

Research Article

Differences in Hardiness Between 8th Grade Students of Superior and Regular Class in SMPN 1 Ngunut Tulungagung

Ahmad Yogi Pratama, and Farah Farida Tantiani*

Faculty of Psychology, Universitas Negeri Malang

ORCID

Farah Farida Tantiani; <https://orcid.org/0000-0002-8937-0299>

Abstract. During this Covid-19 pandemic, almost all parts of the world are affected, including education process in school. At this time, students are learning from home, which causes many new challenges both in terms of physical and psychological. This psychological challenge can cause great pressure on students, including students from superior schools such as SMPN 1 Ngunut. One of the factors that can help students manage their psychological pressure better is their personality such as hardiness. Therefore, this study aims to determine whether there is a difference in hardiness among 8th grade students of SMPN 1 Ngunut. The population of this study was 357 with a sample of 192 students (superior class: 63 students and regular class: 129 students) obtained by simple random sampling technique. This study uses the Hardiness Scale ($\alpha = 0.919$) with 28 items and 4 alternative choices to measure the hardiness level in the students. Based on the results of the independent sample t-test (the sig. (2-tailed) $0.019 < 0.05$ and the sig. of variances $0.417 > 0.05$), this study found that there are differences in hardiness in 8th grade students of SMPN 1 Ngunut between superior and regular classes. The superior class students have a tendency to have higher hardiness level than the regular class students. Even though overall students in both superior and regular class show hardiness in moderate level, the students from the superior class have the tendency to have hardiness in moderate to high level than the students in regular class that show the tendency to have moderate to low level of hardiness.

Keywords: hardiness, junior high school, superior class, regular class

Corresponding Author: Farah Farida Tantiani; email: farah.farida.fpsi@um.ac.id

Dates

Published 28 January 2022

Publishing services provided by Knowledge E

© Ahmad Yogi Pratama, and Farah Farida Tantiani. This article is distributed under the terms of the Creative Commons

Attribution License, which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the ICoPsy Conference Committee.

1. Introduction

Covid-19 pandemic has caused many countries, including Indonesia to make some adjustment in many areas, including in educational systems. The government has changed the offline classes to online classes in order to prevent the spreading of Covid-19 disease since March 2020. The Indonesian ministry of culture and education even issues circular number 15 year 2020 that order all the schools to organize learning from home [1]. These changes require no easy adjustment, especially for schools in suburban areas. Such drastic changes can put a pressure to someone, and can be seen

OPEN ACCESS

as a stressor, a circumstances or events that is physically or psychologically challenging [2]. The changes in the process of studying in school could be a stressor to students and make them experiencing a stressful condition. The learning from home condition need to meet some requirements such as a good internet connection and a proper equipment to study (computer or laptop).

Based on KPAI survey in early 2021 regarding online learning in 20 Provinces and 54 districts/cities in Indonesia, the main problem the students faced during the learning from home arrangement are the internet connection (53,6%) and there were no interaction with their teachers (79,9%) [3]. This condition also experienced by the students of SMPN 1 Ngunut, Tulungagung.

The stressor from such a distance learning that the students faced can be handle differently, that will not cause them to experience distress. One of the factors that can effect differently is the psychological factor such as the student's personality. The psychological factor such as coping styles, psychological hardiness, personal control, social support, ethnic identity, may moderate the effects of stress [2], [4]. Hardiness can be used as a form of courage and resilience in an individual's personality to face various problems [5]. Hardiness is thought to contribute to a student's ability to deal with stress. The higher the student's hardiness, the less students will experience distress [6], [7].

SMPN 1 Ngunut received the title of integrity of achievement because this school always got the highest score on IIUN (National Examination Integrity Index) for 6 consecutive years and became one of the leading schools in Tulungagung [8]. SMPN 1 Ngunut not only known for this academic achievement but also house-hold name in the non-academic achievement. They have been consistently participating in many non-academic competitions such as, speech, story-telling, *Pencak Silat*, musical act such as *Rebanan* and *Campursari* and they also become the champions in all those competitions they enter. All of these achievements made it hard to become SMPN 1 Ngunut students. To be able to join this school, the students must go through a competitive selection processes including placement test. Students whose class placement test result gets a high score will enter the superior class (Kelas Unggulan) and the rest of the student who have lower grade will enter regular class. Not only that, after they became the students of SMPN 1 Ngunut, the school has some more demands for them. In the academic field, school demands for students who are ranked in the top five in their class to participate in Olympiad competition in science or mathematic. Even though both superior class students and regular class students are required to participate in at least one extracurricular activity and scouting, the superior class students still have to take additional lessons after school time. The differences also shown in the classroom

settings, the superior classrooms are equipped with air conditioner and LCD projectors. The students of superior class also have an advantage to be prioritized to take part in academic competitions such as the Olympics in science or social subjects. This does not mean that regular classes cannot participate in science competitions, but only with children in the top 5 in the class being considered for participation, unlike the superior class where all students in the class have the same opportunity.

