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by Marina Dwi Mayangsari

Submission date: 27-Feb-2022 04:29PM (UTC+0000)
Submission ID: 1771942476
File name: EPSY-V62-I1-C1-JUNE-202101-08.pdf (1.49M)
Word count: 5916
Character count: 33625

(Hard Copy)
E-ISSN : 2456-1045

ARJMD

- International Journal
- Most Cited Journal
- Peer Review Journal
- Indexed Journal
- Open Access Journal
- University Recognized Journal

RESEARCH JOURNAL

VOLUME - 62 | ISSUE - 1

ADVANCE RESEARCH JOURNAL OF MULTIDISCIPLINARY DISCOVERIES

JUNE 2021

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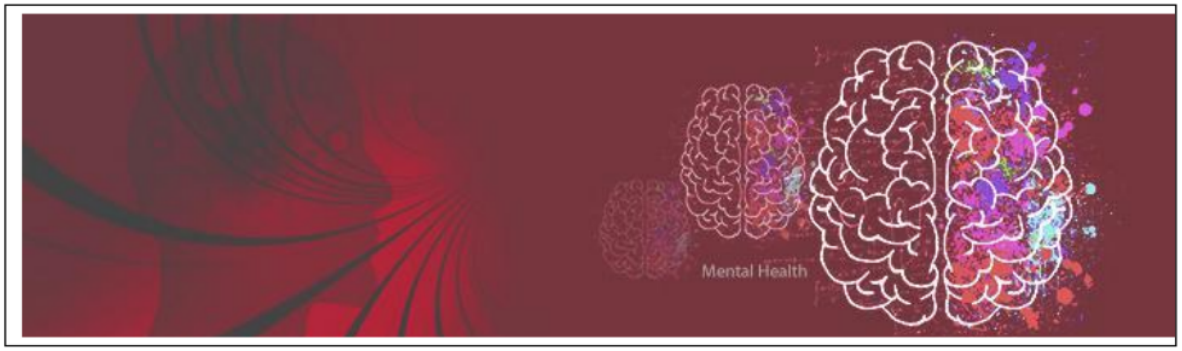

Flow academic students in junior high school in flood prone areas: The role of adjustment, adversity intelligence and task commitment

ORIGINAL RESEARCH ARTICLE

ISSN : 2456-1045 (Online)
ICV Impact Value: 72.30
GIF- Impact Factor: 5.188
IPI Impact Factor: 3.54
Publishing Copyright @ International Journal Foundation
Article Code: EPSY-V62-I1-C1-JUNE-2021
Category : EDUCATIONAL PSYCHOLOGY
Volume : 62.0 (JUNE-2021 EDITION)
Issue: 1(One)
Chapter : 1 (One)
Page : 01-08
Journal URL: www.journalresearchijf.com
Paper Received: 11th Aug 2021
Paper Accepted: 26th Aug 2021
Date of Publication: 20th Sep 2021
DOI: 10.6084/m9.figshare.16635829

NAME OF THE AUTHOR

Marina Dwi Mayangsari*[1]
Triana Swastikasari [2]
Nurzalina Fathiah [3]
Fataya Ramadhaniah Safitri [4]
Muhammad Lutfi [5]

[1,2,3,4,5] Psychology Study Program, Faculty of Medicine, Lambung Mangkurat University
Banjarbaru, South Kalimantan, Indonesia

ABSTRACT

Flow conditions are one of the important factors in the learning process because students who are in a state of academic flow will feel comfortable, focused , and able to enjoy learning activities so as to foster self-motivation. Self adjustment, adversity intelligence and task commitment are estimated to play a role in the academic flow of students attending school in flood-prone areas because the difficult situations faced by students require them to have these three variables in order to achieve flow conditions. The purpose of this study was to determine the role of self-adjustment, adversity intelligence and task commitment to academic flow. Research respondents were students of SMP Salafiyah Islamic Boarding School "Syekh Muhammad Arsyad Albanjary" grades 7, 8 and 9 totaling 175 people with simple random sampling technique. This study uses four measuring tools, namely the academic flow scale, self-adjustment scale, adversity intelligence scale and task commitment scale. Data analysis using multiple linear regression proves that there is a role for adjustment, adversity intelligence and task commitment to academic flow ($F(3, 171)=2.139$ $p<0.05$). Adjustment, adversity intelligence and task commitment also partially contributed significantly to academic flow ($p < 0.05$). It can be concluded that the academic flow of students in flood-prone areas can be influenced by their adjustment conditions, adversity intelligence, and task commitment.

