated that AQ is an intelligence gained by people after having difficulty and misery of life. As Stoltz (2000) claimed, htere are three forms of AQ: (1) AQ is a new conceptual frame to understand and improve all features of success, (2) AQ is a measure to know one's respond to handle difficulties, (3) AQ is a series of tools which have sciential basic to improve people's respond on difficulties. Moreover Stoltz (2000) stated that AQ may predict these features: outcome, motivation, empowerment, creativity, happiness, vitality and excitement, emotional health, physical health, diligence, productivity, knowledge, energy, hope, endurance, behavior, long life and respond to change.

A kid with high adversity intelligence is able to process information from their surroundings effectively, thus they face challenges easily and creatively in finding various alternatives of solutions, managing their behaviour properly, able to protect themselves from any bad influences,

and learning from their experiences.

Most of the time, children are friendly and be familiar with their environment easily. They also creative, innovative, confident dan hold strong motivation. They are able to find positive source of happiness, believe in their skills to overcome various challenges and obstacles, also having high fighting spirits and never give up. These children usually appear as healthy children, rarely fell ill, rarely have indigestion, do not experience insomnia, and do not have behavioral disorder like biting nails, pulling hair, being angry or sobbing for no reason, fussy, anti social, et cetera.

Children whose adversity intelligence are fine would not stressed easily, that the adrenalin produced in proper amount. Children who stressed easily will experience hormonal disorder, running out of vitamin and minerals, weakened imune system, hence will be easily fell ill.

One's success in work and life is highly influenced by AQ. People with high AQ would not blame other party for trouble they are facing but being responsible to fix the problem. They do not easily complain nor despair even in the worst condition. On the contrary, with all their limitations, they are capable to think, act and make strategies to move on. Otherwise, low AQ means dullness of life durability. One with low AQ complains all day when going through hardships and unable to see wisdom inside the problem they are facing.

Stoltz (2000) described this life as like climbing a mountain. When someone reach the top of the mountain, it means that they has overcome trouble. The term "mountain climbing" in the context of education means: passing an exam, achieve high scores on certain subjects, be a winner at some championship, mastering certain subject, being a leader in school organization, gaining scholarship, et cetera.

C. Components of Adversity Quotient

Four main component of AQ according to Stolz (2000) known as CO2RE consists of C = Control, O2 = Origin and Ownership, R = Reach, and E = Endurance. These four components really influence someone's success, because they may form one's mindset, which is how to see this life.

Control asks how much (strength) someone has over some event that cause hardships. The higher score in C dimension, the bigger possibility for someone to have a strong control over a problem which is met. On the contrary, the lower score in C dimension, the bigger possibility a person felt that the trouble was out of control. Stolz (2000) proposed the tendency of people whose score is low in C dimension. For example: that is beyond my reach, ther is nothing I can do, and it is impossible for you to fight, because they are board members. Furthermore, Stolz (2000) proposed some examples of expressions by people with high AQ: wow, this is hard, but I have seen harder, there must be something I can do, there is always a way, brave people will win, and I should find another way.

Origin and *Ownership* asks the origin of hardship and how far a person admit that hardship they are facing. The origin and ownership component known as O2. The higher O2 score the bigger possibility someone see that success was always there and main cause came from the outside. On the contrary, the lower O2 score, the bigger possibility of someone thought that the cause was themselves. When they make an achievement, they will think that the success came from luck which is caused by other people or factors.

According to Stolz (2000), those whose origin score is low tend to think: (a) it was all my fault; (b) I am really stupid; (c) I should have known that; (d) What was I thinking?; (e) I do not

understand; (f) I have mess up everything; and (g) I am such a failure. Furthermore Stolz (2000) proposed that people whose origin respon is high will think: (a) It was not the right time; (b) the whole industri is in pain; (c) everyone is having hard days lately, he/she is just not in a good mood; (d) some of team members did not contribute; (e) my kid was ill and I should stay up late to take care of him/her; (f) no one could predict this; (g) there are some factors in it; (h) the whole team members disappoint ore hopes; (i) after all consideration I knew I should not take this job or program.