At SMPN 1 Ngunut, the students from both classes, superior and regular, also must change their studying process to the online classes. The differences in how they enrol and experience studying process must have influence how they cope with this new studying arrangement. The students from the superior classes who have gone through the selection process are estimated to have advantages in terms of their ability to adapt to new situations and in terms of their personality. Meanwhile, students from regular classes are considered to show more variation in their adaptability and personality, including their hardiness. Based on several studies on the differences between superior class students and regular class students, it was found that there were indeed differences in self efficacy [9], coping with stress, assertiveness, academic stress, locus of control, interpersonal communication, social adjustment, and learning motivation [10]–[16], so it was assumed that there would also be differences in many other characteristics between superior class students and regular class students. Therefore, the purpose of this research was to examine whether there are differences in hardiness between superior class and regular class students at SMPN 1 Ngunut, Tulungagung.

2. Literature Review

2.1. Hardiness

Psychological hardiness is a set of traits that can help individuals manage stress [17]. Hardiness researcher suggest that there are strengths that distinguish individuals in controlling behaviour that can explain how some people can be physically and psychologically ill. They propose a strong and resilient personality structure in response to a stressor in the individual called hardiness [18]. Hardiness is a part of personality to cope with or neutralize stress [19]. [20]–[22] argues that hardiness is the drive, in individuals, to respond to a stressful environment. In this study, we used the concept that hardiness is the strength that help individuals in controlling their behaviour when dealing with stressors (the changes in the learning system faced by students).

Hardiness consists of three main traits (traits) that exist in hardiness. These three main properties are commonly used as aspects of hardiness and these properties are referred to as 3 Cs [23].

a. Commitment

Commitment or believe in the ability of each individual self. Individuals do not feel alienated by stressors from the environment. They are expected to fully involve themselves in solving problems [17]. Commitment in hardiness is having a sense of purpose and involvement with an event, activities, events, and people in their lives. Individuals who have a strong sense of commitment tend to expect to start something and enjoy being close to others in solving problems [2].

b. Control

Control refers to an individual's belief that they are in complete control of their life [24]. Control can be interpreted as managing a strong belief that the individual can reward and punish himself in life [17]. Individuals who have strong control will have an influence on the surrounding environment. Individuals should not sink into helplessness and passivity [22].

c. Challenge

Challenge is a strong manager of the belief that change is normal and normal. Individuals who have strong challenges will assume that problems are not the same and stable, but can be overcome [17]. Individual challenge refers to the tendency to perceive stressful events as opportunities for individual development rather than as threatening. Individuals who have strong challenges will find ways to learn from their experiences and continue to develop. Individuals like this will also tend to be comfortable and feel safe in various situations, whether depressed or not [22].

There are several factors that contribute to hardiness, which are: Courage, that makes individuals have a strong commitment to their lives; motivation, that will make individuals know and think that they must continue to develop in achieving their goals; social support, allows individuals to have encouragement and confidence to solve a problem; Cognitive, the individual's mindset that will affect how individuals respond to the environment, how to respond and solve problems; and the last is creativity, Creative ways of thinking will create many alternative solutions to problems experienced by individuals [22]

TABLE 1: General Distribution of Hardiness scale scores

Superior Class Students (8A-8C)			Regular Class Students (8D-8K)		
Category	Frequency	Percentages (%)	Category	Frequency	Percentages (%)
Low	8	12,70	Low	27	20,93
Moderate	35	55,56	Moderate	77	59,69
High	20	31,75	High	25	19,38
Total	63	100	Total	129	100

3. Method

The research uses quantitative methods and was conducted on eighth grade students of SMPN 1 Ngunut in Tulungagung Regency, East Java Province. The population in this study as many as 357 students from 11 classes. The sample of this study was 192 students who were taken randomly from class VIII A to K SMPN 1 Ngunut. The proportion of superior class (8A-8C) 63 students and regular class (8D-8K) 129 students. This sampling was carried out using a simple random sampling technique which is a sample selection process by providing equal opportunities to members of the population [25].

This research instrument is hardiness scale develop by [26] and measures how high an individual's strength in behavioral control is. This hardiness instrument consists of 28 items with 4 alternative answer choices (α :0.919; r :0.302-0.731). This instrument already being tested to 60 subject and is intended for teenagers aged 12 to 21 years.

