

## The Relationship Between Hardiness and Psychological Well Being in Non-Regional Students

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### Abstrak

Mahasiswa rantau menghadapi berbagai tantangan seperti beradaptasi dari nol, mempelajari budaya baru, kebiasaan baru, teman baru, lingkungan tempat tinggal baru, serta masalah pendidikan dan sosial. Dari penelitian terdahulu diketahui bahwa kesejahteraan psikologis dipengaruhi oleh beberapa faktor, salah satunya adalah hardiness. Penelitian ini bertujuan untuk mengetahui hubungan antara hardiness dengan psychological well-being pada mahasiswa perantau. Penelitian ini mengajukan hipotesis bahwa terdapat hubungan positif antara hardiness dengan kesejahteraan psikologis pada mahasiswa non daerah. Subjek dalam penelitian ini adalah 221 mahasiswa non daerah dengan rentang usia 18-25 tahun. Metode pengumpulan data yang digunakan dalam penelitian ini menggunakan Skala Kesejahteraan Psikologis dan Skala Hardiness. Teknik analisis data yang digunakan adalah dengan menggunakan korelasi product moment. Berdasarkan hasil analisis data diperoleh koefisien korelasi ( $r_{xy}$ ) = 0,674 dengan  $p = 0,001$  ( $p < 0,001$ ) menunjukkan bahwa hipotesis yang diajukan dalam penelitian ini diterima, yaitu terdapat hubungan positif antara hardiness dengan psychological well-being pada mahasiswa rantau. Nilai koefisien determinasi ( $R^2$ ) sebesar 0,455 sehingga dapat dikatakan bahwa kontribusi hardiness sebesar 45,5% terhadap kesejahteraan psikologis dan sisanya sebesar 54,5% dipengaruhi oleh faktor lain. Implikasi praktis dari penelitian ini adalah pentingnya meningkatkan kesejahteraan psikologis pada mahasiswa non daerah sehingga hal ini akan memberikan dampak positif bagi mahasiswa non daerah.

**Kata Kunci:** Kesejahteraan Psikologis, Hardiness, Mahasiswa Non Regional.

### Abstract

Non-regional students face various challenges such as adapting from scratch, learning a new culture, new habits, new friends, a new living environment, as well as educational and social problems. From previous research, it is known that psychological well-being is influenced by several factors, one of which is hardiness. This study aims to determine the relationship between hardiness and psychological well-being in non-regional students. This study proposes a hypothesis that there is a positive relationship between hardiness and psychological well-being in non-regional students. The subjects in this study were 221 non regional students with an age range of 18-25 years. The data collection method used in this study is using the Psychological Well-Being Scale and the Hardiness Scale. The data analysis technique used is using product moment correlation. Based on the results of data analysis, the correlation coefficient ( $r_{xy}$ ) = 0.674 with  $p < 0.001$  ( $p < 0.001$ ) shows that the hypothesis proposed in this study is accepted, namely there is a positive relationship between hardiness and psychological well-being in non-regional students. The coefficient of determination ( $R^2$ ) is 0.455 so it can be said that the contribution of hardiness is 45.5% to psychological well-being and the remaining 54.5% is influenced by other factors. The practical implication of this research is the importance of improving psychological well-being in non regional students so that this will have a positive impact on academic achievement and a more optimal personal life.

**Keywords :** Psychological Well-Being, Hardiness, Non Regional Student.

## **INTRODUCTION**

Education is the main milestone to realize a smart and potential society in the future. To improve the quality of human resources, the government issued a twelve-year compulsory education program or referred to as a universal secondary education program (Margianti & Maulia, 2023). However, along with the rapid development of the times, the demands for the quality of education are getting higher. Therefore, more and more people choose to continue their education as a student (Choirunisa & Marheni, 2019). According to KBBI, someone who is studying in college is called a student. Students are in the age range of 18-25 years, this age is the phase where someone begins to enter adulthood and must take responsibility for their own life (Hulukati & