

PROFILE OF ACADEMIC HARDINESS IN SANTRI IN PARUNGPONTENG SUB-DISTRICT

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Abstract

This research is motivated by the phenomenon that occurs due to the lack of academic resilience in students, making students uncomfortable living in Islamic boarding schools and causing stress in the students. This study aims to describe the general picture of academic resilience in students in the Parungponteng sub-district. The characteristics of students who have moderate academic resilience are being able to see stressful events as positive stressors for development and having strong psychological resilience. The characteristics of students who have high academic resilience are being able to survive in facing their academic challenges and seeing stressful events as positive stressors for development, and the characteristics of students who have low academic resilience are being easily stressed, not strong against existing pressure, lack of self-confidence in their academic abilities and less resilient to challenges that arise from their friendship and social environment. The research conducted on the general picture of academic resilience in students in the Parungponteng sub-district is in the high category. Based on the results shown, the highest value is in the medium category with a percentage score of 76.58% with a frequency of 170 students, and academic resilience in students in the Parungponteng sub-district whose category high is 22.52% with a frequency of 50 students. And a score of 0.90% in the low category with a frequency of 2 students. The number of samples in this study was $N = 222$. This research method uses descriptive statistics, namely statistics used to analyze data by describing or depicting data that has been collected as it is without intending to make conclusions that apply to the public or generalizations.

Keywords: Hardiness, Academic toughness, Students

Abstrak

Penelitian ini dilatar belakangi oleh fenomena yang terjadi disebabkan kurangnya ketangguhan akademik pada santri sehingga membuat santri tidak betah untuk tinggal di pondok pesantren dan menyebabkan terjadinya stress pada santri tersebut. Penelitian ini bertujuan untuk mendeskripsikan gambaran umum ketangguhan (hardiness) akademik pada santri se kecamatan parungponteng. Ciri santri yang memiliki ketangguhan akademik yang sedang adalah mampu melihat kejadian yang menekan sebagai stressor yang positif untuk berkembang dan memiliki ketahanan psikologis yang kuat. Ciri santri yang memiliki ketangguhan akademik tinggi adalah mampu bertahan dalam menghadapi tantangan akademiknya, melihat kejadian yang menekan sebagai stressor positif untuk

berkembang, dan ciri santri yang memiliki ketangguhan akademik rendah adalah mudah stress, tidak kuat terhadap tekanan yang ada, kurangnya kepercayaan diri terhadap kemampuan akademiknya dan kurang tangguhannya terhadap tantangan yang muncul dari lingkungan pertemanan serta lingkungan sosialnya. Penelitian yang dilakukan pada gambaran umum ketangguhan (hardiness) akademik pada santri se kecamatan parungponteng berada pada kategori tinggi. Berdasarkan hasil yang ditunjukkan nilai tertinggi berada kategori sedang dengan persentase skor sebesar 76,58 % % dengan frekuensi 170 santri, ketangguhan akademik pada santri se kecamatan parungponteng yang kategorinya tinggi adalah 22,52 % dengan frekuensi 50 santri. Dan skor 0,90 % dalam kategori rendah dengan frekuensi 2 santri. Jumlah sampel pada penelitian ini sebesar N=222. Metode penelitian ini menggunakan statistika deskriptif yaitu statistika yang digunakan untuk menganalisis data dengan cara mendeskripsikan atau menggambarkan data yang telah terkumpul sebagaimana adanya tanpa bermaksud membuat kesimpulan yang berlaku untuk umum atau generalisas.

Kata Kunci: *Hardiness, Ketangguhan Akademik, Santri*

INTRODUCTION

A santri who lives life in a boarding school needs personal resilience. Especially in this age of globalization, where modern life makes life more complex and challenging. Personal hardiness can be said to be a person who is resilient in facing various challenges, life difficulties, and life problems as individuals and groups. Most santri belong to the adolescent phase, where that phase requires a lot of support for adjustment from social pressure, as well as other life pressures (R. S. Hardy dkk., 2021). Santri is a term for someone who follows Islamic religious education in a place called pesantren, usually staying in that place until his education is completed (Tierney dkk., 2021). The word santri comes from the word “Shastri” in Sanskrit which means literate. Secondly, the word santri comes from the word “cantrik” in Javanese which means someone who always follows a teacher where this teacher goes to stay. Another observer, the word santri comes from the Tamil language which means test teacher. Thus, from these opinions, it can be concluded that a santri is someone who studies religion through books by following a teacher or kyai (Karimi, 2020).

