Final year student academic stress: What is the role of hardiness?

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Abstract

Purpose: The pressure and demands experienced by students are one of the causes of academic stress. This often happens to final year students. Individuals who have a good strong personality (hardiness) will help individuals manage and not give in to the negative impacts of stress. This research aims to determine the relationship between hardiness and academic stress.

Method: This type of research is quantitative research, researchers use an academic stress scale and a hardiness scale. The sampling technique uses non-probability sampling with accidental sampling technique. The samples in this study were active male and female students, students from state and private universities, currently working on their final assignment (thesis), with complete parents, one father/mother or adoptive parents. The data analysis technique in this research uses product moment to test the hypothesis, Product moment analysis is used to find the relationship between hardiness and academic stress.

Result: The research results show that there is a relationship between hardiness and academic stress in final year students with r: -714 (p<0.000). the effective contribution made by hardiness to academic stress is 51%, the remaining 49% is influenced by other factors. The implication of this research is that final year students can continue to maintain a strong personality so as to avoid high academic stress.
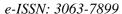
Conclusion: The higher the Hardiness, the lower the level of academic stress in final year students.

Keywords: final year; hardiness; students; stressed academic

INTRODUCTION

Education is a systematic system and structure in the process of acquiring knowledge, values and skills. Schools are educational institutions that organize learning activities according to Law no. 2 of 1989. Education level is a level of teaching that is organized based on the student's stage of development, the goals to be achieved, and opportunities for self-development. The education system in Indonesia is a long journey that starts from education or PAUD, continues to the basic level of education which is divided into two, namely SD and SMP, then continues to the secondary education level (SMA, SMK, MA), and ends with school. universities that offer D3, Bachelor's, Master's and Doctoral programs. All of these educational achievements, as explained act as fundamental pillars in the national education system, with the mission of making the nation's life intelligent.

Students must comply with the learning process in the education system in line with the curriculum developed by the educational institution or school. The educational curriculum according to Hidayat & Abdilah, (2019) is implemented actively, interestingly and challengingly,
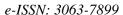
to encourage students to contribute more and provide sufficient time to develop interests, talents, creativity, independence and positive character formation. By having access to learning options at the same level, track and type of school, this gives students the opportunity to reach their full potential. Compared with other levels of education, college education is the last level of education. When they enter higher education, students are no longer called students, but are called students who seek knowledge for a certain period of time. It is said that students in higher education need to take an increasingly active and autonomous role in decision making.

The Central Statistics Agency (BPS) records that at the beginning of 2023 there will be 7.8 million students in Indonesia. Of this number, around 3.3 million people study at state institutions and 4.4 million people study at private institutions. The duties and responsibilities of a student include studying, organizing, interacting with other people, and developing leadership skills to achieve success in life. As'ari (2007) states that most people consider students to be a group of intellectuals and scientists who have a big responsibility in determining the future of the nation. Apart from that, students also have to spend extra study time and be prepared to face the demands of school. Apart from that, students are also required to study a lot and be prepared to face the demands of the agency's needs. When they cannot complete their duties and responsibilities at the institution, students often feel pressure which often leads to stress. As a student carries out many academic activities, various academic problems will arise, such as the large number of assignments that must be completed, requests that must be fulfilled, inadequate time management, and the large number of lecture assignments that have piled up.

Usually, people who study at a university need a minimum of three or four years to graduate, and one of the requirements is to do a final assignment/thesis guided by a supervisor by preparing a research proposal, conducting research, and reporting research results. Students face many challenges when preparing and working on their final assignments, including problems with accessing books for literature materials, financial constraints, obstacles related to guidance, inadequate writing skills, and the environment in which they conduct research to obtain the required data (Saputra et al., 2021). Reduced motivation of final year students when completing their thesis, not being able to focus during guidance, ignoring the thesis assignment because they don't want to feel burdened, and avoiding the supervisor are the main causes of academic stress (Gamayanti et al., 2018). As a result, students cannot graduate on time (Ambarwati et al., 2017). Many students experience discomfort, pressure, and burden from conditions that demand perfection because of the many expectations and encouragement. This can lead to study stress, also known as academic stress, especially among final year students.

According to Govierts and Gregoire (2004), academic stress is the result of someone's feelings of being unable to carry out and complete their academic studies. Rustam & Tentama, (2020) divides academic stress into four categories, namely: 1) this category refers to experiences related to the human body and senses; for example, the body feels stiff or tired after facing a stressful event. feeling dizzy while studying and talking to the teacher; 2) cognitive (cognitive), namely the stage that examines stress scenarios, such as thinking about other people while studying or having negative thoughts about what has not happened; 3) Behavior (Behavior) This category relates to how a person acts in stressful conditions. Examples of this behavior include crying, not being able to communicate concerns or problems they are facing to other people, and acting strangely when faced with difficult situations; 4) Emotions (Emotions) This category refers to the emotional experiences a student has, such as a feeling of helplessness in facing difficult situations in a

stressful or stressful atmosphere, harboring negative emotions when studying, and not liking problems when studying.

