Relationship Of Hardiness and Academic Stress to Future Orientation in Final-Level Students in Jakarta

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Abstract. This study aims to determine the relationship between Hardiness and Academic Stress on Future Orientation in final year students in Jakarta. The subjects in this study were 441 final year students in Jakarta, consisting of 154 males and 287 females. The data analysis technique used is correlational analysis. The results showed that there was a significant negative relationship between Hardiness and academic stress in final year students in Jakarta as indicated by the correlation coefficient r = - 0.580 p = 0.000. The results of the study show that there is a significant positive relationship between Hardiness and Future Orientation in final year students in Jakarta as indicated by the acquisition of a correlation coefficient of r = 0.665 p = 0.000. The last result also shows that there is a negative relationship between Academic Stress and Future Orientation, with a correlation coefficient of r = - 0.467.

Keywords: Hardiness; Academic Stress; Future Orientation and Final Year Students

1 Introduction

In general, final year students are students who are completing the courses taken by these students and are currently taking and are completing their final project (thesis) within a period of time that is generally set. According to Hurlock [4] that when students take their final year in college, usually students at that time are in the age range of 22-25 years and are in early adulthood. Early adulthood is also a period for adjusting to new life patterns and social expectations. According to Dariyo [30] in general, early adulthood is marked by a desire to actualize all forms of inspiration received during learning in higher education or in an academic institution to prepare for the future. This is in accordance with the research proposed by Schaie and Wills [25] where at this time, individuals want to apply their knowledge to pursue goals to be achieved in the future, such as career or family.

The many burdens of responsibility and demands in academic matters as well as various problems that exist in student life can create stress which will eventually develop in student life, especially in final year students [16]. Various kinds of obstacles that occur during the lecture process will certainly cause anxiety in final year students which can affect learning outcomes for final year students [5]. Prolonged feelings of anxiety that occur continuously will certainly cause stress that can interfere with the daily activities of final year students. According to Andarini & Fatma [2] stress itself is an experience experienced by a person personally, has a subjective and individual nature.

Meanwhile, the stress that is often experienced by final year students is academic stress [24]. Academic stress is a condition in which an individual feels a lot of pressure or demands, worries about exams and college projects so that he is unable to complete academic assignments properly due to too many activities to be done [9].

Every semester the number of final year students who experience academic stress increases [3]. Based on research conducted by Amallia [29] that there are 152 students in the moderate stress category with a percentage of 37.7% in the first year and 61.2% in the final year. The results of the research above are also in line with research conducted by Agusmar [1] that final year students experience moderate stress by 87.5% than first batch students. This increased stress, if not handled and controlled properly, can make stress uncontrollable and can cause physical and psychological impacts that can disrupt the lives of final year students [8]. According to Barseli, Ifdil & Nikmarijal [6] that academic stress can have physical and psychological impacts on life, such as the physical effects that are often felt are heart palpitations, fatigue, difficulty sleeping at night, no appetite, migraines, ulcers, often feel dizzy and sweat easily. Meanwhile, the psychological effects that are often felt are usually stress, often daydreaming, weakness, anxiety, often feeling anxious, emotionally unstable so that they are easily angry, frustrated, and lose motivation to do their jobs [7].

In addition to this, the problems that are often faced by final year students regarding future orientation are having anxiety in facing the world of work, fear of failure to compete in the world of work, abilities that have not met the existing demands, and difficulty adapting are a number of things that make final year students feel anxiety due to the absence of determination of their future orientation [17]. In the end, the inability to make strategies to face the future and feelings of uncertainty that they can realize career plans are experienced by many final year students [18]. According to Sutijono [27] it is stated that students should already have definite goals regarding where they will be achieved after graduation or what they will become after taking lectures. Existing goals must be formed with a good foundation and foundation because without a dream or goal to be achieved, students tend to do something without thinking about the consequences and impacts that occur in the future [27].

Having a future orientation is very important for students, but apart from the need for a future orientation, a tough personality (hardiness) is also needed to realize a future orientation because individual abilities in dealing with various problems are not the same [11]. According to Hagihatgoo et all., [15], hardiness is one of the personalities that can help in achieving future orientation. The personality in question is a personality that is able to handle various unexpected events which because of this, can be a cause of stress in the individual [11]. According to Yesamine & Huda [26] it was found that final year students have a variety of specific problems and tend to be more severe than new students. Usually, these problems are related to repeating previous courses, completing thesis writing assignments, making plans for the future, demands and pressures from families as financial supporters to complete lectures immediately and the number of peers who have graduated from college and found jobs.