The transfer of education from elementary school to junior high school with a boarding system such as pesantren is a process that is not easy. Therefore, being a santri in pesantren must live in a dormitory separate from the family. This makes her have to learn to be more independent from starting to take care of herself with all her own needs from waking up to sleeping again. He must also learn to deal with new school situations and environments on his own such as adjusting to new teachers, and academic and social demands, both socializing at school and in the dormitory (García-Crespo dkk., 2021; J. G. Hardy dkk., 2021). The tendency of the problems faced by students is that they cannot stand the discipline of the boarding school which is too strict and feel bored with the activities at the boarding school. The problems of some students are also related to the social environment, for example, problems with friends and the community in the boarding school environment, and not feeling at home, because students have to get along with other people who have different customs in the environment where they live. The situation that has been arranged from waking up to sleeping again and the tight schedule of activities at the boarding school are made for the benefit of the students. However, in

reality, not all students can go through it well. Therefore, every boarding school student is required to have resilience in dealing with all activities, culture, and habits that exist in the pesantren environment. The ability of each individual to deal with stressful life events is not the same, depending on many things, one of which distinguishes the resilience of the individual (Kamtsios & Bartone, 2021; Kenworthy dkk., 2022).

Every santri in living their daily life at the boarding school experiences many events. Among them are some events that are lived as bad events (unpleasant) and inner pressure. Every bad event will have an impact on individuals such as certain behaviors and emotions. The appreciation of two or more individuals in the same event is often different. The beliefs and meanings of the event are factors that cause differences in dealing with events. Being able to survive various events in individuals is the result of positively and proportionally interpreting events. Conversely, feeling more tormented due to the negative interpretation of events (Dai & Hardy, 2024). Hardiness is a personality characteristic that involves the ability to control unpleasant events and give meaning to these experiences. Hardiness is also characterized by a strong commitment to the individual, effective control over the environment, and a positive orientation toward change. The concept of hardiness was first proposed by Kobasa in 1979 based on the theory of existence, which is conceptualized as one of the main personality structures for understanding motivation, joy, and behavior (Hosseini dkk., 2022). Maddi explains that individuals who have a high level of control but have low commitment and challenge, then individuals will show results without any desire to involve themselves in learning from experiences and feelings with others. The impact is that individuals can experience conditions of impatience, easily envy others, feel isolated, suffer every time individuals fail to control something, and do more solitary activities (Harter dkk., 2022; Tan dkk., 2021).

Maddi explained that if individuals are high in commitment, but low in the dimensions of control and challenge, then individuals will become entangled in their surroundings. For example, friends, events, and activities around them. In this context, Maddi explains that individuals never think of influencing and reflecting on their experiences. This means that they will lose themselves and their lives will be controlled by the social interactions or institutions in which they are located, individuals will be very vulnerable to failure every time they experience changes to themselves. Santri who experience this will dissolve in unproductive hanging out activities, form gang groups, and engage in negative confirmations. Meanwhile, individuals who have a high category in the challenge aspect, but low in control and commitment, will be preoccupied with new things and pay less attention to other events around them (Nguyen dkk., 2022).

Academic resilience is a personality characteristic that distinguishes an individual's ability to succeed in an academic environment, to understand why some individuals persist when facing academic difficulties. Academic resilience is a personality characteristic of individuals who have endurance and strength in facing difficulties in their academics (Hammermeister dkk., 2020; Vrba dkk., 2022). From the above statement, the researcher is interested in examining how the Profile of academic readiness in santri in the Parungponteng sub-district.