This is in line with the phenomena that researchers find in the field. Researchers conducted initial interviews with 10 final year students in December 2023. The results of the interviews showed that eight out of ten students experienced body symptoms in the form of nervousness, dizziness and trembling when faced with various academic demands in their final assignments in college. When faced with academic problems on campus, ten final year students experienced emotional symptoms in the form of sadness, fear, anxiety and worry when they feared they would not be able to solve or overcome their problems. This can also be seen from the changes in behavior shown by seven out of ten students, they experienced changes in eating habits, started crying often, and became more sensitive. However, so far no students have intended or had thoughts of committing suicide. In addition, nine out of ten students look for solutions to overcome the problems or stress they experience. In this regard, it can be concluded that students in their final semester experience high academic stress.
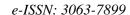
Busari, (2014) states that there are two factors that influence academic stress, namely internal (within oneself) and external (from outside) influences. These categories are as follows: Beliefs, personal characteristics (resilience), and thought patterns are factors that exist within a person (internal factors). Meanwhile, external factors (external factors) include busy study schedules, competitive parents, social support, and pressure to meet high standards. Involvement and support from fathers and mothers play an important role in alleviating the academic stress faced by students.

Another internal factor that significantly influences academic stress is hardiness. Stress related to academic achievement is often influenced by the abilities and strong personality possessed by a student. This is in line with research conducted Azizah & Satwika, (2021) that the higher a person's level of hardiness, the less likely the individual is to experience academic stress, or vice versa. Sarafino & Smit, (2011) defines hardiness as a series of traits that enable a person to withstand stress without sacrificing their health. Kobassa and Maddi (in Sarafino, 2006) list the aspects found in hardiness as: challenge, control and commitment.

A student who has a lot of courage will be resilient, strong, and able to handle stressful events while maintaining a positive attitude. Someone with a hardiness personality will be more adept and patient in handling stressful situations, according to research (Putri & Sawitri, 2017). Stress related to Education will be reduced by this. When faced with challenging conditions, students who lack courage may feel confused, depressed, anxious, or unhappy. As a result, a student will feel increased pressure to excel academically (Rahmayanty et al., 2023). The hypothesis proposed in this research is that there is a negative relationship between hardiness and academic stress in final year students.

METHOD

The research method in this study uses quantitative methods with statistical analysis. The population in this research were final year students throughout Indonesia. The number of samples in this research was 200 students. The sampling technique in this research used Non-Probability Sampling with Accidental Sampling techniques. The sample characteristics in this study are: (1) active male and female students; (2) students from state and private universities; (3) currently working on the final assignment.

The research instruments used in this research are 2 (two) scales made by researcher consisting of an academic stress scale and a hardiness scale. The academic stress scale consists of 48 favorable and unfavorable items. The reliability test results show a Chonbach's alpha value of 874 with the number of valid items, namely 29, validity coefficients ranging from 0.263 to 0.621. The hardiness scale consists of 36 favorable and unfavorable items. The reliability test results show a Chonbach's alpha value of 924 with a number of valid items, namely 32, validity coefficients ranging from 0.291 to 0.748.

After obtaining valid instruments, research is carried out and then the research results are processed using a statistical approach. The data collected from the academic stress and hardiness variables were subjected to assumption tests, namely linearity and normality tests. In the second stage, a product moment correlation test from Carl Pearson was carried out which was used to test the hypothesis.

RESULT

To get more detailed information about the subject's condition, the researchers categorized the data on a scale with high, medium and low categories of hardiness and academic stress felt by final year students. The underlying premise of this approach is that a subject's group scores serve as an approximation of the subject's true scores. Each scale has been classified into high, medium and low (Azwar, 2016). Table 1 below shows the data categorization formula.

Table 1
Data Categorization Norms

Category	Score Intervals
$X \leq (\mu - 1\sigma)$	Low
$(\mu - 1\sigma) < X \leq (\mu + 1\sigma)$	Currently
$X > (\mu + 1\sigma)$	Tall

Keterangan
X : Skor subjek
μ : *Mean* hipotetik
σ : Standar deviasi hipotetik

Through the application of the categorization norms that have been explained, the academic stress and hardiness variables can be categorized with a more organized structure. The following is a breakdown of the categorization results:

a. Categorization of the Academic Stress scale

Table 2
Categorization of Academic Stress Scores

Variable	Category	Score Intervals	Amount	Percentage
Academic Stress	Low	$\times \leq 58$	44	22,0%
	Moderate	$58 < \times \leq 87$	144	72,0 %
	High	$\times > 87$	12	6,0%
Total			200	100%

Table 2 shows that academic stress in final year students is divided into three categories: the low category with a percentage of 22% with 44 student, the medium category with a percentage of 72% with 144 student and the high category with a percentage of 6% with 12 student. It can be concluded that final year students have a moderate level of academic stress

b. Hardiness scale categorization

Table 4
Categorization Of Hardiness Scale Scores

Variable	Category	Score Intervals	Amount	Percentage
Hardiness	Low	$\times \leq 64$	8	4,0 %
	Moderate	$64 < \times \leq 96$	88	44,0 %
	High	$\times > 96$	104	52,0 %
Total			200	100%

Analysis of table 4 shows that the level of academic stress in students in the last semester is classified into three categories: high (104 students, 52%), medium (88 students, 44%), and low (88 students, 4%). It can be concluded that final semester students have significantly high levels of academic stress.

