



## The Relationship between Hardiness and Coping Strategies on Acceleration Students of Gunadarma University

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### ABSTRACT

*The purpose of this study is to investigate the relationship between hardiness and problem focused coping and hardiness and emotion focused coping on acceleration students of Gunadarma University. Respondents in the study were 156 acceleration students of Gunadarma University from nine different departments, both men and women who actively follow an accelerated program over three semesters, the sampling technique used was purposive sampling. To collect data using hardiness scale and coping strategies scale that include, problem focused coping and emotion focused coping. Research data were analyzed using Pearson product moment correlation. The results showed that hardiness had a significant positive relationship toward problem focused coping ( $r = 0.184$ ,  $p = 0.022$ ) and other results showed that hardiness has a significant positive relationship toward emotion focused coping ( $r = 0.510$ ,  $p = 0.000$ ). simple regression.*

**Keywords:** *Hardiness, Coping Strategies, Problem Focused Coping, Emotion Focused Coping, Acceleration Students*



## INTRODUCTION

Along with the times education is increasingly considered important. On the implementation of the educational process was found students with special potential and intelligence that is different from the other students. Students who have that potential tends to more quickly mastered the material compared than other students, the material presented in class students felt too slow and repetitive (Nurbayani, 2011). It might make students' motivation and productivity reduced because students do not feel challenged. Decreased motivation and productivity will also cause the student scores is decreasing, in other words, students are not able to show their true ability, even though they have high academic potential.

According to the law No. 20 of 2003 on the national education system and democracy education, gifted children require special education services because they have different characteristics with normal children, in order that their talents and abilities optimally so useful for themselves, society, and state or nation. To implement the law in 2010 the Ministry of Education and Culture issued a government regulation number 15, of which Article 135 paragraph (2) states that: educational services for students who have special talents and exceptional intelligence can be through school education by organizing the acceleration program. In Gunadarma University this accelerated program is

named *Sarjana Magister* (Bachelor Master) or better known as SARMAG (Adrifina, 2012).

Researcher conducted a preliminary study by elicitation on student of SARMAG program, based on the data is known that despite the many advantages offered but apparently there are some things that are often complaints by students, such a schedule that is not clear, hectic schedule, lecturers often absent, expectations were too high, and other issues.

Those conditions often cause pressure and stress for students. Stressful conditions sometimes bring negative effects for students, such as health damage, ruin the mood, and decreased performance (Devi, 2011). To avoid the side effects of stress individual needs to do coping, the individual efforts both cognitive and behavioral to address, reduce or tolerate the demands of internal and external caused by the relationship between the individual and the events that assessed stressful (Lazarus & Folkman, 1984). Coping perpetrated by individuals to overcome the problem is called coping strategies.

According to Lazarus and Folkman (1984) coping strategies are divided into problem focused coping and emotion focused coping. Coping strategies used by individuals when facing a problem can be vary, these differences are generally influenced by several things such as type of problem, age, gender, controllability and source availability (Odgen, 2004) besides



that the individual personality characteristics also have an important role. One of the personality characteristics that play an important role to influence the selection of coping is personality hardiness.

According to Baumeister and Vohs (2007) hardiness is personality associated with a person's ability to manage and respond to stressful events in the life of the strategy change unfavorable circumstances into learning opportunities. Thus students who have a high hardiness personality will tend to be stronger in dealing with stressful situations compared to students who have low personality hardiness. It is assumed that any increase in hardiness can increase the tendency to do coping strategies, both problem focused coping and emotion focused coping

Previous research on hardiness and coping strategies showed different results. For example, the Hachaturova (2013) study found that hardiness and problem focused coping had a positive relationship while hardiness and emotion focused coping had a negative relationship. Contrary to this, the results of Bahadori's research (in Sarani et al. 2015) show that there is a significant positive relationship between hardiness and avoidance coping and there is no relationship between hardiness and problem-focused coping strategies.

In addition, although there are several studies on hardiness and coping strategies, there are still no studies have examined the relationship between hardiness and and coping strategies on an acceleration program students. Though based on the above

explanation can be seen that in acceleration program there are many conditions that often cause pressure and stress, which these conditions can impede student performance and cause other side effects that could hinder the development of their potential.

Based on description above, the problems proposed in this study is whether there are relationship between hardiness with problem focused coping and hardiness with emotion focused coping on acceleration students of Gunadarma University.

## METHODOLOGY

The population of this study was an active students in the acceleration program Sarjana Magister (SARMAG) of Gunadarma University. The samples are obtained by using purposive sampling technique. The criteria for the sample in this study were Gunadarama University students, both men and women aged around 18-30 years, which actively participates in *Sarjana Magister* (SARMAG) Program for more than three semesters.

Data collection techniques used in this study was questionnaires. The questionnaire contains a sample identity data, coping strategies (problem & emotion focused coping) scale and hardiness scale.

In this study, coping strategies were measured using brief COPE scale adaptation of the scale belong to Carver (1997), which are prepared based on coping strategies proposed by Lazarus and Folkman (1984), which divides into problem focused coping and emotion focused coping. Based on the results of Cronbach alpha test is known



reliability of problem focused coping scale is equal to 0.604, whereas for emotion focused coping scale is equal to 0,764.