METHOD

In this study using quantitative methods in reviewing the literature in quantitative research will usually see a substantial literature review at the beginning of the research. Thus, the literature plays a major role in two ways justifying the need for the research problem and suggesting potential objectives and research questions for the researcher. Literature to document the importance of the problem under study in the research. To achieve this, searching the literature finds research that identifies the problem as important to research and then cites this literature in the opening section of the research report (Juniatmoko, 2019). This research design uses descriptive statistical analysis, which is statistics used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations. This analysis is only in the form of accumulation of basic data in the form of descriptions alone in the sense that it does not seek or explain interrelationships, test hypotheses, make predictions, or draw conclusions (Barlian, 2018).

The population used in this study is the researcher took the population of all students registered in the sub-district of Parungponteng, Tasikmalaya district. While sampling using saturated sampling techniques. While sampling using saturated sampling techniques. Saturated sampling is a sampling technique that does not require prior selection procedures, but uses personal judgment from research (Hermawan, 2019). Saturated sampling is a sampling technique in which all members are used as samples. The data analysis technique carried out in this study is RASCH modeling. The data that has been obtained is analyzed using RASCH modeling using WINSTEP *software*. The data analyzed is data on individual test results on their toughness. The research data is processed and tabulated through data input in Microsoft Excel with the output file in the form of *prn file type. After going through file storage in the form of *prn, the next step is to prepare the data to be inputted in the minister application to further obtain output tables to be analyzed through RASCH modeling (Jaya, 2020).

RESULT AND DISCUSSION

This profile of academic resilience in santri in the Parungponteng sub-district tries to see the extent to which academic resilience has an impact on santri through pesantren and places challenges, control, and commitment as the main indicators. An overview of academic resilience in santri is obtained from the results of distributing instruments related to academic resilience in santri in Parungponteng District. The following is an overview of academic resilience in santri in Parungponteng Subdistrict in the following table.

Table. Overview of Academic Resilience in Santri in Parungponteng Subdistrict

SCORE RANGE	CATEGORY	FREQUENCY	PERCENTAGE (%)	AVERAG E
117-160	High	50	22,52 %	110,49 %
116-83	Medium	170	76,58 %	
82-40	Low	2	0,90 %	

Based on the results of the study, it was found that santri who were in the moderate category had a frequency value of 170 santri, meaning that some santri were able to respond to potentially stressful events as something that was not too threatening, had behaviors that made them stronger in withstanding stress, believed that they could control or influence events in their lives. Santri who are included in the high category has a frequency value of 50 students, meaning that students begin to have cognitive assessment process skills (control, commitment, and challenge) and show perseverance when facing difficulties in academics, show a willingness to engage in challenging academic activities, commit to academic activities, and feel that they have control over academic performance and results to be achieved. Meanwhile, students who are in the low category have a frequency value of 2, meaning that students do not have the character lacking motivation to learn, and are less responsible for their learning obligations. The low academic resilience of santri is at risk of causing failure in following the educational process.

The characteristics of academic toughness in students based on aspects are obtained from the results of distributing instruments related to aspects of control, commitment, and challenges with academic toughness in students in Parungponteng District. The following are the characteristics of academic toughness in santri in Parungponteng Subdistrict in the following table.

Table. Profile of Academic *Hardiness* in Santri in Parungponteng Subdistrict Based on Aspects

NO	ASPEK	CATEGORIZATION AND PERCENTAGE (%)			AVERAGE	STANDARD DEVIATION
		High	Medium	Low		
1.	Control	130 (58,56)	91 (40,99)	1 (0,45)	47,53	4,10
2.	Commitment	130 (58,56)	90 (40,54)	2 (0,90)	35,20	3,81
3.	Challenge	14 (6,31)	189 (85,14)	19 (8,56)	27,75	3,41

Based on the table above, it can be seen that the percentage description of *hardiness* is based on each aspect, in the *control* aspect, students tend to accept and believe that they can control and influence an event with their experience when dealing with unexpected things with an average percentage value of 47.53, standard deviation of 4.10, and the highest category is in the high category with a frequency value of 130 and a percentage of 58.56%, moderate with a frequency of 91 and a percentage of 40.99%, low with a frequency of 1 and a percentage of 0.45%. The control aspect means that students can take action to change the determination or bad events that exist into opportunities for self-growth. A person with good control does not allow himself to waste the time available to become a passive or helpless person.

