

Universitas Negeri Padang & Ikatan Konselor Indonesia

Editorial Office: Jurusan Bimbingan dan Konseling | Faculty of Education | Universitas Negeri Padang

Jl. Prof. Dr. Hamka Air Tawar Barat, Kota Padang, Sumatera Barat, 25130, Indonesia.

☎ +62 (0754) 41650; Website: <http://pps.fip.unp.ac.id/>; ✉ jk@konselor.org / info@konselor.org

Volume 12 Number 3 2023



KONSELOR

ISSN 1412-9760 (Print) | ISSN 2541-5948 (Online)

Editor: Eem Munawaroh

Publication details, including author guidelines

URL: <https://counselor.pjj.unp.ac.id/index.php/konselor/about/submissions>

A contribution of optimism and social support to adversity quotient

Desy Putri Rahmadina, Ririanti Rachmayanie Jamain[•], & N Novitawati
Universitas Lambung Mangkurat, Banjarmasin, Indonesia

Article History

Received: Sunday, July 23, 2023

Revised: Wednesday, August 09, 2023

Accepted: Saturday, September 23, 2023

How to cite this article (APA)

Rahmadina, et al., (2023). A contribution of optimism and social support to adversity quotient. *KONSELOR*, 12(3), 119 - 125
<https://doi.org/10.24036/020231235-0-86>

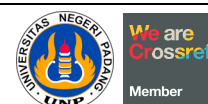
The readers can link to article via <https://doi.org/10.24036/020231235-0-86>

Correspondence regarding this article should be addressed to:

Ririanti Rachmayanie Jamain. Universitas Lambung Mangkurat. Jl. Brigjen Jl. Brig Jend. Hasan Basri, Pangeran, Kec. Banjarmasin Utara, Kota Banjarmasin, Kalimantan Selatan 70123, Indonesia.

Email: ririanti.bk@ulm.ac.id

SCROLL DOWN TO READ THIS ARTICLE



Universitas Negeri Padang (as publisher) makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications. However, we make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors and are not the views of or endorsed by Universitas Negeri Padang. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Universitas Negeri Padang shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to, or arising out of the use of the content.

KONSELOR is published by Universitas Negeri Padang comply with the [Principles of Transparency and Best Practice in Scholarly Publishing](#) at all stages of the publication process. KONSELOR also may contain links to web sites operated by other parties. These links are provided purely for educational purpose.



This work is licensed under a [Creative Commons Attribution 4.0 International License](#).

Copyright by Rahmadina, et al., (2023).

The author(s) whose names are listed in this manuscript declared that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript. This statement is signed by all the authors to indicate agreement that the all information in this article is true and correct.

A contribution of optimism and social support to adversity quotient



Desy Putri Rahmadina, Ririanti Rachmayanie Jamain^{*}, & N Novitawati

Universitas Lambung Mangkurat, Banjarmasin, Indonesia

Abstract: The difficulties experienced by students often make them want to give up or even run away from a problem. If someone wants to achieve success, he must have high fighting power in order to get maximum results. The ability of students to survive in difficult times is needed to be able to overcome these challenges. The purpose of this study was to analyze the contribution of optimism and social support to the adversity quotient of SMA Negeri 2 Banjarmasin students. This study uses a quantitative approach to the type of correlational research. The data collection tool used a social support and adversity question scale questionnaire, a sample of 306 was obtained from 1,039 students of SMA Negeri 2 Banjarmasin using the proportionate stratified random sampling technique. Data analysis techniques using descriptive statistics and multiple linear regression. The results of the study stated that the contribution of optimism and social support to the adversity quotient was 70.9%, meaning that students had an optimistic attitude due to social support so they were able to show their adversity quotient. If students are able to face and the environment provides encouragement or assistance then they have an optimistic attitude and high social support.

Keywords: Students optimism; Social support; Adversity quotient

INTRODUCTION

Adolescence is a period of developmental transition between childhood and adulthood. High school students (SMA) are classified as middle adolescents who are in the age range of 15-18 years. On this age that a teenager experiences a period of "Storm and Stress due to physical, cognitive and emotional changes. Where at this age, high school students also experience various challenges. Competition between students in participating in competitions, readiness in participating in learning, must study according to the major they choose. They also have to socialize with their peers, especially with their schoolmates.

The difficulties experienced by students often make them want to give up or even run away from it. One of the situations that hinders this is when students have to try to achieve the achievements they want. The results of research conducted by Rachmawati and Widyaningrum (2007 in Muslimah & Satwika, 2019: 2) show that learning achievement does not solely depend on a person's IQ and EQ but is also related to high fighting power, always trying to find ways to complete subjects or difficult task.

If someone wants to achieve success, he must have high fighting power in order to get maximum results. The ability of students to survive in difficult times is needed to be able to overcome these challenges. In addition, when faced with problems or difficulties students will usually find ways to overcome them. To find a way to overcome these difficulties requires the ability to understand, recognize and manage the difficulties encountered so that they can overcome all obstacles and difficulties in their lives (Cika, 2018: 34). This ability is called adversity quotient (AQ). According to

^{*}**Corresponding author:** Ririanti Rachmayanie Jamain. Universitas Lambung Mangkurat. Jl. Brigjen Jl. Brig Jend. Hasan Basri, Pangeran, Kec. Banjarmasin Utara, Kota Banjarmasin, Kalimantan Selatan 70123, Indonesia.
Email: ririanti.bk@ulm.ac.id

Stoltz in Puriani & Ratna (2020: 1) Adversity Quotient (AQ) is a person's intelligence in facing obstacles or difficulties on a regular basis. Adversity Quotient helps individuals strengthen their abilities and persistence in facing the challenges of everyday life. Adversity quotient is synonymous with fighting power against adversity.

Students who have a high adversity quotient are certainly more able to overcome the difficulties they are facing. He will try to find a solution and finish it even though he has failed many times. Whereas students who have a low adversity quotient will choose to run away from these situations or challenges and give up easily and have no confidence in themselves that they will be able to get through these difficult things. He will also feel quickly satisfied with the results he gets. Seligman (Stoltz, 2000: 93) argues that a low adversity quotient is due to the lack of competitiveness when facing difficulties, thus losing the ability to create opportunities in the difficulties encountered.

According to Stoltz (2007 in Muslimah & Satwika (2019: 2) one of the internal factors of the adversity quotient is the belief that good things will happen in the future or what is commonly called an optimistic attitude. If a student has positive beliefs, then he will be able to pass through obstacles or difficulties that exist. This belief is what is called optimism. By having an optimistic attitude, an individual has hope, is able to plan actions and believes that the difficulties experienced are temporary, and not entirely caused by himself, so that he persists until these difficulties can be overcome and get better results.

Shapiro (Aisyah & Ali, 2018: 51) defines optimism as the habit of positive thinking, a positive and realistic way of looking at a problem. Individuals who are optimistic have the confidence to be able to overcome problems, challenges or obstacles in their daily activities. High school students, in facing various difficulties, are expected to have an attitude that does not give up easily and keep trying even though they experience failure or there are other obstacles. Students who are optimistic will be able to achieve achievements beyond their capabilities.

In addition, there are external factors that affect a person's adversity quotient, namely the environment that will affect a person's performance in dealing with certain situations. Dweck suggests that a person's response to adversity is formed through influences from parents, teachers, peers, and people who have important roles during childhood (Stoltz, 2005 in Puspasari et al., 2012: 70). One form of environmental influence that is expected to increase the adversity quotient is support from other people.

The existence of support is important because with this support students will become stronger and they will be able to overcome existing obstacles and difficulties (Puspasari et al., 2012: 70). Students will also feel that there are people who care and do not feel alone in dealing with middle adolescence. In middle adolescence, there is an urge to live by having friends who can help, understand, be there when you are happy or sad, share stories or a place to complain. According to Napitupulu, Nashor, and Kurniawan (2007) in Puspasari et al (2012: 71) argued that basically every child needs encouragement from those around him if they feel unable to deal with certain problems or situations. Support for students comes from family, school and peer support. The support provided can be in the form of attention, trust, time, advice, suggestions, information and so on.