The scale used to to measure levels of hardiness, researchers adapted dispositional Resilience Scale (D RS15-R) - hardiness belong to Bartone (2007) which is based on the dimensions of hardiness proposed by Kobasa (1979) includes control, commitment and challenge. From total 15 existing items, 10 item is stated fulfill the assessment criteria, with reliability equal to 0,739.

Technique of data analysis is using person product moment correlation technique with SPSS version 22 for Windows.

RESULTS AND DISCUSSION

Based on data analysis conducted using Pearson correlation techniques (two tailed), it is known that the correlation coefficient (r) between hardiness wirh problem focused coping is 0.184\* with a significance of 0.022 (p <0.05). Whereas the correlation coefficient (r) between hardiness and emotion focused coping is 0.510 \*\* with a significance of 0.000 (p <0.05). These results indicate that there is a significant positive relationship between hardiness and problem focused coping and a very significant positive relationship between hardiness and emotion focused coping, the two hypotheses of this study are accepted.

Table 1. Pearson Product Moment Test Result

Correlations

Table with 3 columns: Variable, PFC, EFC. Rows: Hardiness Pearson Correlation, Sig. (2-tailed), N.

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

This result is in accordance with the research conducted by Sarani et al. (2015), states that there is a positive relationship between hardiness and problem-based coping strategies. According to Sarani, individuals with higher levels of hardiness tend to use active coping strategies such as planning, preparation and positive strategies. The results of Bissonnette's (1998) study show the same result that hardiness individuals tend to use problem-focused coping strategies in handling stressful events.

While the results of previous studies related to the relationship between hardiness and emotion focused coping showed more negative relationships (Hachaturova, 2013; Amiruddin & Ambarini, 2014). Besides that Sarani et al. (2015) say that individuals with low hardiness tend to choose to eliminate negative emotions rather than trying to solve problems. However, unlike the results of previous studies, this study showed a very significant positive relationship between hardiness and emotion focused coping, this means that the higher the level of hardiness possessed by individuals, the tendency to use emotion focused coping is increasing.

According to Lazarus & Folkman (1984) basically individuals use both problem and emotion focused coping to overcome



various problems that cause stress in a variety of events in everyday life. The factors that determine which coping strategy is most often used depend on a the personality and the degree of stress from condition or problems encountered.

Based on data is known that there are some problems that often make SARMAG students feel stress, and some of the problems complained are problems beyond their control, such a schedule that is not clear, hectic schedule, lecturers often absent, expectations were too high, and other issues such as the traffic jams. So it is assumed that a high influence of hardiness on emotion focused coping due to the problems faced by students of SARMAG mostly problems beyond their control, thus emotion focused coping more dominant used to cope with stress as compared with problem focused coping.

Thus the results of this study indicate that hardiness is not a single determinant about the type of coping strategies that will be used, the type of problem also plays an important role. But it can be said that hardiness is a form of personality that will stand firm when facing problems and always try to solve problems with various possibilities. This is in accordance with the opinion of Lazarus & Folkman (1984) that individuals with high level of hardiness will tend to use problem focused coping in conditions or problems that they considers can be controlled. But will tend to use emotional focused coping when faced with the conditions or problems they think are difficult to control. Regardless of whether it's

a problem or emotion focused coping, the appropriate and effective coping strategies are proven to minimize the impact of stressful conditions on a person (Yusoff, 2010).

Then, based on testing on emotion focused coping subscale is known that religion subscale has the highest mean scores, and humor subscale had the lowest mean score. While for the problem focused coping is known that planning subscale had the highest mean scores and use of instrumental support subscale has the lowest mean scores.

Besides that, based on the results of analysis indicated that on a scale hardiness control has the highest mean score, and commitment has the lowest score.

Then based on the analysis of descriptive is known that respondents who live with parents or relatives have higher mean scores on all three variables when compared to respondents who Kost. According to Eschleman, Bowling, dan Alarcon (2010) one of the factors that affect the hardiness is social support. Social support is often seen as a source that can protect a person from effects of stress. The high score of the three variables on respondents who live with parents or relatives, assumed to occur as more social support are obtained than if the respondent lived alone or *kost* (kind of dorm or apartement).

The result show that respondents who actively participates in the organization have high scores on all three variables. Besides influenced by the amount of social support obtained if someone is active in an



organization, assumed the high scores on the variables problem focused coping and emotion focused coping is also influenced by social skills. Social skills facilitate problem solving in conjunction with others, increase the possibility to be able to request the cooperation or support from them, and generally provide more control to individuals in social interaction. Based on this we can say that social skills and social support obtained from following organizations can help students to pass stressful conditions experienced during the SARMAG program.

## CONCLUSION

In general, the results of this study indicate that hardiness has a significant positive relationship to problem focused coping and a very significant positive relationship to emotion focused coping. Thus it can be said that the two hypotheses of this study were accepted.

## SUGGESTION

One of the weaknesses in this study is the scale have poor reliability and not suitable for use on the respondent in this study, therefore to further study recommended to use another scale or create a more reliable scale to measure the degree of hardiness, problem focused coping and emotion on the respondent.

Besides that to the further research is recommended to investigate hardiness, problem focused coping and emotion focused coping in students an

accelerated program in more depth using qualitative methods.

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