In the aspect of commitment, students tend to accept and believe that they can control and influence an event with their experiences when dealing with unexpected things with an average percentage value of 35.20, a standard deviation of 3.81, and the highest category is in the high category with a frequency value of 130 and a percentage of 58.56%, moderate with a frequency of 90 and a percentage of 40.54%, low with a frequency of 2 and a percentage of 0.90%. The commitment aspect means the ability of students to feel actively involved with others and believe in the truth, value, and importance of this. Adverse situations are ultimately seen as meaningful and interesting. Students who are high in this dimension are committed to various aspects of their lives including interpersonal relationships, family, and self. In the *challenge* aspect, students tend to accept and believe that they can control and influence an event with their experience when dealing with unexpected things with an average percentage value of 27.75, a standard deviation of 3.41, and the highest category in the moderate category with a frequency value of 189 and a percentage of 85.14%, low with a frequency of 19 and a percentage of 8.56%, high with a frequency of 14 and a percentage of 6.31%.

An overview of academic toughness in students based on gender is obtained from the results of distributing instruments related to academic toughness in students in the Parungponteng District. The following is an overview of academic toughness in students in Parungponteng Subdistrict based on gender in the following table

Tabel. Gambaran Umum Ketangguhan Berdasarkan Jenis Kelamin

GENDER	AVERAGE	TOTAL (N)	STANDARD DEVIATION	PERCENTAGE
MALE	30,93	89	8,26	40,09 %
FEMALE	20,73	133	8,70	59,91 %

Based on the table above shows the results of the number of male and female students totaling 222, it is obtained from the number of female santri respondents as many as 133 students with an average value of 20.7, with a standard deviation value of 8.70 and reaching a percentage score of 59.91% while male respondents are 89 students with an average value of 30.93, with a standard deviation value of 8.26 and reaching a percentage score of 40.09%. Based on the frequency distribution of respondents based on gender, it can be seen that the number of respondents in this study was dominated by women.

Discussion

According to Karagiannopoulou dkk., (2022), *hardiness* arises due to a series of individual characteristics that can help individuals turn potentially stressful situations into opportunities to improve performance, leadership, behavior, health, and psychological development. The word *hardiness* in the Big Indonesian Dictionary is defined as personality toughness, which is an individual's ability to withstand anxiety/stress. The concept of hardiness was first introduced by Wingerchuk dkk., (2021) on the development of the concept of *resilience*, this theory was then formed and arranged into a formal educational *setting* by (Pordelan & Hosseinian, 2021). *Hardiness* is a constellation of

personality characteristics that have a source of resistance when individuals encounter a stressful event and can help to protect individuals from the negative effects of stress. The concept of *hardiness* is also often referred to as a *hardy* personality.

Based on the results of the study, the general picture of academic hardiness in santri in Parungponteng Subdistrict was obtained with a medium level of 170 santri, a high level of 50 santri, and a low level of 2 santri. This means that most of the Parungponteng sub-district students have a moderate category in their academic *hardiness*. Santri who have moderate hardiness are students who are consistent with their goals, disciplined, responsible, especially for their tasks, and survive in all situations, meaning that students do not easily give up under pressure, see difficulties as positive, have maximum effort, view difficulties as part of life, have a desire to learn from failure, have a desire to achieve higher targets in the future.

Students who have moderate academic *hardiness* are said to be due to several factors including social support, namely students who get social support in the form of material, motivation, and information from people around them can have a positive influence on related individuals in dealing with problems that can cause stress, thus making the individual stronger, so that individual *hardiness* will be higher because of good social support. Parenting, namely parents who teach *supportive problem-solving* to children, can also help increase the *hardiness* in a child. The family environment, namely students who live with supportive parents, will have a good way of solving problems it will increase the *hardiness* in the individual. Individuals who have high *emotional intelligence* tend to be able to control reactions to events faced effectively, so the influence of this is closely related to individual *hardiness*.