Reach asks how far the hardship will reach other aspects of one's life. Low AQ will let the hardship seeps to other sides of someone's life. Meeting that did not go well will screw all activities on that day; conflict may ruin a relationship; negative assessment of outcome will slow down one's career, that will then cause a financial panic, sleep disorder, bitter, stay out of people, and bad decision making. The lower reach component score the bigger possibility of someone consider bad things happened as disaster and let it escalate. Of course this will hamper the way to success, and the worst is it is very dangerous because it will make damage when uncontrolled. Conversely, the higher one's R component score, the bigger possibility for people to limit problem's reach on the event they are facing.

Endurance asks two related things: how long the hardship will go and how long the cause will last. The lower a person's E score, the bigger possibility to consider that hardship and the cause will last long, or even forever. For example, frustated people commit suicide or get depressed. The higher E score, the bigger possibility to see a success as something that will last long, or even permanently. This kind of people consider a problem and its cause as something temporary, will be gone in a flash and seem to never be happened again. This will improve one's energy, optimism, and the change to act. These people is used to think positively, be grateful of what they have, having a good life, love to socialize, caring, and full of spirit.

D. Types of Adversity Quotient

Stoltz (2000) proposed three types of AQ: *quitter* (low AQ), *camper* (medium AQ and *climber* (high AQ). A quitter is someone who tries to get away of problem. Some characteristics of quitter are: minimum effort, backing off when seeing difficulties, and afraid to face their problems. They give up their dreams and take paths that are smooth and easier for them. They are tend to be cynical, gloomy and cold-hearted, or being grumpy and frustated, blaming people around them and hating people who strive to move forward. Quitters are also often became alcoholic, and drugs addicts. They seek escapement to find peace for their heart and mind, they run away from the effort to improve, which also means that they are ignoring potentials they have in this life. Quitters are those who think that math is complicated, hard, confusing, and such a pain. They are low motivated, thus giving up once they found some difficulties at finding solution on math problems and stop without any effort.

A *champer* type is a kind who do not take big risks and satisfied only with what they have or the condition of they are now. They often ignore possibilities they are going to get. This kind of people satisfied easily or feels okay just being at the middle. Champer ones feels good enough with their own illusion of what has been there, and sacrifice the possibility to see or experience something that probably be happened. They do not maximize their effort even if there is a chance and opportunity. There is no effort to study harder. When studying mathematics, champer students do not study as best as they can, they just study. They think high score is not necessary as long as they passed the exam, achieving top rank is not necessary as long as they make it to higher grade.

Climber type is the kid who has goals or target. To accomplish that goal, they are capable to fight diligently and perservely. Moreover, they are brave and discipline. Suppose that they are willing to climb to the top of the mountain, then they will keep trying until they are sure that they have made it to the top. This type of people have good AQ. Climber type students like studying math. Assignments given by their teacher are completed properly and on time. When they find mathematic problems that are hard to solve, they will try their best to solve the problems. They do not know the word giving up. They will try various ways and methods. They also brave and discipline. They are the participants of many olimpics, like mathematics, physics olimpics, robot designing contest, English contest, as well as participat of many sport championships like karate, badminton, athletics, cycling, also in art performance such as singing, drumband, poems, music performance, et cetera.

E. Improving Adversity Quotient for Primary School Students

Stoltz (2000) proposed that LEAD concept is very effective in helping people to create permanent improvements of AQ as well as in responding hardships. LEAD is L = listen (listen to your respond regarding hardship), E = explore (explore the origin and your ownership on the efect occurs), A = analize (analize the evidences) and D = Do (do something/act).

Cultivating children's AQ is not only teacher's responsibility, but also parents, who have a big role. It is often found that parents foster their children by spoiling them. Fostering and educating by spoiling children is defective, it makes children sappy. Seligman in Arswandi (2006) stated that, "spoiling children is a process to powerlessness or duping." Consequently, there are many adult children, even those who have been graduated cannot cope with problem even the simple ones and still have ask for other people's help, especially their parents.

Why many children get frustrated nowadays? That is the symptom seen when someone cannot overcome trouble they were facing. According to Barlianto (2007), parents tend to shower their children with facility or easiness, hence children's AQ is not developed. The fault lies on the easiness or facility that is not followed by giving a chance to children to try to solve the problem first. Consequently children are accustomed to receive something with no effort, or even it could be children escaping when they see problems. For example, a child found difficulties in studying math. To help the kid, parents provide him/her with extra course on mathematics. That made the child dependent to teacher and not getting motivated to study math. If that has already happened, try to slowly change the foster pattern on children, so they have the opportunity to solve their own problems and grow to be "tough" children.

Furthermore, parents can cultivate children's AQ by: (a) not to grant children's wish easily, (b) tell stories of success of people who have overcome difficulties, (c) remind them to hold on when facing hardships, (d) persuate children to know themseleves, their weaknesses need to be removed and skills that have to be improved, (e) persuate children to pray earnestly and surrender all the efforts to God, (f) when they failed, explain that God will make it up with something better.

Do not grant children's wish easily. When children ask for something, find a way so they would make an effort. Do negotiate with the children. For example, when they ask for toys, tell them that they have to collect their pin money. Once the money is collected as much as needed for the toy that is wanted, the toy can be rewarded. Try to give reward in regard to efforts on changing bad behaviours. For example, buy them toys only if the kid confidently work on assignment before their friends in class, or wake up earlier. Observe for a month, if something is changed then the toy can be given. If nothing occurs, then delay buying toys for children until something is changed,

even just a little.

F. Inspirational Stories to Improve AQ

Inspirational stories may touch and awaken children to change and improve. Lead by their high imagination and ability to imitate, primary school children will easily imitate stories that inspire them. The stories can be come from various sources. Their suroundings with many kinds of people and their characteristics could be awakening stories. Collected inspirational works may come in the form of books, movies, uploaded to the internet, or spread by the word of mouth. Stories which uplift children's spirit to perform kindness and build their intelligence to "fight" (AQ) are indeed veluable learning.

One of the inspirational stories is the story of pressident of South Korea, who also a former CEO of Hyundai, Lee Myung-Bak. Lee was born in Osaka, Japan on December 19th, 1941. He has been familar with poverty since his childhood as his father was a farmer while his mother sold vegetables, but because of his persistence and hard work for 22 years, he made it to the top position as CEO of Hyundai. After being a CEO of Hyundai, Lee stepped in to politics and elected as the mayor of Seoul. It was not all that. In 2005, Lee Myung-Bak was elected as the president of South Korea. How amazing! Son of a poor farmer eventually be the top person in industrial developed country like South Korea. That is why Lee Myung-Bak is called "Bulldozer" who strike all the obstacles in front of him with no mercy (Assad, 2012). Other stories are stories of 5 Incredible Kids written below (http://maskolis.blogspot.com/2011/11/inilah-5-bocah-cilik-yang-sangat-luar.html).

We might never thought of doing these kind of things in situations these kids were in when we were young. At that time, probably the most crucial moment was when our wishes were not granted by our parents. Here are some of the story about 5 incredible children who did something great eventhough people thought they are "small":

1. Nathan Thomson, a 9-years old kid who saved his mother from being stabbed by unknown man

The kid was stabbed at his face when he was fighting to save his mother from an unknown man. Nathan Thomson jumped to Hugh Clark's back, a drunk man who intended to stab Nathan's mother, Ena, while they were walking on the street at night. The drunk man turn into Nathan and unsheathe his knife to Nathan after stabbing Ena 8 times. Fortunately, both of them were safe and this event was handled by the authorities at the spot.

