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Research Based Article

Academic Hardiness Level of Guidance and Counseling Study Program Students Post Covid 19 Pandemic

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Article History	ABSTRACT
	ACADEMIC HARDINESS LEVEL PF GUIDANCAE AND COUNSELING STUDY PROGRAM STUDENTS POST COVID 19 PANDEMIC. The purpose of this study is to inform the condition of Academic hardiness of Ahmad Dahlan University Guidance and Counseling Study Program students after the Covid-19 pandemic. Academic hardiness is a personality that is resilient in various obstacles, especially stress. Academic hardiness is a variable that must be possessed by students in order to achieve achievement while studying. The research population is 152 active students for the 2019-2021 academic year. This type of research uses quantitative descriptive. Data were obtained using an academic hardiness scale developed based on Kobasa's theory and Dweck's theory related to academic motivation. The scale developed refers to 3 aspects of academic hardiness namely commitment, challenge, and control. The developed scale was analyzed using the Rasch Model. The results of the analysis stated that the 17 items developed contained several notes and needed to be revised. The results showed that the level of student academic hardiness of 89.5% was in the high category, 10.5% was in the medium category, and 0% was in the low category. Based on the research results, it is recommended that further researchers develop a counseling model to develop students' Academic hardiness, especially those who are still in the moderate category. KEYWORDS: Academic Hardiness, Student, Rasch Model, Counseling

INTRODUCTION

The Covid 19 pandemic is a challenge in itself for students. Changing learning patterns from offline to online and/or hybrid is a challenge to maintain the quality of

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education. The higher the level of education, the higher the challenges that must be faced. Students who are students at the tertiary level must be able to adapt and expend energy and effort to be able to carry out their rights and obligations as students. Positive strength is needed that can help students face various challenges during their studies, one of which is academic hardiness.

Academic hardiness is a personality that is tough in various obstacles, especially stress, which includes aspects of commitment, challenge and control. Students studying at universities are required to complete their study period in accordance with university regulations or sometimes demands come from their parents (Andriani & Fatma, 2013). The demands directed at students need to be met and of course cannot be easily met. Things are needed that can support individuals to be able to go through various challenges and achieve something that the individual wants.

Bissonnette (1998) factors that can influence hardiness include mastery of experience, positive attitudes, and parenting patterns. Furthermore, Kamtsios & Evangelia (2013) studied more deeply the academic hardiness of Greek students, the results of the research showed that there was a relationship between the nature of academic hardiness and students' average grades (GPA). Students who have high academic hardiness tend to experience less academic stress which can lead to better grades. Trifiriani & Agung (2017) in their research, namely academic hardiness and procrastination in students, revealed that there is a negative relationship between academic hardiness and procrastination in students. This means that the higher the academic hardiness, the lower the procrastination. In line with research by Kurnia & Ramadhani (2021) which states that there is a negative influence between hardiness and academic stress. This means that the higher a person's level of hardiness, the lower the academic stress they face. Agrees with Kobasa (Dodik & Astuti, 2012) that hardiness is considered to be able to control individuals in overcoming the stress they are experiencing in the academic environment in order to survive.

Hardiness is important for students to have. It is necessary to identify the level of hardiness in students and then there needs to be efforts to develop hardiness so that students become stronger in facing lectures with all its challenges. One option for developing hardiness is to provide counseling services which are of course carried out with consideration of student development. Nurihsan (2011) stated that students are students who are entering early adulthood where students are independently considered capable of knowing, directing and controlling themselves to achieve their learning goals in college. The urgency of research is part of the study program's responsibility in optimizing student potential.

METHODS

The research was conducted using a quantitative descriptive approach with the aim of obtaining statistical data about the level of academic hardiness of UAD Guidance and Counseling Study Program students. The population of this study was 152 active students for the 2019-2021 academic year. The research population was asked to fill out the academic hardiness scale which was developed based on Kobasa's theory which refers to three aspects, namely commitment, challenge and control. The scale developed was analyzed using the Rasch Model. The results of the analysis stated that the 17 items developed had several notes and needed to be revised. The scale was revised based on the findings from the Rasch Model analysis. Rasch model is used to analyze instrument items. The data is then analyzed and categorized. The data obtained was then classified into three categories; high, medium and low.

RESULT AND DISCUSSION

Academic hardiness of students in the Guidance and Counseling Study Program at FKIP UAD was measured using the Academic hardiness scale which was developed based on the theory created by Kobasa and Dweck's theory related to academic motivation. Kobasa et al (Civitcim & Civitci, 2015) stated that hardiness is defined as a personality trait that resists the negative effects of stress. In line with Kobasa, the Encyclopedia of Behavioral Medicine (2013) states that hardiness is a personality construct consisting of three traits, namely control, commitment, and challenge which in theory can make a person tough in dealing with stress.

The academic hardiness aspect consists of commitment, challenge, and control, where these three aspects are oriented as a source of strength against pressure in student life. Commitment relates to the willingness to exert consistent effort and be willing to be involved and even make sacrifices to achieve academic achievement. Challenge is the presence of changes or difficulties in life that are seen as normal and make these changes a challenge that must be faced. Individuals or students view life as a challenge that must be faced. Control of effort is defined as confidence in one's own efforts and capacity to achieve desired academic achievements and the ability to control emotions in facing challenges or stressful conditions in the academic environment.