Based on the explanation of the background of the problem above, it is related to the problems experienced by final year students. So, the problem of this research is "Is there a relationship between Hardiness and Academic Stress on Future Orientation in Final Years?" The purpose of this study was to determine whether there is a significant relationship between hardiness and academic stress on the future orientation of final students in Jakarta.

Based on the description above, a hypothesis can be proposed that "there is a relationship between academic hardiness and stress with future orientation in final year students in Jakarta". The higher the hardiness of the final year students, the lower the academic stress and the better they will be in viewing and structuring their future orientation, and conversely if the lower the

hardiness of the final year students, the higher the academic stress so that they cannot see and arrange good future orientation. Thus, the hypothesis in this study consists of:

H1: There is a relationship between Hardiness and Academic Stress in final year students in Jakarta

H2: There is a relationship between Hardiness and Future Orientation for final year students in Jakarta

H3: There is a relationship between Academic Stress and Future Orientation for final students in Jakarta

2 Research Methods

2.1 Research Design and Sample

This study uses a quantitative approach in which data is collected and presented in the form of numbers, scores, averages for different groups on several tasks, the percentage of people doing something, graphs, data tables, and so on [14]. The population used in this study were final year students in Jakarta. The characteristics of the respondents in this study were students at the end of semester 6, 8 or advanced semesters at public and private universities who were studying in Jakarta.

2.2 Instrument for Gathering Data

The Hardiness measuring instrument scale in this study was modified from the Occupational Hardiness Questionnaire scale based on Kobasa's [20] theory which has 3 aspects, namely Commitment, Challenge and Control. The commitment consists of 3 indicators, each of which contains 4-6 items, all of the items in the commitment are 14 items. Where the number of Favorable items is 8 items while the Unfavorable items are 6 items made by the researcher. In the challenge aspect, there are 2 indicators, in which each indicator contains 4-5 items, all items in the challenge aspect are 9 items. Where the number of Favorable items is 6 items while Unfavorable items have 3 items. In the last aspect, control consists of 2 indicators, which contain 4-5 items. All items in total control are 9 items, where the number of Favorable items is 6 items while Unfavorable items are 3 items. In this instrument, the researcher uses a Likert scale that has a 5-point scale range, with the choices "STS" (Highly Unsuitable), "TS" (Not Appropriate), "N" (Neutral), "S" (Appropriate), "SS" (Very Appropriate).

The academic stress measurement scale in this study uses a modification of the measuring instrument made by Gadzella's Student – Life Stress Inventory [13]. In this academic stress measurement tool itself, it consists of 2 dimensions that form the foundation of this measuring tool, namely stressors and reactions to stressors in which there are total 33 items with nine constituent indicators, namely frustration, conflict, pressure, change, self-imposed, physical reactions, reactions. emotions, behavioral reactions and cognitive judgments.

In using this measuring instrument, there are several reasons used by researchers in choosing to use a modified measuring instrument based on Gadzella's theory [12], namely this theory can reflect the life of students on and off campus so that it is suitable for use on samples of students who are at the final level. Second, this theory has a fairly broad scope in measuring academic stress itself, where this theory not only measures how a student perceives but also measures how they react to these stressors. In this instrument the researcher uses a Likert scale that has a 5-point scale range, with the choices "Never", "Rarely", "Occasionally", "Often", "Every time".

The measuring instrument used to measure Future Orientation was made by the researcher himself, referring to the theory created by Nurmi [23]. It consists of 28 items in the form of a

Likert scale and is divided into three domains as follows: motivation, planning and evaluation. In the motivation domain, there are 11 items consisting of 10 Favorable items and 1 Unfavorable item. For the planning domain, there are 10 items containing 7 Favorable items and 3 Unfavorable items. While in the last domain, namely evaluation, there are 7 items which contain 3 Favorable items and 4 Unfavorable items. In this instrument, the researcher uses a Likert scale that has a 5-point scale range, with the choices "STS" (Highly Unsuitable), "TS" (Not Appropriate), "N" (Neutral), "S" (Appropriate), "SS" (Very Appropriate). According to Sugiyono [28], the Likert scale is a scale used to measure attitudes, opinions, and perceptions of a person or group of people regarding phenomena.