2. Charlie Simpson, a 7-years old child who cycle around the town to collect donation for earthquake survivors in Haiti

Charlie started his effort with simple message, "My name is Charlie Simpson, I am conducting a sponsored activity, cycling for Haiti, because was an earthquake and many people died. I want to collect money to buy foods, water and tends for Haitians." Charlie wished to collect 500 euros by cycling 15 miles around the city park. However his effort had touched many hearts and he succeeded collect 120.000 euros for Haitians.

3. Lin Hao, a boy who saved his classmates during an earthquake

Lin Hao was at 2nd grade at primary school and was a class leader for 30 of his friends. When an earthquake happened, the whole building collapsed and befell into Lin Hao and his friends. The entire class tried to safe their lives. However before he escaped from the disaster, he went back to the ruins and saved two of his friends who were stucked between debrises. Being asked why

he would risk his life for his friendsm he simply answered, "I am the class leader and I should be responsible for my friends."

4. Alexis Goggin, a 7-years old kid who made her body as a shield to save his mother's life

Alexis Goggin, the 1ˢᵗ grader girl at primary school was cited as "an angel from heaven" after jumping in front of an armed man and made her body as a shield against 6 bullets aimed to her mother. The mother, Selietha Parker, 30, was shot at her left temple and arm by her raging boyfriend. Before he shot another bullet to Selietha, Alexis jumped in fornt of the man and plead not to kill her mother. Fortunately, both of them were safe.