KEYWORDS: Bornu basin, Basement Complex, provenance, Pan African, U-Pb age.

CITATION OF THE ARTICLE

Mayangsari MD ; Swastikasari T; Fathiah N; Safitri FR; Lutfi M. (2021) Provenance of the cretaceous to tertiary sequences in the Bornu Basin, Nigeria; *Advance Research Journal of Multidisciplinary Discoveries;* 62(1) pp. 01-08

*Corresponding Author

I. INTRODUCTION

Indonesia is a country that has many disaster-prone areas because of its position on the equator and in the form of an archipelago, which creates a high potential for various types of natural disasters such as geological hazards (earthquakes, volcanoes, landslides, tsunamis). and hydrometeorological hazards (floods, droughts, tides and large waves). Nearly 70% of disasters that occur in Indonesia are hydrometeorological disasters. Hydrometeorological disasters are increasing every year, especially floods (Prawesthi, 2013). Floods are natural phenomena that occur due to overflowing of water in lakes, ditches or rivers that cannot accommodate water discharge (Subianto, Irawan & Shienjaya, 2019). Based on natural disaster data from the National Disaster Management Agency (BNPB), among the various disasters that occurred from 2000-2015, flooding was the most common natural disaster and caused considerable damage. Even in the period 2011 to 2015 data shows that floods contributed to 66 percent of land damage and 42 percent of damage to public facilities from the total damage due to natural disasters (Pertiwi & Kurniawan, 2017).

South Kalimantan Province is one of the provinces that is potentially prone to flooding, even the floods that occurred in South Kalimantan in the last five years have experienced a very sharp increase (Rahman, 2017). One of the flood-prone areas of South Kalimantan is located in Banjar Regency, Martapura District. Martapura sub-district has four flood hazard classes, namely: high hazard (17.69%), moderate hazard (6.37%), low hazard (5.96%), and non-hazardous (69.79%) (Nurlianti, Kurmalawati, & Adyatma, 2017). During the rainy season, East Martapura District, which is located on the outskirts of the river, often experiences flooding caused by the overflow of the Martapura River. As a result of the flooding, several roads and houses in the lowlands will be flooded. The flood will have an impact on the activities of the population both for work, education, and other purposes (Rosyidie, 2013).

Indirectly, flooding can affect educational activities because the educational process in flood disaster areas is disrupted, schools that are flooded will be hampered in learning activities, such as disrupting student travel to school, loss of concentration of students while studying in flooded classrooms, and it is not uncommon for students to choose to skip school. Floods that submerged schools caused teaching and learning activities to be stopped and disrupted (Fristyananda & Idajati, 2017). Classroom learning activities also become less effective due to decreased concentration and enthusiasm of students in participating in the learning process. This situation is related to the feeling of *flow* when studying in class even in a less supportive environment (Purwati & Aklamiyah, 2016).

Flow conditions in learning are one of the important factors in the learning process because when students are in a state of academic *flow* , students are able to feel comfortable, focused, enjoy each activity with pleasure and have good motivation that comes from themselves. If a student is able to be in a state of *flow,* then in this case the student will forget the environment around him, such as time that is felt to be running fast (Alfarabi, Saraswati & Dayakisni, 2017). *Flow* Academic is a feeling of comfort and full concentration which is important for students in the learning process, but not everyone can experience a state of *flow* academic (Purwati & Akmaliyah, 2016) especially for students who are in schools prone to flood disasters due to poor environmental conditions. support. The condition of students who do not experience *flow* academicis that students experience a decrease in concentration and decrease enthusiasm in learning, experience anxiety, have low motivation to participate in the learning process. Students who have low *flow* academics will also show low enthusiasm in learning and doing their work (Prihandrijani, 2016). However, not all students have *low academic flow*, some students can also experience conditions *flow* academic even though they are in a less supportive school environment. This can happen because students have a high self-adjustment to changes in environmental conditions.

Adjustment is a dynamic process that aims to overcome needs, tensions, conflicts, and frustrations so that a more harmonious relationship occurs between the individual and the environment (Schneiders in Chu''snul & Frieda, 2018). Adjustment is declared effective if it is marked by how well the individual is able to deal with situations and conditions that are always changing (Rufaida & Kustanti, 2017). Self-adjustment is a mental aspect that is very important in determining a person's success in dealing with various problems in his life. This mental aspect is related to a person's belief in his or her inner ability to control various obstacles and use one's potential (Sasmita & Rustika, 2015). One other aspect of self-adjustment is continuous interaction with the environment, where the environment will force a person to make adjustments, which means that the flood-prone environment will force individuals to make adjustments to the environment (Agriani, Anward & Fauzia, 2014). . Therefore, changes in the environment are closely related to adjustment. Schneiders (1960) also states that self-adjustment is an individual's ability to overcome conflict and frustration due to the inhibition of his inner needs, so that harmony and harmony can be achieved with himself or his environment. This is related to individual factors that affect academic flow, namely the ability possessed by a person to carry out an activity in order to achieve

academic flow conditions (Nakamura & Csikzentmihalyi, 2009). So it can be said that good adjustment will help individuals to achieve academic flow conditions because one of the factors that affect academic flow is the individual factor. Changes in environmental conditions due to floods require students to adapt to their situation in order to achieve comfort in learning.

Another factor that affects *flow* academicis adversity intelligence. Adversity intelligence can help individuals strengthen their abilities and perseverance in facing the challenges of everyday life by sticking to existing principles and norms. The higher the level of adversity intelligence, the more likely a person is to be optimistic and innovative in solving problems. On the other hand, the lower a person's level of adversity intelligence, the easier it is for a person to give up, avoid challenges and experience stress. Adversity Intelligence can also be used as mental coaching for students to avoid psychological problems. By having adversity intelligence, students are judged to be able to see from the positive side, more willing to take risks, so that demands and expectations are used as support to provide the best learning achievement results (Putri, 2015). Research conducted by Diana (2008), individuals who have high adversity intelligence will be more resistant to existing circumstances. Adversity intelligence has three forms, firstly adversity intelligence as a new conceptual framework to understand and improve all aspects of success is a combination of practical and new knowledge reformulated to achieve success. Both adversity intelligence is a measure to determine an individual's response to a difficulty. The three adversity intelligences are a series of tools that have a scientific basis for improving responses to adversity which result in improving individual responses to adversity and the performance of adversity intelligence as the intelligence behind success in facing challenges so as to create high enthusiasm for learning. High enthusiasm in learning activities will bring up the nature of academic flow where students can focus and carry out all learning activities comfortably. According to Nakamura and Csikzenmihalyi (2009) one of the factors that influence academic flow is the individual factor, namely the ability or skill possessed by an individual in carrying out an activity, and according to Shohib (2013) adversity intelligence is the ability of an individual to face, respond and overcome an obstacle. faced becomes an opportunity for success. One of the factors of academic flow is the ability of students to carry out activities that are comfortable in class, and adversity intelligence is also the ability to carry out activities to fight obstacles into success, so this statement supports the assumption that there is an influence of adversity intelligence with academic flow.

In order for *flow to* academicoccur, students must also have the ability to complete tasks (Carr, 2004), flow will arise when students are involved in controlled but challenging tasks or activities that require sufficient skills so that they can lead to intrinsic motivation (Csikszentmihalyi, 2014). The form of the individual's motivation in completing the task is part of the *task commitment* (Syarifa, Mustami'ah, & Sulistiani, 2011). *Task commitment* is the willingness that comes from someone who encouraged him to do his job diligently and resilient despite the various obstacles in completing a task which it is responsible (Sharif, 2016) *Taskcommitment* furthercan be attributed to a positive attitude towards all duties his job as a student. Students who have high task commitment are students who are tough, tenacious, do not give up easily, are independent, and have a desire to succeed in academics (Yanti, 2015). Students who have high task commitment will feel comfortable, enthusiastic and concentrate in learning. Based on this, it is predicted that when students have high task commitment, the *flow* academicis also high, thus how important it is for students to have *task commitment* and *flow* academicin their learning process at school.

The reality found in the field is not always students learn in a calm and comfortable process, this can be the reason most students ignore their assignments (Yanti, 2015). Based on the researcher's preliminary study to 3 teachers and 6 students of Syekh Muhammad Arsyad Al-Banjari Salafiyah Islamic Boarding School Junior High School, Martapura Timur District, it is known that every rainy season with high intensity the school area will be flooded, which can interfere with travel access to schools and activities. students in the learning process in the classroom. The location of the school which is adjacent to the Martapura river bank makes the school always flooded. If the flood enters the school area and enters the classroom, the school will be closed, but if the flood occurs during school exams, the school still requires students to take the exam according to a predetermined schedule. Students who go to school even in flood conditions need to prepare themselves by not wearing socks, bringing sandals, and carrying plastic bags to protect books from getting wet. Such school conditions can make the teaching and learning process less conducive, plus a trip to a flooded school must be traversed with the risk of wet clothes, and a dirty school environment can interfere with the comfort of learning. In this situation, some students are known to remain enthusiastic about the learning process, and remain committed to taking exams and completing lessons in class, they are trying to get used to adapting to the situation. However, not a few students also have difficulty dealing with flooding problems that make them complain and neglect their duties. Thus, the comfort and focus of students in learning may depend on how students are able to prepare themselves in the face of flood conditions and their commitment to facing challenges.

Based on field studies and theories that have been described previously, this study seeks to find out how the role of self-adjustment, adversity intelligence, and *task commitment* to *flow* academicin students who are in flood-prone areas, so that research can be empirical evidence related to student flow conditions. areas prone to flooding.

II. METHODS

This study uses quantitative methods, namely the method in which the data is in the form of numbers, or the existing data is scored (*scoring*). Quantitative data is data that has a tendency to be analyzed by means or statistical techniques. The process of collecting data in this study used a survey. This study uses three independent variables or IV (*Independent* Variable) namely self-adjustment, adversity intelligence and *task commitment*, and one dependent variable or DV (*Dependent* Variable) namely academic flow. In this study, the researcher used a *simple random sampling technique,* namely taking samples from the population at random without regard to the strata in the population (Sugiyono, 2015).

The population in this study were students of SMP Pondok Pesantren Salafiyah Syekh Muhammad Arsyad Al-Banjari totaling 322 people consisting of 108 students in grade 7, 109 students in grade 8, and 105 students in grade 9. The subjects in this study were students of SMP Pondok Pesantren Salafiyah. Syekh Muhammad Arsyad Al-Banjari totaling 175 people, while the test subjects for the measuring instrument were students of Syekh Muhammad Arsyad Al-Banjari Salafiyah Islamic Boarding School Junior High School, amounting to 147 people, and the determination of who was the research subject and the trial subject was done randomly using simple random sampling technique.

Instrument in this study uses an academic flow scale which is based on the flow characteristics of Csikszentmihalyi (2014). The characteristics of the flow are clear goals, direct responses, balanced challenges with abilities, concentration on tasks, unity between alertness and action, self-control, loss of self-awareness, changes in time, and personal experiences. After selecting the items on the 72 existing items, 32 items fell out and the remaining 40 items had a reliability level of = 0.894; n=175.

On the self-adjustment scale using an adjustment scale based on aspects of adjustment from Schneiders (1960), namely control over excessive emotions, minimal self-defense mechanisms, minimal personal frustration, self-direction, ability to learn and take advantage of past experiences, and a realistic and objective attitude. After selecting the items on the existing 64 items, 26 items were dropped and 38 items were left that had a reliability level of = 0.856; n=175. On the adversity intelligence scale, the adversity intelligence scale is based on the dimensions of adversity intelligence according to Stoltz (2000), namely *control, origin & ownership, reach & endurance*. After selecting items on the 60 existing items, 29 items fell out and left 31 items with a reliability level of = 0.907; n=175. The *task commitment* scale uses a scale that is based on the characteristics of *task commitment* according to Renzulli (2002), namely persistence, endurance, hard work, training, and self-confidence. After selecting the items on the existing 60 items, 11 items fell out and left 49 items with a reliability level of = 0.740; n=175.

III. RESULTS

Based on the results of research conducted to students at boarding Salafi Sheikh Muhammad Al-Banjari Arsyad, here are the results SPSS calculations related to normality, linearity, multicollinearity, heterocedastity, multiple linear regression.

Table 1. Normality Test Results

Variables	*Kolmogorov-Smirnov*		
	Statistics	**Df**	**Sig.**
Flow Academic	0.066	175	0.064
Self-Adjustment	0.054	175	0.200
Adversity Intelligence	0.066	175	0.200
Task Commitment	0.064	175	0.077

The normality test results show that the value of thesignificance level flow academicis 0.064, the self-adjustment significance level is 0.200, the adversity intelligence significance level is 0.200 and thesignificance level is 0.200 taskcommitment of 0.077. This means that the significance level of the four variables is greater than 0.05 (P > 0.05), so it can be concluded that the data of all variables are normally distributed.

Table 2. Linearity Test Results

Variable	F	Significance Level of
Academic Flow and Self Adjustment	122,938	0.000
Academic Flow and Adversity Intelligence	16.819	0.000
Academic Flow and *Task Commitment*	86,840	0.000

This study used linearity test to test the linear relationship between *flow* academicand adjustment, *flow* academicwith adversity intelligence and academic flow with *task commitment*. The linearity test used thetechnique *Test for Linearity* at a significance level of 0.05 and the research variable stated that it had a linear relationship if the significance level (*linearity*) obtained was less than 0.05 (Priyatno, 2010). The results of the linearity test in the table above show that there is a linear relationship between *flow* academicand adjustment with F=122,938 and p=0,000 (p<0,05). There is a linear relationship between *flow*

academicand adversity intelligence with F=16,819 and p=0,000 (p<0,05). Furthermore, there is a linear relationship between *flow* academicand *task commitment* with F=86,840 and p=0,000 (p<0,05).

Table 3. Multicollinearity Test Results

Coefficients[a]		
Variable	Tolerance	VIF
(Constant)		
Self Adjustment	0.547	1.827
Adversity Intelligence	0.859	1.165
Task Commitment	0.526	1.901

a. Dependent Variable: Academic Flow

The results of the multicollinearity test in the table above explain that the self-adjustment variable has a tolerance value of 0.547 <10 and VIF 1.827>10, which means it does not show symptoms of multicollinearity. Then the adversity intelligence variable has a tolerance value of 0.859<10 and VIF 1.165>10, which means that it does not show symptoms of multicollinearity. Thevariable *task commitment* has a tolerance value of 0.526 <10 and VIF 1.901> 10, which means that it does not show symptoms of multicollinearity. It can be concluded that the data does not contain multicollinearity which according to Ghozali (2011) that a good regression model is one that does not contain multicollinearity.

Table 4. Heteroscedasticity Test Results

Variable	*p*-value	Description
Self-adjustment	0.392	There is no
Adversity Intelligence	Heteroscedasticity 0.593heteroscedasticity	No
Task Commitment	0.907heteroscedasticity	No

From the results of the heteroscedasticity test in the table above it can be said that the self-adjustment variable has a p-value > 0, 05 which proves that there is no heteroscedasticity. The adversity intelligence variable has a p-value > 0.05 which proves that there is no heteroscedasticity. Thevariable *task commitment* has a p-value > 0.05 which proves that there is no heteroscedasticity. It can be concluded that all variables do not have heteroscedasticity symptoms.