Based on the results of data collection in the field in 2022 at SMA Negeri 2 Banjarmasin, during the pandemic transition, students must return to face-to-face learning after nearly two years of online learning. Students have to adapt again to changes in their various school activities, which were previously carried out online and then they have to do face-to-face activities. Such as having to get used to getting up in the morning to go to school, taking lessons in person, collecting assignments with limited time, which previously they could while relaxing while for now they are required to be productive again.

During the Covid-19 pandemic, there were sudden changes in learning which had many weaknesses, namely the boredom of students because they had to always be at home, making it difficult to understand the material being presented, poor internet access, inadequate online learning equipment and the ability of parents to help participants. students in online learning (Yang & Huang, 2021). Meanwhile, the advantages of online learning are that students are more effective in learning, don't get tired, have fun and gain new experiences (Pujiasih, 2020). This change in circumstances is what makes students less optimistic about-facing face-to-face learning, because previously students could study relaxed at home.

Meanwhile face-to-face learning, they have limited time so students are expected to be able to use that short amount of time to listen and understand the material conveyed by the teacher. As we know the capacity of each student is different in understanding the lesson, there are students who are explained enough once to understand immediately, there are also students who need to be explained several times. In addition, some students did not recognize their teachers because they had never met and only communicated via chat, so some students were confused when they wanted to ask something.

The disruption in the learning process causes several changes to occur in students. Students are faced with the process of shifting learning patterns from the pandemic period to the post-pandemic period. Before the Covid-19 pandemic, the student learning process at school ran effectively, teachers and students dominated each other's learning material, student interactions in learning were more conducive and could be controlled directly by the teacher, not only that, teachers could also see students who had the ability to ask questions. Students have good learning readiness, interactions between students and students can be carried out directly and freely, the material presented by the teacher can be understood well by students (Ilahi et al., 2022).

In addition, they experience social problems, namely they still don't know all their classmates, because they haven't met in person for a long time. They have to adapt to the existing environment. If they already know each other, it will make it easier for them in various ways, such as discussing lessons, sharing information, helping each other when experiencing difficulties, or even establishing friendships. The role of parents is no less important, the lack of attention from parents also makes some students often late for class and neglect assignments. In the field of learning students feel they do not understand the material presented, occasionally choosing to ask friends but still have difficulty completing school assignments.

This is interesting to research, regarding the change in the way of learning from online at home to face-to-face learning at school. This condition tends to make students less optimistic about learning because of changes in the way they learn and they are not yet familiar with the school environment and new friends. Plus, the social problems they experience make students need social support and Adversity Question skills to help them complete teacher assignments and develop social interactions. The formation of an optimistic mindset also depends on a person's perspective on their feelings of worth or not. Feelings of value and significance usually grow from recognition by the environment. High optimism that comes from within the individual and support in the form of appreciation from certain people makes the individual feel valued and significant.

According to Indarhadi (2017), the factors that arise in student optimism are internal factors in the form of motivation, hope, belief, religiosity and emotion. While factors external, namely in the form of support from family, friends and teachers, as well as a learning atmosphere also influences to foster optimism. Social support as an external factor is very necessary to help students quickly adapt from online learning to face-to-face learning. Based on research by Muslimah & Satwika (2019), there is a relationship between optimism and the adversity quotient, meaning that the higher the optimism a student has, the higher the adversity quotient. Stoltz (2000), individuals with high adversity will have an extraordinary ability to be able to have hope and optimistic to get through the ongoing difficult situation. Rather, individuals with low adversity will perceive that a difficult situation is occurring long and gradually. Based on research by Muslimah & Satwika (2019) there is a relationship between optimism and the adversity quotient, meaning it is increasing. The higher the optimism that students have, the higher the adversity quotient.

Based on the background above, this research was carried out with the aim of describing and analyzing how the description and contribution of optimistic attitudes and social support to adversity quotient in SMA Negeri 2 Banjarmasin students.

METHOD

The approach used in this study is quantitative, with a correlational research type. The data collection technique was using the social support scale, optimism and adversity question based on a Likert Scale questionnaire. A Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about a phenomenon social, where the answer to each instrument item has a

gradation from very positive to very negative. Positive item scores start from 4-1, while negative item scores start from 1-4. Given to students of SMA Negeri 2 Banjarmasin, with a population of 1,309 people and a sample of 306 students was obtained. The results of the validity test show that on the Adversity Quotient scale which consists of 40 statement items, 27 items are valid and 13 items are declared invalid. On the Optimistic Attitude scale which consists of 28 statement items, 20 items are valid and 8 items are declared invalid. Meanwhile, on the Social Support scale which consists of 35 statement items, 31 items are valid and 4 items are declared invalid. The reliability results for the three variables are said to be reliable because the Cronbach's Alpha value is more than the table value. Data analysis techniques in this study used descriptive statistical simple regression and multiple linear regression.

RESULTS

After distributing the questionnaire to the students of SMA Negeri 2 Banjarmasin, it can be seen that the optimistic attitude, social support, and adversity quotient can be said that optimism and social support contribute to the adversity quotient. From the analysis that 70.9% of the Adversity Quotient variation resulting from the indicator analysis has dimensions of control, Origin-Ownership, reach and endurance, this can be explained by variations in the variables of optimistic attitude and social support. While the rest ($100\% - 70.9\% = 0.291$) is explained by other causes.

The results showed that there was a contribution of Optimism and Social Support to the Adversity Quotient (Y). Based on the results of the simple linear regression test, it can be seen that the contribution of optimism is greater than social support. That is 69.3% contribution of optimistic attitude to adversity quotient, and 24.9% contribution of social support to adversity quotient. So this research is convincing and meaningful so that it can be accepted, applicable and generalized to the population.

DISCUSSION

Optimism has three aspects, the first is the aspect of permanence, optimistic people believe that the negative events that happen to them are temporary, while the positive events that happen to them are long or permanent. Meanwhile, people who are pessimistic will feel that negative events will last a long time in their life. Optimists explain events by attaching them to permanent causes, such as character traits and abilities. Pessimistic people mention temporary causes such as mood and effort (Khair, 2018: 31). For example, people who are pessimistic think that "today I was lucky", "I tried hard", and "my opponent is tired", while optimistic people think that "I am always lucky", "I am talented", and "my opponent is nothing". People who believe that good events have permanent causes, when successful they try even harder the next time (Khair, 2018: 33).

In the aspect of pervasiveness, people who are optimistic when faced with a bad incident will make a specific explanation of this incident, that bad things happen due to special causes that will not extend to other things. For example "even if I fail to take part in the competition, it will not discourage me to keep practicing". When faced with a good thing, he will explain that it is caused by universal factors. For example "I got good grades because I'm smart".

Meanwhile, in the personalization aspect, optimistic people will consider good things to be caused by factors within themselves. For example "my team won the match because our abilities were indeed better than the opponent". Meanwhile, when facing something bad caused by external factors. For example "I got a bad score in yesterday's test because there was too little time".

Whereas people who are not optimistic when experiencing bad things, will assume that it happens because of factors from within themselves. For example "I got a bad score on a biology test because I'm not good at memorizing." People who blame themselves when they fail make their self-esteem low (Khair, 2018: 34). When faced with a good event, they will assume that it was caused by factors outside themselves. For example, my team managed to win the match, because the opponent was not in good condition".

It can be seen by the existence of problems or difficulties experienced by each individual whether he will be able to find solutions to problems that occur and continue to experience difficulties and solve

them or not. Will the individual give up before trying, or will he stop in the middle of his efforts. According to Darmawangsa, 2010 (in Khair, 2018: 34) If an optimistic individual has repeatedly experienced things that caused bad things to happen in his life, it is likely that he will dare to admit his mistakes and take 100% responsibility to change them as an effort to keep trying. difficult situation to complete the task.

Therefore it is important for every individual to have an optimistic attitude in life. Optimism is an understanding of belief in everything in terms of good and fun and the attitude of always having good hopes in all things (Seligman, 2000 Khair, 2018: 29). By having the belief that good things will happen in the future or always thinking positively, the individual will be able to overcome any problems or difficulties that occur.

Optimism is very important for humans, being optimistic in humans can help so that they can have confidence and think more positively for the future (Andriyaniputri, 2021: 127). This belief is one of the internal factors of the adversity quotient. Or it can be said that if a person has a high optimistic attitude, the level of adversity quotient that the individual has will also be higher. In line with the theory put forward by Seligman, 2008 (in Khair, 2018: 42) that people with optimism will have the ability to survive in challenging situations and in situations that contain difficulties as a manifestation of the adversity quotient that exists within themselves.