To analyze the difference in hardiness in the superior class and the regular class students, the researcher used independent sample t-test analysis. Based on the normality test, using the Kolmogorov-Smirnov and the homogeneity test, we have normal data distribution (p : 0.200) > 0.05) and the two classes had equal variance between groups (0.417 > 0.05).

4. Result and Discussion

Based on data collected from 192 students consist of 48% superior class students (8A-8C) and 52% regular class students (8D-8K). With details on the number of class students 8A: 11.46 %, 8B: 13.54 %, 8C: 7.81 %, 8D: 7.29 %, 8E: 7.81 %, 8F: 7.29 %, 8G: 9.38 %, 8H: 8.33 %, 8I: 9.38 %, 8J: 9.38 %, dan 8K: 8.33 %.

Based on the results of the analysis of student descriptions from superior class (8A-8C) 55.56% and regular class (8D-8K) 59.69%, even though both have moderate hardiness, the superior class students that have high hardiness category as many as

TABLE 2: Distribution of hardiness aspects between Superior class and general class students

Hardiness Aspect	Superior Class Students (8A-8C)			Regular Class Students (8D-8K)		
	Category	Frequency	Percentages (%)	Category	Frequency	Percentages (%)
Commitment	Low	4	6,35%	Low	28	21,71%
	Moderate	45	71,43%	Moderate	78	60,47%
	High	14	22,22%	High	23	17,83%
	Total	63	100	Total	129	100
Control	Low	5	7,94%	Low	18	13,95%
	Moderate	44	69,84%	Moderate	92	71,32%
	High	14	22,22%	High	19	14,73%
	Total	63	100	Total	129	100
Challenges	Low	12	19,05%	Low	23	17,83%
	Moderate	37	58,73%	Moderate	88	68,22%
	High	14	22,22%	High	18	13,95%
	Total	63	100	Total	129	100

31.75%, more students than the regular class students, with high hardiness level of 19.38% only. The results of the description analysis also found that the number of superior class students who reported low level of hardiness (12.70%) was less than that of regular class students (20.93%).

Based on the results of the description analysis, it was found that all of the students in this study have moderate hardiness level in all of the hardiness aspects. However, there are some differences, such as, most of the superior classes students (71.43%) have more moderate commitment than the regular classes students (60.47%). However, on the other two aspects of hardiness such as control (71.32%) and challenges (68.22%), most of the regular class students are in the moderate category than the superior class students on control (69.84%) and challenge (58.73%) aspects.

The description data above found that the hardiness level in both superior and regular class students were on the moderate level. This means that they can encourage themselves to act passively or actively in response to stressful school environment or conditions [22]. This also shows that in general 8th grade students of SMPN 1 Ngunut overall has enough hardiness to manage the stress if they experience it.

Based on the analysis of the independent sample t-test, it can be concluded that there is a significant difference on hardiness between eight grade SMPN 1 Ngunut

TABLE 3: Result of Independent sample t-test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hardiness	Equal variances assumed	.669	.417	2.357	190	.019	4.439	1.883	.723	8.154
	Equal variances not assumed			2.427	132.995	.017	4.439	1.829	.821	8.056

students in the Superior Class and the Regular Class (the sig. (2-tailed) $0.019 < 0.05$ and the significance of variances $0.417 > 0.05$).

This result is supporting the research of [27] that find the students who are in excellent class/schools are more motivated to achieve goals, have high standards of success, and strive to be superior to other class/schools. Even though both classes of 8th graders in this school have moderate hardiness level, the superior class students have more students with high hardiness as many as 31.75% students, while in the regular class the students that reported have high hardiness level is only 19.38%. Based on this result, although the superior class were thought receiving heavier demands, because they have additional hours after school activities, they tended to have high hardiness, thus making the superior class students less exposed to the negative effects of school stress.

The superior class also has top class students from the class entry selection, so they were already students with higher qualified academic abilities and they are considered ready to be given more demands. In contrast to the superior class, the regular class consists of students whose abilities vary both in academic ability and in non-academic achievement. Although students from both classes reported to have a moderate level of hardiness in all of hardiness aspect, the students from superior class have a tendency to be more hardiness (Commitment: 22.22%, control: 22.22%, challenges: 22.22%) than the students form regular class (commitment: 17.83%, control: 14.73%, challenges: 13.95%).