Table 5. Multiple Linear Regression Test ResultsMultiple Linear Regression

No	Variables	R^2	F	df	P	Description
1	Self-adjustment, adversity intelligence and *task commitment* to academic flow	0.036	2.139	3, 171	0.097	Significant

Based on the results in the table above, the results of the linear regression hypothesis test were obtained multiple variables which explain that self-adjustment, adversity intelligence and *task commitment* jointly play a significant role in academic flow ($F(3, 171)=2.139$ $p<0.05$). Furthermore, the researcher found that self-adjustment had a significant role in academic flow (β = 0.093, t(171)=0.920, p<0.05). Meanwhile, adversity intelligence also found that it is significant to academic flow (β = 0.183, t(171)=2.257). Then the commitment bag also found that it is significant to academic flow (β =0.126, t(171)=1.214).

IV. DISCUSSION

This research is designed to have the objectives to be achieved, namely knowing how to adapt, adversity intelligence, and task commitment to academic streams. In the first minor hypothesis, it can be said to be proven because there is a significant role between adjustment to academic flow. Self-adjustment is the ability from within oneself to overcome conflict and frustration over the inhibition of needs in oneself, so that harmony and harmony can be achieved with oneself (Schneiders, 1960). Therefore, changes in environmental conditions due to floods require students to adapt to their situation in order to achieve academic flow conditions.

The relationship between adjustment and academic flow can be explained from one of the academic flow factors, namely the individual (*person factor*) according to Nakamura & Csikzentmihalyi (2009) which is the ability possessed by a person to carry out an activity in order to achieve academic flow conditions. Adjustment is a continuous interaction with the environment, where the environment will force a person to make adjustments. Thus, to achieve academic flow conditions requires good adjustment for students who are in flood disaster areas, because to achieve comfort in learning there is essentially a continuous interaction with their environment (Agriani, Anward & Fauzia, 2014). Patil (2014) also states that self-adjustment is a process to meet the needs of a person who requires encouragement from oneself to make adjustments to the environment.

While the second minor hypothesis is that there is a significant role regarding adversity intelligence on academic flow. According to Shohib (2013) adversity intelligence is an individual's ability to face, respond and overcome an obstacle that is faced into an opportunity for success. Where academic flow is related to adversity intelligence. One of the factors of academic flow, namely the ability of students to carry out activities in the classroom so that it raises the nature of flow and adversity intelligence is also an individual's ability to carry out activities to fight obstacles into success. Therefore, changes in environmental conditions for flood disasters require students to have adversity intelligence in flood situations in order to achieve academic flow because according to Diana's statement (2008), individuals who

have high adversity intelligence will be more resistant to existing conditions. So that to achieve academic flow conditions students need good adversity intelligence, especially students who are in flood-prone areas, because to achieve learning comfort students must be able to survive and make environmental problems a motivation to be able to excel in school.

Individuals who have high adversity intelligence will be more resistant to the existing situation. Here adversity intelligence has one form, namely a new conceptual framework for understanding and improving all facets of success. So that adversity intelligence is the intelligence behind success in facing challenges so that it raises motivation and high enthusiasm for learning. This is in line with research conducted by Ridho (2016) regarding the relationship between *adversity quotient* and achievement motivation. This research shows that there is a significant positive relationship between *adversity quotient* and achievement motivation. This can be implied in tutoring. The higher the *adversity quotient* , the higher the achievement motivation which is also related to academic flow.

Then the third minor hypothesis is that there is a significant role for the variable *task commitment* on academic flow. The relationship between task commitment and academic flow is explained by Carr (2004) In order for flow to occur we must have the ability to complete tasks. In accordance with the reality of the subject in the field, namely Syekh Muhammad Arsyad Al-Banjari Salafiyah Islamic Boarding School Junior High School students who are in flood-prone areas, prove that they will be able to achieve flow if they have the ability to complete tasks and have *task commitment* even in unfavorable conditions (floods). . This is in accordance with the opinion of Munandar (2004) that *task commitment* is an internal motivation that encourages people to be diligent and tenacious in doing tasks despite experiencing various obstacles.

Students who have *task commitment* are students who are tough, tenacious, do not give up easily, are independent, and have a desire to succeed in academics (Yanti, 2015). In addition, it can also be caused because the subject feels that the tasks given by the school must still be completed even in unfavorable environmental conditions such as floods. This is in line with the opinion of Munandar (2004) that *task commitment* is an internal motivation that encourages people to be diligent and tenacious in doing tasks despite experiencing various obstacles.

The major hypothesis can be said to be proven because there is a significant relationship between academic flow, adjustment, adversity intelligence and *task commitment*. Setiadi (2016) mentions that one of the characteristics of individuals experiencing academic flow is the response, a good response is able to quickly maintain or change their activities to adjust to the response they receive. When individuals make adjustments to elicit the right response to the situation, the more ready they are to achieve flow conditions. Adjustment may have a relationship with the academic flow of students. When students have good adjustments to environmental conditions that are less supportive, with this adjustment students will be easy to feel the academic flow which is characterized by the ability to fully concentrate, feel comfortable, enjoy doing activities, focus on the activities being carried out, consider activities that are enjoyable. it is important and useful, you no longer feel the length of time running because you are immersed in the academic activities you are doing.

Adversity intelligence is a picture of intelligence related to how far individuals are able to survive facing difficulties and are able to overcome them based on four aspects in it, namely *control, origin & ownership, reach, endurance* (Stoltz 1997). So from these two things will make students have the ability to solve any problems or challenges they are facing so that it will encourage high morale and achievement motivation to achieve a goal. Achievement motivation itself is related to academic flow because the higher the achievement motivation, the higher the academic flow felt by students.

According to Carr (2004), for flow to occur students must have the ability to complete tasks. Flow will arise when we are involved in a controlled but challenging task or activity that requires sufficient skills so that it can lead to intrinsic motivation (Csikszentmihalyi, 2014). The manifestation of the individual's motivation in completing the task is part of the *task commitment* (Syarifa, Mustami'ah, & Sulistiani, 2011). Students who have high *task commitment* are students who are tough, tenacious, do not give up easily, are independent, and have a desire to succeed in academics (Yanti, 2015). When students have *task commitment* high, flow will be easy to apply so students will feel comfortable, enthusiastic and concentrated in learning.

This research can be said to be successful because it is proven that there are roles of adjustment, adversity intelligence and *task commitment* to academic flow simultaneously. Self-adjustment has a role in academic flow, this is based on the fact that when students have good adjustment, they will easily feel the academic flow which is characterized by students being able to achieve comfort in themselves and their school environment, being able to concentrate fully, and enthusiasm in academic activities. so that it makes students forget themselves because they are immersed in the academic activities carried out (Haryanto, 2017). Adversity intelligence has a role in the academic flow of students where when students meet the aspects that

exist in adversity intelligence, the more students have high enthusiasm and face challenges to produce learning comfort, it is easy to do every task given by the teacher and high enthusiasm to attend school following learning process. This causes students to be easy to feel academic flow which is characterized by a comfortable feeling felt by students, the ability to concentrate fully, focus on the activities being carried out, consider activities important and meaningful, enjoy doing activities, no longer feel the length of time running because of drowning. in their academic activities (Leonard, 2014). *Task commitment* also has a role in academic flow, this is because when students have *task commitment* , the student will be committed to learning marked by students who can concentrate fully, feel comfortable, and enthusiastic in participating in all academic activities and lessons at school that are being undertaken so that no longer feel the length of time running because they are immersed in their academic activities (Kim, Byeon & Kwon. 2013).

V. CONCLUSION

Based on the results of research on the role of testing conformity, adversity intelligence and task commitment, it was found that there is a role of conformity, adversity intelligence and task commitment towards academic flow. It is indicated that academic flow can be predicted by adjustment, adversity intelligence and *task commitment* simultaneously. It can be concluded that the major hypothesis research can be said to be confirmed. In minor hypotheses one, two and three, it is proven that there is a significant role between self-adjustment, adversity intelligence and *task commitment* to academic flow. It can be concluded that self-adjustment can predict academic flow, adversity intelligence can predict academic flow and *task commitment* can predict academic flow.

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