2.3 Reliability of The Hardiness Questionnaire scale

Based on the reliability test that the researchers used on the commitment to get a reliability score of 0.857, on the challenge aspect getting a reliability score of 0.757 after 1 item was aborted to get a reliability score of 0.758. Meanwhile, in the control aspect, the reliability score of 0.707 after 1 item was aborted got a score of 0.729. Based on the results of the reliability test that the researchers did on the hardiness scale, the hardiness scale got a reliability score of 0.912, after 2 items were aborted the reliability score was 0.913.

2.4 Reliability of The Academic Stress Measurement Scale

Based on the reliability test that the researcher used on the stressor dimension, the reliability score was 0.796 after 3 items were dropped in the pressure category and self-imposed a score of 0.851. Meanwhile, the dimension of reaction to stressors got a reliability score of 0.436 after 4 items were dropped in the physiological, emotional, behavioral and cognitive categories getting a score of 0.696. Furthermore, based on the results of the academic stress scale reliability test in this study, it had a reliability of 0.822 after 7 items were aborted and a reliability score of 0.890 was obtained.

2.5 Reliability of The Future Orientation Scale

Based on the reliability test that the researchers used on the motivational aspect, it got a reliability score of 0.868, in the planning aspect it got a reliability score of 0.817 after 1 item was dropped getting a score of 0.824. While the evaluation aspect gets a reliability score of 0.656. And lastly, based on the results of the future orientation scale reliability test in this study, it has a reliability of 0.918 after 1 item is aborted to get a reliability score of 0.922.

3 Results and Discussion

3.1 Demographic Data And Descriptive Data

Based on the data collection carried out, it was obtained a description of the demographic data of the participants as follows:

Table 1. Demographic Data of Participants

	Frequency	Percentage
Gender		
Male	154	34.9
Female	287	65.1
	441	100
Age		

18-19	15	3.4
20-22	363	82.3
23-27	63	14.2
	441	100
City		
Central Jakarta	107	24.3
North Jakarta	41	9.3
South Jakarta	139	31.5
West Jakarta	82	18.6
East Jakarta	72	16.3
	441	100
Semester		
6	152	34.5
8	281	63.7
10	4	0.9
12	3	0.7
14	1	0.2
	441	100

Based on data collection that has been carried out on 441 participants, the descriptive variable results are as follows:

Table 2. Mean and Standard Deviation

	Min	Max	Mean	Std. Deviation
Hardiness	65.00	150.00	1.0725	1.425401
Academic Stress	30.00	115.00	75.1451	14.23669
Future Orietation	49.00	135.00	98.7914	15.57101

Based on the table above, the table shows that the average value for the Hardiness variable is 1.0725 with an SD of 1.425401, the Academic Stress variable is 75.1451 with an SD of 14.23669, and the last one is the Mada Front Orientation variable which is 98.7914 with an SD of 15.57101.

3.2 Data Normality Assumption Test

In this study, researchers conducted a normality test to see whether the relationship between variables was parametric or non-parametric. At this stage, the researchers conducted a normality test on the entire research data totaling 441 respondents. The researcher tested the assumptions by using the one sample Kolmogorov - Smirnov Test and obtained the assumption test results which showed a significance value of 0.000 hardiness . Meanwhile, academic stress is 0.013 and future orientation has a significance value of 0.538. Based on these results, academic hardiness and stress have values that are below the significance value of 0.05 ($p<0.05$) so that academic hardiness and stress have data that are not normally distributed. While the results of

future orientation have a value that is above the significance value of 0.05 (p> 0.05) so that future orientation has normally distributed data.

3.3 Correlation Test

The results of the correlation test in this study were obtained by testing the relationship between hardiness and academic stress using the Spearman correlation in the SPSS 21 program. Spearman correlation was used because the hardiness and academic stress data had data that were not normally distributed. Based on data from the correlation test using 441 respondents, the r value obtained between hardiness and academic stress, which is -0.580 indicates that the relationship between the two variables is a negative relationship. The negative relationship means that the higher the hardiness, the lower the academic stress will be, and vice versa. Based on the test results, it is known that hardiness and academic stress have a strong significant relationship with a significance value (p) of 0.000 (p<0.01). This means that there is a significant negative relationship between hardiness and academic stress.