Based on these results, most of the students in this study, either from the superior class or the regular one, believe in their ability to solve problems. However, the superior class has more students who have the belief that they are capable and have clear goals in living life or what is commonly called the commitment aspect in hardiness. It's not that the regular class students don't have this, but the number of students who have it, is less than the superior class. Superior class students and regular class students also have the ability to control their lives or what is called Control aspect of hardiness. Students in the superior class have higher control than the regular class students. So, the superior class students who have high internal control that will affect the state of their environment, are not immersed in helplessness, and tend to actively respond to the environment around them [5]. On the third aspect, the challenge, superior class

students have a high tendency to face their challenge. This can be interpreted that these students consider all the demands given by the school to be a natural thing and can be overcome. Therefore, superior class students have higher hardiness [2], [17], [22].

Class management and teacher expectations of students also affect the development of students' hardiness [28]–[30]. This means that the hardiness of the superior class students tends to be higher can also be the result of how the teacher given them higher expectations and more privileges compare to the students from regular class. In the superior class, there are more assignments and demands that they must finished on time. Not only that, superior class students also have additional class hours that must be followed. Meanwhile, the regular class does not get that kind of assignments. It can be concluded that superior class gets more challenges, which forms their commitment or confidence, and makes superior class students better able to manage the pressure they receive [23].

References

- [1] Kementerian Pendidikan Dan Kebudayaan, "Pedoman Penyelenggaraan Belajar Dari Rumah Dalam Masa Darurat Penyebaran Corona Virus Disease (Covid-19)," *Surat Edaran Nomor 15 Tahun 2020*, no. 021, pp. 1–20, 2020.
- [2] E. P. Sarafino and T. W. Smith, *Health Psychology?: Biopsychosocial Interactions Ninth Edition*. New Jersey: Wiley. 2017.
- [3] KPAI R.N, "Survei Pelaksanaan Pembelajaran Jarak Jauh (PJJ) dan Sistem Penilaian Jarak Jauh Berbasis Pengaduan KPAI," *bankdata.kPAI.go.id*, 8 Feb 2021. p. 1, 2021.
- [4] J. . Nevid, S. . Ratus, and B. Greene, *Mood Disorders and Suicide. Abnormal Psychology in a Changing World*. London: Pearson Eduaction. 2010. 688p
- [5] S. R. Maddi, "On hardiness and other pathways to resilience," *Am. Psychol.*, vol. 60, no. 3, pp. 261–262, 2005, doi: 10.1037/0003-066X.60.3.261.
- [6] A. Fitriani and T. K. Ambarini, "Hubungan antara Hardiness dengan Tingkat Stres Pengasuhan pada Ibu dengan Anak Autis," *Jurnal Psikologi Klinis. dan Kesehatan Mental.*, vol. 02, no. 2, pp. 34–40, 2013.
- [7] F. N. Sihotang, "Hubungan Antara Hardiness Dan Emotional Intelligence Dengan Stres Pada Penderita Diabetes Mellitus Tipe II Di Rumah Sakit Umum Daerah Ambarawa Tahun 2011," pp. 1–226, 2011.
- [8] Kemendikbud RI, "503 Daftar sekolah dengan indeks integritas tertinggi," *Website Resmi Kementerian Pendidikan dan Kebudayaan Republik Indonesia*. 2019, [Online]. Available: <https://www.kemdikbud.go.id/main/uploads/default/documents/>.