The results of research regarding the level of academic hardiness were developed based on Kobasa's theory and obtained 17 statement items in scale form. This scale was distributed using a Google form. Data was obtained from 152 students of the UAD FKIP Guidance and Counseling study program. The scale consists of two types of items, namely favorable items which support the construct to be expressed and unfavorable items which are negative for the construct to be expressed. On the Likert scale, there are four alternative answers used, namely: Very Appropriate, Appropriate, Sometimes, and Not Appropriate. Statement items were analyzed using Rasch Model analysis. The results of the Rasch model analysis of 17 statement items showed that 11 items were suitable for use and 5 items needed to be revised and 1 item was biased between women and men. Items that receive notes are then revised and adjusted so that they are suitable for use. From the 17 items developed, the results obtained were 89.5% of students' academic hardiness was in the high category, 10.5% was in the medium category, and 0% was in the low category. The results can be outlined in graph 1.
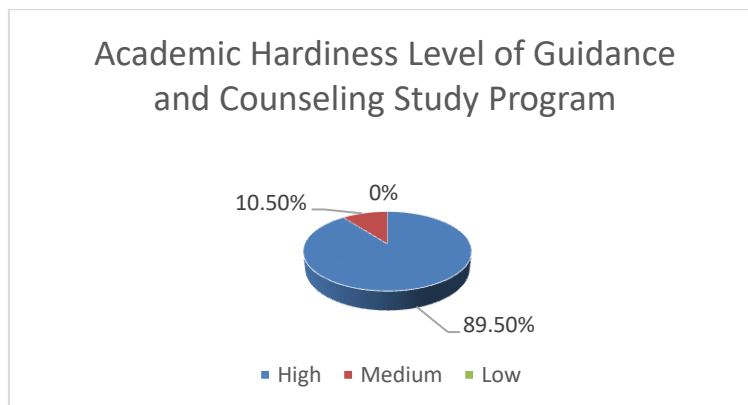
Graph 1. Academic Hardiness Level

The research results are in line with Kurnia & Ramadhani (2021), descriptive test results showed that the level of hardiness possessed by D IV midwifery students at the Health Polytechnic of the Ministry of Health of East Kalimantan was included in the high category. Students with good hardiness are able to face stressors with a positive attitude and are able to maintain productivity and performance because they do not easily feel stressed when faced with unexpected situations. Data was obtained through interviews and the subject stated that in order to achieve the target in the study, he had to endure the pressure he felt and continue to face it. The subject tries to control his emotions first so as not to disturb his concentration in carrying out the task. By controlling the negative emotions that arise, the subject is able to re-perceive the pressure they are facing and turn it into a challenge that must be faced.

The research obtained is inversely proportional to research by Prasetya et al (2022), concluding that the level of academic hardiness during distance (online) learning resulted in 23% being in the low category, 47% being in the medium category, and 30% being in the high category. This condition is inversely related because the research conducted by Prasetya et al was carried out during online learning, while this research was carried out after the Covid 19 pandemic.

Another study by Azizah & Satwika (2021) found that 13 students (16.25%) were in the high hardiness category, 57 students (71.25%) were in the medium hardiness category, and 10 students (12.5%) were in the medium hardiness category (2021). low category. The research was conducted on final students who were completing their thesis during the Covid-19 pandemic. There are differences in the level of academic hardiness in each subject, one of which is due to the situations and conditions being faced by the research subjects.

Pratiwi's research results (2019) Factors that influence academic hardiness include high motivation, mastery of previous experience, increased competence and optimism. The impacts caused by academic hardiness include students who are able to adapt, academic and organizational balance, and satisfactory academic grades. On the other hand, students who have weak academic hardiness include being lazy, indifferent and having difficulty managing their time. Factors that influence include low motivation, lack of experience and pessimism. The impacts include difficulty adapting, imbalance between academics and organization, academic grades not coming out and quitting academics.

CONCLUSION

The research results so far show that students' level of Academic Hardiness is a unique attribute, where students differ from each other. Differences can be seen from the various demographic backgrounds that exist in individuals. Based on the results of research studying the level of academic hardiness of students in the Guidance and Counseling Study Program, FKIP UAD, the average level of student academic hardiness is in the High category. A total of 89.5% were in the high category, 10.5% were in the medium category, and 0% were in the low category. Sunyke was used by 152 students. Based on the Rasch Model analysis, there are differences in the meaning of academic achievement between men and women. Based on the results of research that has been conducted, future research will require additional qualitative data. Several research studies conducted also concluded that the situations and conditions faced by students influence students' academic hardiness. There are quite significant differences in data collection between pandemic and post-pandemic students. Research is directed at the background of life goals and reasons for surviving with a level of success. Based on the

research results, suggestions that can be recommended to related parties include study programs. The study program is expected to develop service strategies to develop the academic hardiness of students who are in the medium category to support the lecture process. Meanwhile, future researchers hope that there will be a qualitative specification of the level of academic hardiness.

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