Apart from being influenced by internal factors, the adversity quotient is also influenced by external factors, one of which is social support which is included in the scope of environmental factors. According to Sarafino (2006 in Juniastira, 2018: 20) forms of social support are divided into four, namely emotional support, instrumental support, informative support, and friendship support. On the indicators of social support, instrumental support, informative support and friendly support are indicators that have a score above the average. The existence of this instrumental support will help students when they are facing a difficulty such as needing additional money, requiring energy from other people, requiring someone's willingness to teach something, entertaining when experiencing stress and so on. Because instrumental support includes direct assistance, it can be in the form of services, time, or money. This support can help students carry out their activities (Juniastira, 2018: 20).

Furthermore, informative support includes the provision of advice, instructions, suggestions, information or feedback. This support helps individuals overcome problems by broadening individual insights and understanding of the problems they face. Informative support will help students to find the necessary information, for example related to reference books, activity notifications from schools, information regarding high school or college, the world of work, various kinds of tips in life, suggestions, need guidance to do something or even small things information for students. This information support students can get from classmates, teachers, parents, and even other people in the surrounding environment. This information is needed to make decisions and solve problems practically (Juniastira, 2018: 20).

Meanwhile, friendship support includes the willingness of close friends to spend time or together with individuals, thereby providing a sense of membership in a group that shares interests and carries out social activities together. Those who have the same interests, a sense of belonging to a particular group, and carry out activities together, will appear within themselves a sense of comfort, a feeling of shared destiny that can enable them to share stories and help each other when experiencing difficulties (Permatasari, 2020: 45).

The existence of support is a function of social ties, and these social ties reflect the general quality level of interpersonal relationships. When a person is supported by the environment, everything will feel easier (Kumalasari & Ahyani, 2012 in Juliawati, 2021: 7). Citing research results from Litiawati and Sebayang, 2019 (in Juliawati, 2021: 7) which found that children who have high adversity tend to feel safe, comfortable. The source of affection, feelings of comfort and security is obtained from the family. On the other hand, children who have low adversity are found in children who receive less attention and feel safe from the family environment. So with this social support will help students in dealing with problems or obstacles to achieve a desired goal. Therefore, with an optimistic attitude and high social support, the adversity quotient is also high, which can be seen from the level of the adversity quotient.

The results of research from Mujiyanto (2022) entitled "The Influence of Monastic Education the Adversity Quotient of Foster Children at the Bodhidharma Buddhist Training Center". The results stated that there was a significant influence between the two variables indicated by the coefficient standard of

0.957, thus meaning that the intelligence of overcoming the difficulties of children entering the Bodhidharma Buddhist Education and Training Center was influenced by monastic education.

Wardani & Sugiharto research (2020: 175) regarding "Relationship of Adversity Quotient and Social Support with Academic Optimism in Wanadadi 1 Middle School Students", explained that adversity quotient and social support are jointly significantly related to academic optimism. This means that the higher the adversity quotient and social support, the higher the academic optimism of students of SMP Negeri 1 Wanadadi. The adversity quotient is significantly related to the academic optimism of students of SMP Negeri 1 Wanadadi. That is, the higher the adversity quotient, the higher the academic optimism of students of SMP Negeri 1 Wanadadi, and social support is significantly related to the academic optimism of students of SMP Negeri 1 Wanadadi. This means that the higher the social support, the higher the academic optimism of Wanadadi 1 Public Middle School students. The limitations of this research, this researcher is still focused, looking at academic optimism from the adversity quotient and social support.

Based on our results, it can be seen that the optimistic attitude (X1) and social support (X2) variables contribute to the adversity quotient (Y). So the students of SMA Negeri 2 Banjarmasin can see how their abilities and how their environment responds when facing a problem or difficulty. If students are able to face and the environment provides encouragement or assistance then they have an optimistic attitude and high social support.