5. Ibrahim Ouaida, a 8-years old boy drowned after saving his sister's life

It happened when Ibrahim swam at Sandridge beach, Melbourne with his 10-years old elder sister, Sarah. A big wave came at once and swiped them to the sea. His sister kept asking for help. Ibrahim came and screamed, "I'm coming, Sis, I'm coming!" Ibrahim pulled his sister's head to the surface and kept them afloat shile saying, "I love you, you will be okay." When a lifeguard came, Ibrahim asked to safe his unconsious sister and said, "Please safe her, my mother needs her, she is so precious." After the lifeguard brought Sarah to the beach and look for Ibrahim, he had gone. For his bravery, he was given a "Bravery medal" by local government.
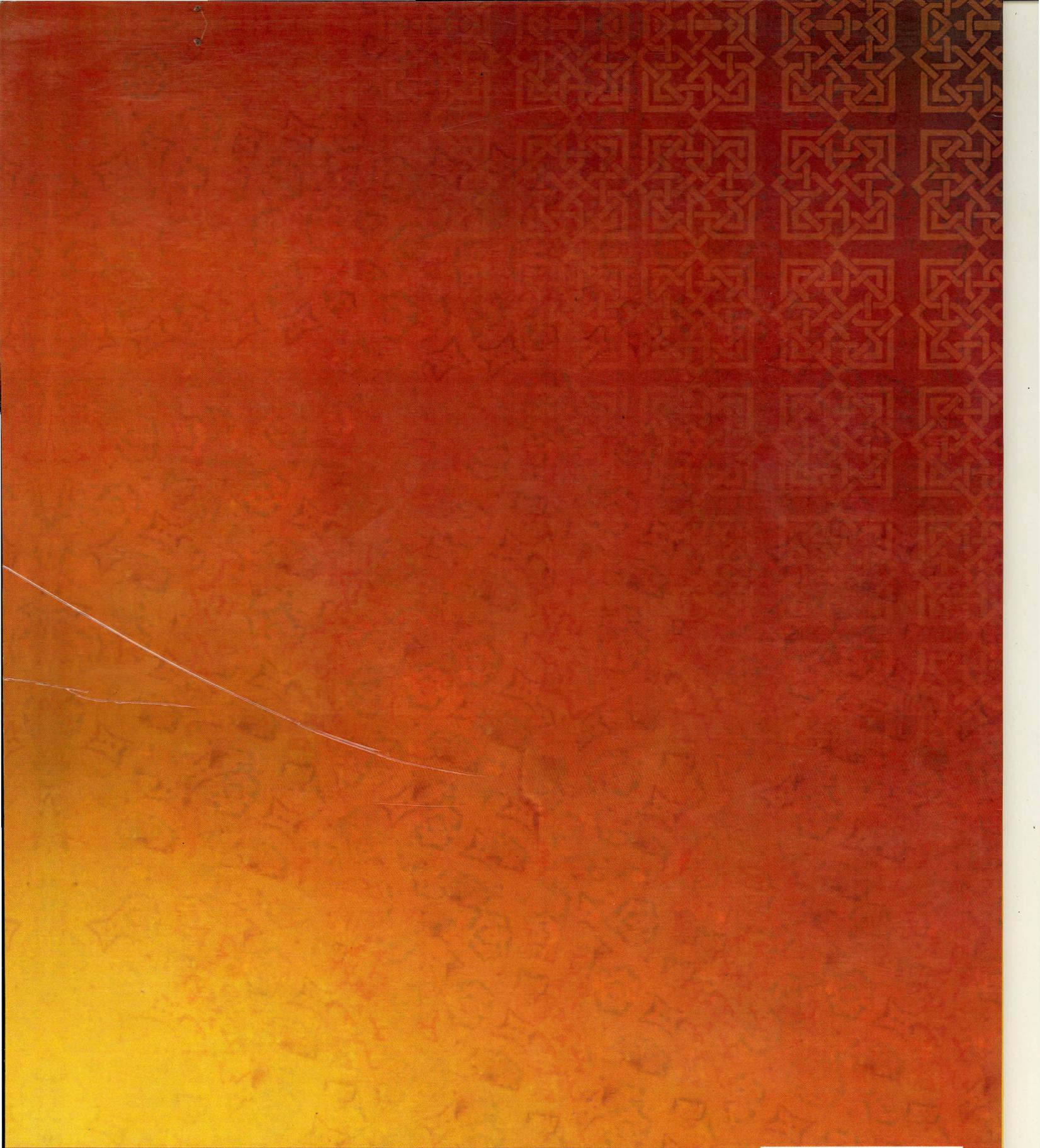
G. Conclusion

According to the expalanation stated above, it can be concluded:

1. Adversity Quotient (AQ) is an intelligence in fighting against hardship. Three types of AQ according to Stoltz (200): the Quitter (low AQ), Champer (medium AQ) and Climber (high AQ). Characteristics of a Quitter includes: minimum effort, step back as they see difficulties and afraid to face problems. Champer types are the ones who would not take big risks and being satisfied with conditions they already have or position they achieved. They also ignore possibilites they might get. Children with fine adversity intelligence love challenges, do not get stressed easily, so adrenaline are produced properly.

2. Students with high AQ or Climbers are tenacious, diligent and tough when facing troubles, always think positively, keep moving and fighting to reach the top. They always strive to find solutions for their problems. They never let something block their way to their dreams. Thus, AQ is necessary for student in their learning process, whether it was at home or school. In real life, these people keep moving forward adn see challenges as opportunities. An obstacle may be disaster to someone, but it is a gift for them because it will take them to the top. These are the people who will succeed in fulfilling their dreams.

3. Therefore, Adversity Quotient need to be cultivated for children and to be integrated into every learning. One of the way to do that is by telling inspirational stories which touch and awaken children's conscience to change and improve to be a better person. Having high imagination and ability to imitate, primary school students will easily imitate stories of struggle of children around the world. Those stories may come from various sources, stories of great people who overcame hardship during their childhoods, such as Rasulullah SAW and friends, the president of South Korean lee Myung-Bak, the president of South Africa Nelson Mandela, and aforementioned stories of children who became heroes for their families and friends.

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