Normality test
Table 5
Normality Test

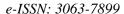| Variable	KSZ	P	Subject	Information
Academic Stress	0,000	0,108	200	Normal
Hardiness	0,200	0,058	200	Normal

Based on table 5 regarding the normality test, it can be concluded that:
1) Statistical analysis shows that the academic stress variable in final year students has normal data characteristics, with a p value = 0.108 (greater than 0.05) and a KSZ value of 0.000.
2) Analysis of the Hardiness variable data for final year students shows that the data has a normal distribution pattern. This conclusion is based on a p value of 0.058 (greater than 0.05) and a KSZ value of 0.200 obtained from normality analysis.

Linearity Test
Table 6
Linearity Test

Variable Dependent	Variable Independent	Mark		Information
		F	P	
Academic Stress	Hardiness	237.590	0,000	Linear

Based on table 6 above regarding the linearity test, it can be concluded that:

There is a linear relationship between the hardiness variable and academic stress in final year students as indicated by the F value of the Hardiness variable of 237.590 indicating that there is a significant linear relationship ($p < 0.05$) between the Hardiness variable and academic stress in final year students.

Hypothesis testing
Table 7
Product Moment Correlation Analysis

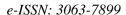| Variable Dependent	Variable Independent	Product moment correlation value	P (significant level)	Information
Academic Stress	Hardiness	-0,714	0,000	Significant

Based on table 7 above, it can be concluded that:

The results of the analysis show a product moment correlation value of -0.714 ($p < 0.01$) between Hardiness and academic stress in final year students. These findings suggest that there is a strong negative relationship between hardiness and academic stress. Hardinees significantly contributed to academic stress by 51.0%, the remainder (49.0%) was influenced by other factors not examined by researchers.

DISCUSSION

The hypothesis in this research is to analyze the relationship between hardiness and academic stress of final students. Data were analyzed using the product moment correlation method, producing a correlation value of -0.714 with a significance level of $p < 0.05$. These findings suggest that there is a significant negative relationship between hardiness and academic stress, where students with higher levels of hardiness tend to experience lower levels of academic stress.

Hardiness is a personality trait which is the basic strength for developing the ability to withstand pressure, allowing for positive behavior towards the environment and the emergence of meaningful emotions that prevent the negative impact of stress, (Evendi & Dwiyanti, 2013). This is also in line with previous research conducted by (Azizah & Satwika, 2021) regarding the Relationship Between Hardiness and Academic Stress in Students Working on Their Thesis During the Covid 19 Pandemic states that there is a negative correlation coefficient between hardiness and academic stress.

This is also in accordance with Risana & Kustanti, (2020) conducted research to examine the relationship between hardiness and academic stress, showing a significant negative correlation, which means that individuals with low levels of hardiness are more susceptible to high academic stress, while individuals with high levels of hardiness generally have lower levels of academic stress. This negative relationship suggests that Hardiness can be an important factor in helping final year students overcome academic stress. Based on the results of data analysis, the correlation value was -0.714, which means there is a negative relationship between hardiness and academic stress. Increasing the level of Hardiness through various interventions, such as training programs or character development, can help students become more resilient and adaptive to the various academic challenges they face.

According to the results of the research questionnaire, final year students have a good or high level of hardiness personality, which helps them overcome the stress of various courses at their institution. This is proven by the hardiness contribution of 51.0%, while 49.0% is caused by other factors outside the scope of the research.

Hardiness is the basis for a person to view the world more positively, improve living standards, turn obstacles and pressure into sources for continued growth (Olivia, 2014). With a hardiness personality, students can control, change stressful situations, have a commitment to completing their final assignments well and assess that change is a challenge so that the academic stress experienced by students is reduced. Students who have high hardiness will see academic stress as a challenge that must be faced so that it can help them develop better, not as a threat that must be avoided.

Based on the frequency of research respondent data, academic stress is in the moderate category with a value of 72.0%. So it can be concluded that the research respondents experienced quite high academic stress.

CONCLUSION

As a result of the explanation of data analysis and discussion of the research findings that have been carried out, it can be concluded that this research hypothesis is accepted because there is a negative and significant relationship between hardiness and academic stress in final year students. The greater the hardiness, the greater the ability to reduce the academic stress level of final year students. It was proven that Hardiness effectively contributed 51.0% to academic stress, and 49.0% was caused by other factors not examined in this research.
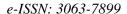
Implications in this research:

1. For Students
Based on research results, final year students who experience academic stress have a low level of hardiness so they are expected to reduce excessive academic stress by continuing to maintain a strong personality (hardiness).To achieve good performance there must also be balance, efforts to maintain mental and physical fitness, and increase motivation when symptoms of academic stress appear, whether physical, cognitive, emotional or behavioral.

2. For further researchers
Participants in this research were final year students who were in the process of completing their thesis. It is hoped that future researchers can use it as a reference and develop research objects in other fields for example stress on students, stress on employees to obtain more diverse findings.

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