CONCLUSION

The research on "The Contribution of Optimistic Attitudes and Social Support to the Adversity Quotient in Students of SMA Negeri 2 Banjarmasin" concludes that both optimism and social support significantly influence students' resilience to adversity. However, it also identifies other vital factors affecting resilience: internal elements like genetics, beliefs, talents, willpower, character, intelligence, and health, and external elements such as education and environment. This insight suggests that future research should explore these additional factors for a more comprehensive understanding of student resilience.

REFERENCES

- Aisyah, & Ali, M. (2018). *Pendidikan Karakter (Konsep dan Implementasinya)*. Jakarta: Kencana.
- Andriyaniputri, A. (2021). *Kontribusi Sikap Optimis dan Dukungan Sosial Terhadap Resiliensi Mengerjakan Skripsi pada Mahasiswa Jurusan Ilmu FKIP ULM*. Universitas Lambung Mangkurat: Banjarmasin.
- Cika, I. S. (2018). *Hubungan Dukungan Sosial dengan Adversity Quotient pada Mahasiswa Asal Papua di Universitas Sumatera*. Universitas Sumatera Utara. Diambil dari https://journal.iainkudus.ac.id/index.php/Konseling_Edukasi/article/view/160-178/pdf
- Ilahi, T. A., Setiawan, M. E., & Sastria, E. (2022). Analisis Kondisi Belajar Siswa pada Pandemi Menuju Pasca Pandemi di SMA Negeri 5 Sungai Penuh. *Al Jahiz: Journal of Biology Education Research*, 3(1), 27. <https://doi.org/10.32332/al-jahiz.v3i1.4706>
- Indarhadi, P. L. (2017). *Optimisme Remaja SMP Yang Tidak Berprestasi Akademik*. Universitas Muhammadiyah Surakarta.
- Juniastira, S. (2018). *Hubungan Antara Dukungan Sosial Dan Kualitas Hidup Pada Pasien Stroke*. *Calyptra*. Diambil dari <https://journal.ubaya.ac.id/index.php/jimus/article/view/74%0Ahttps://journal.ubaya.ac.id/index.php/jimus/article/download/74/54>
- Khair, M. rahmah. (2018). *Hubungan antara Optimisme dengan Adversity Quotient pada TKI*. Universitas Medan Area: Medan.
- Mujiyanto, M. (2022). Pengaruh Pendidikan Monastik terhadap Adversity Quotient Anak Asuh Pusklat Buddhis Bodhidharma. *Jurnal Agama Buddha dan Ilmu Pengetahuan*, 08(2), 104–112. <https://doi.org/10.53565/abip.v8i2.677>

- Muslimah, I., & Satwika, Y. W. (2019). Hubungan Antara Optimisme Dengan Adversity Quotient Pada Siswa Kelas XI SMA Negeri 2 Pare. *Jurnal Penelitian Psikologi*, 6(1), 2.
- Pujiasih, E. (2020). Membangun Generasi Emas Dengan Variasi Pembelajaran Online Di Masa Pandemi Covid-19. *Ideguru: Jurnal Karya Ilmiah Guru*, 5(1), 42–48. <https://doi.org/10.51169/ideguru.v5i1.136>
- Puriani, R. A., & Ratna, S. D. (2020). *Konsep Adversity & Problem Solving Skill: Teori dan Konsep*. Palembang: Bening Media Publishing.
- Puspasari, D. A., Kuwato, T., & Hariz, E. W. (2012). Dukungan Sosial dan Adversity Quotient pada Remaja yang Mengalami Transisi Sekolah, 17(1), 70–71.
- Stoltz, P. G. (2000). *Adversity Quotient: Mengubah Hambatan Menjadi Peluang*. Jakarta: Grasindo.
- Wardani, I. A., & Sugiharto, D. Y. P. (2020). Hubungan Adversity Quotient dan Dukungan Sosial Dengan Optimisme Akademik Pada Siswa SMP Negeri 1 Wanadadi. *KONSELING EDUKASI "Journal of Guidance and Counseling,"* 4(2), 160–178. <https://doi.org/10.21043/konseling.v4i2.7975>
- Yang, B., & Huang, C. (2021). Turn crisis into opportunity in response to COVID-19: experience from a Chinese University and future prospects. *Studies in Higher Education*, 46(1), 121–132. <https://doi.org/10.1080/03075079.2020.1859687>