In the aspect of *commitment*, based on the results of the research conducted, the results of the categorization are moderate with a percentage value of 75.23%. This means that when they are tired of doing activities they still prioritize the best possible task so that they can get satisfactory results to achieve the desired goals. In the aspect of *commitment*, based on the results of the research conducted, the results of the categorization are moderate with a percentage value of 75.23%. This means that when they are tired of doing activities they still prioritize their tasks as best they can so that they can get satisfying results to achieve the desired goals. In the *challenge* aspect, based on the results of the research conducted, the results of the categorization are moderate with a percentage value of 80.63%. This means that students do assignments and study hard so that they get satisfactory grades.

Resilience in individuals that occurs can support changes in pressure for the sake of developments that occur in performance criteria driven by creativity, kindness, maintenance of improvement and academics is an element from within that affects academic achievement Control implies that a person can influence the activities he does by exerting control over every event that occurs. In this case, counseling efforts to increase academic *hardiness* in students are through group guidance. Group guidance can be interpreted as assistance to individuals carried out in group situations. Group guidance can be in the form of delivering information or group activities discussing educational,

work, personal, and social problems. The purpose of group guidance services in general is to develop socialization skills, especially the communication skills of service participants (O'Malley dkk., 2021).

In general, group guidance services aim to develop socialization skills, especially the communication skills of service participants. More specifically, group guidance services aim to encourage the development of feelings, thoughts, perceptions, insights, and attitudes that support the realization of more effective behavior, namely improving communication skills both verbal and nonverbal. The group guidance technique in this study to increase the *hardiness* of students is through Biblio education techniques. Biblioeducation is the use of reading books to find alternative solutions or problems faced without worrying that the problem is known by others. Biblio education indicators are 1) Expanding horizons, 2) Providing motivation, 3) Search for identity through the world, and 4) Educational reading material.

CONCLUSION

According to the data from the research results, the general description of the level of academic readiness/ resilience in santri in the Parungponteng sub-district reached a frequency of 170 santri and was in the moderate category. Santri who are in this category reaches a percentage of 76.58% of the total sample of 222 students. These results indicate that most of the santri in the Parungponteng sub-district have achieved moderate academic *hardiness*, meaning that santri can respond to potentially stressful events as something that is not too threatening, and have behaviors that make them stronger in withstanding stress. Based on an overview of the *control* aspect of the santri, it was found that the average percentage value was 47.53, the standard deviation was 4.10, and the highest category was in the high category with a frequency value of 130 and a percentage of 58.56%, medium with a frequency of 91 and a percentage of 40.99%, low with a frequency of 1 and a percentage of 0.45%. In the aspect of santri *commitment*, the results were found with an average percentage value of 35.20, a standard deviation of 3.81, and the highest category was in the high category with a frequency value of 130 and a percentage of 58.56%, medium with a frequency of 90 and a percentage of 40.54%, low with a frequency of 2 and a percentage of 0.90%. In the aspect of the *challenge*, santri found an average percentage value of 27.75, a standard deviation of 3.41, and the highest category is in the medium category with a frequency value of 189 and a percentage of 85.14%, low with a frequency of 19 and a percentage of 8.56%, high with a frequency of 14 and a percentage of 6.31.

The general description based on gender shows the results of the number of male and female students totaling 222, it is obtained from the number of female santri respondents as many as 133 students with an average value of 20.7, with a standard deviation value of 8.70 and reaching a percentage score of 59.91% while male respondents are 89 students with an average value of 30.93, with a standard deviation value of 8.26 and reaching a percentage score of 40.09%. Based on the frequency distribution of respondents based on gender, it can be seen that the number of respondents in this study was dominated by women. Based on the results of homogeneity, the sig value shows. $0.690 > 0.05$, which

means that there is no difference between the academic toughness of male and female students. To find out the comparison of resilience based on gender, a test was carried out using One-way ANOVA in the SPSS 25 application, with the provisions of a sig value <0.05, it was stated that the difference between male and female students was significant.

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