- [9] A. Muhid and A. Mukarromah, "PENGARUH HARAPAN ORANG TUA DAN SELF-EFFICACY AKADEMIK TERHADAP KECENDERUNGAN FEAR OF FAILURE PADA SISWA: ANALISIS PERBANDINGAN ANTARA SISWA KELAS UNGGULAN DAN SISWA KELAS REGULER," *J. Darussalam; J. Pendidikan, Komun. dan Pemikir. Huk. Islam*, vol. X, no. 1, pp. 31–48, 2018.
- [10] A. A. Mufthi, "Perbedaan Tingkat Asertivitas antara Siswa Kelas Unggulan dengan Siswa Kelas Reguler di MTs Ma'arif Mungagung," *Lincoln Arsyad*, vol. 3, no. 2, pp. 1–46, 2014, [Online]. Available: <http://journal.stainkudus.ac.id/index.php/equilibrium/article/view/1268/1127>.
- [11] M. Nurwansyah, "Perbedaan Kohesivitas ditinjau dari Kelas Unggulan dan Non Unggulan SMA Negeri 1 Kutacane," *Manaj. Sumber Daya Mns.*, vol. 2008, no. Apr-2016, pp. 1–86, 2016.
- [12] H. Latif, "Perbedaan Tingkat Stres Akademik Siswa Kelas Unggulan Dengan Siswa Kelas Reguler Smpn 8," *Skripsi Fak. Kedokt. Univ. Andalas*, 2016.
- [13] Mardianri and L. Alfita, "Perbedaan Konformitas Ditinjau Dari Locus Of Control Pada Remaja Siswa-Siswi Kelas Unggulan SMA Dwi Warna Medan," *J. Divers.*, vol. 1, no. 2, pp. 9–16, 2015.
- [14] A. L. Yuniarti and M. S. Budiani, "Perbedaan Kemampuan Komunikasi Interpersonal Siswa Kelas Unggulan dan Siswa Reguler," *J. Psikol. Teor. dan Terap.*, vol. 7, no. 1, p. 62, 2016, doi: 10.26740/jpitt.v7n1.p62-70.
- [15] N. Rohmatillah, "Perbedaan Penyesuaian Sosial Siswa Kelas Unggulan dan Reguler di MTS Assa'adah 2 Gresik," vol. 18, no. 1, pp. 1–16, 2020.
- [16] N. A. Islamiyah and A. Priambodo, "Perbandingan tingkat motivasi belajar siswa antara kelas unggulan dan non unggulan dalam mengikuti pembelajaran pendidikan jasmani, olahraga dan kesehatan di SMA Negeri 7 Surabaya," *J. Pendidik. Olahraga dan Kesehat.*, vol. 7, no. 2, pp. 297–300, 2019.
- [17] J. S. Nevid, S. A. Rathus, and B. Greene, *Psikologi Abnormal (jilid 1)*. Jakarta: Penerbit Erlangga, 2018.
- [18] S. Barton and P. Armstrong, *Biopsychosocial Interactions*. United States of America: Clinical health psychology, 2020.
- [19] R. Kreitner and A. Kinicki, *Organizational behavior.*, vol. 50, no. 8. New York, United States of America: McGraw-Hill, 2010.
- [20] S. C. Kobasa, S. R. Maddi, and M. C. Puccetti, "Personality and exercise as buffers in the stress-illness relationship," *J. Behav. Med.*, vol. 5, no. 4, pp. 391–404, 1982, doi: 10.1007/BF00845369.

- [21] S. C. Ouellette Kobasa, S. R. Maddi, M. C. Puccetti, and M. A. Zola, "Effectiveness of hardiness, exercise and social support as resources against illness," *J. Psychosom. Res.*, vol. 29, no. 5, pp. 525–533, 1985, doi: 10.1016/0022-3999(85)90086-8.
- [22] S. R. Maddi, *SpringerBriefs in Psychology*. United States of America: University of California, 2015.
- [23] S. R. Maddi, "Hardiness: An Operationalization of Existential Courage," *J. Humanist. Psychol.*, vol. 44, no. 3, pp. 279–298, 2004, doi: 10.1177/0022167804266101.
- [24] R. A. Baron and N. R. Branscombe, *Social Psychology Robert A . Baron Nyla R . Branscombe*. 2014.
- [25] Sugiyono, *Statitika untuk Penelitian*. Bandung: Penerbit Alfabet, 2017.
- [26] Z. Khasanah, "Hubungan Antara Hardiness Dengan Subjective Well Being Pada Remaja Panti Asuhan," p. Skripsi, 2020, [Online]. Available: <http://digilib.uinsby.ac.id/id/eprint/42173>.
- [27] W. N. Wisudawati, R. Sahrani, and R. Hastuti, "EFEKTIVITAS PELATIHAN KETANGGUHAN (HARDINESS) UNTUK MENINGKATKAN MOTIVASI BERPRESTASI AKADEMIK SISWA ATLET (Studi Pada Sekolah X di Tangerang)," *J. Psikol. Pendidik.*, vol. 10, no. 2, pp. 1–20, 2017.
- [28] A. Abdollahi, S. Panahipour, M. Akhavan Tafti, and K. A. Allen, "Academic hardiness as a mediator for the relationship between school belonging and academic stress," *Psychol. Sch.*, vol. 57, no. 5, pp. 823–832, 2020, doi: 10.1002/pits.22339.
- [29] M. S. Cole, H. S. Feild, and S. G. Harris, "Student Learning Motivation and Psychological Hardiness: Interactive Effects on Students' Reactions to a Management Class," *Acad. Manag. Learn. Educ.*, vol. 3, no. 1, pp. 64–85, 2004, doi: 10.5465/amle.2004.12436819.
- [30] F. Sezgin, "Relationships between teacher organizational commitment, psychological hardiness and some demographic variables in Turkish primary schools," *J. Educ. Adm.*, vol. 47, no. 5, pp. 630–651, 2009, doi: 10.1108/09578230910981099.