Another result shows that r value obtained between hardiness and future orientation, which is 0.665 indicates that the relationship between the two variables is a positive relationship. The positive relationship means that the higher the hardiness, the higher future orientation will be, and vice versa. Based on the test results, it is known that hardiness and future orientation have a strong significant relationship with a significance value (p) of 0.000 (p<0.01). Last results shows that r value obtained between academic stress and future orientation, which is -0.467 indicates that the relationship between the two variables is a negative relationship. The negative relationship means that the higher the academic stress, the lower future orientation will be, and vice versa. Based on the test results, it is known that academic stress and future orientation have a strong significant relationship with a significance value (p) of 0.000 (p<0.01).

Discussion

In this study, researchers conducted a Spearman correlation test between hardiness and academic stress and got a correlation coefficient of -0.580 with a significance value of 0.000 (p <0.01) which indicates that there is a significant negative relationship between hardiness and academic stress in final year students in Jakarta. Students who have hardiness will be more prone to view situations and events that cause stress as positive, therefore the individual will be able to better determine the appropriate coping[32].

Meanwhile, in this study, it was also found that the overall hardiness of final year students in Jakarta tends to be low, with a percentage of 26.1% where students who have a low level of hardiness will usually give a negative assessment of situations that make stress so that the response is negative. obtained will also tend to be negative [22]. Low hardiness is also an effect of high stress levels [10].

In addition, the researcher also tested the correlation between hardiness and future orientation and got a correlation coefficient of 0.665 with a significance value of 0.000 (p <0.01) which indicates that there is a significant positive relationship between hardiness and future orientation in final year students in Jakarta. In this study, aspects of commitment, control, and challenge provide a significant relationship to future orientation. This happens because the aspects of commitment, control and challenge when combined can be an opportunity to grow, prosper and gain new experiences for the future and not as a threat [15].

This study is in line with the research conducted by Haghighatgoo et al., [15] where the results of the study stated that someone who has hardiness will have a positive future orientation. According to Likhacheva [21] said in his research that someone who has a low or high hardiness personality can be distinguished by looking at how the individual develops future orientation

and how they understand how to achieve their future orientation. This happens because individuals who have a high level of hardiness have an active pattern of coping strategies. The individual will usually turn a stressful event into an opportunity with an effort to change. In addition to this, this also happens because basically every individual has an inner drive to grow and achieve better self-actualization and realization for the future [31].

In this study, the researcher also tested the correlation between academic stress and future orientation, obtaining a result of -0.467 with a significance value of 0.000 (p <0.01) which indicates that there is a negative relationship between academic stress and future orientation in students in Jakarta. This study is in line with research conducted by [33] where in this study wanted to test and see the correlation between future orientation and stress and the results obtained that future orientation is negatively correlated with stress. Where individuals who have a high future orientation tend to experience low stress because future orientation can protect individuals from giving up on stressful situations[33]. This finding is consistent with previous research that highly future-oriented individuals will usually show a strong capacity to face obstacles in the future [19].

4 Conclusion

The results of hypothesis testing that are proven in this study are that there is a relationship between hardiness and academic stress, there is a relationship between hardiness and future orientation and there is a relationship between academic stress and future orientation. So it can be said that all hypotheses in the study namely, H1, H2, H3 were accepted in this study. This shows that there is a significant negative relationship between hardiness and academic stress. This means that the higher the hardiness of final year students in Jakarta, the lower the academic stress experienced by final year students in Jakarta and vice versa.

Meanwhile, the relationship between hardiness and future orientation shows that there is a significant positive relationship. This shows that the more final year students in Jakarta have a hardiness personality, the more positive they will be in making and viewing their future orientation. On the relationship between academic stress and future orientation, it was found that there was a significant negative relationship between academic stress and future orientation. Where when final year students in Jakarta experience academic stress in completing their lecture assignments, these students cannot create and view their future orientation positively. This means that the higher the level of academic stress that final year students have, the more they cannot create and view their future orientation positively.

Limitation And Future Study
Researchers realize that there are still many shortcomings in this study. Therefore, the researcher has several suggestions to make improvements in further research, first for further research so that there can be more research on hardiness and future orientation because there are very few researches on these two variables. This is in order to enrich knowledge and research results regarding these two variables. Second, in future research, students can use subjects in each class because students in each class have different levels of stress and this can affect how they respond to stress and see a picture of their future orientation. Third, further researchers are also advised to develop these three variable measuring tools, especially on the academic stress variable and future orientation, because these measuring instruments must always be developed so that they can continue to be updated and each component and item can describe the research subject.

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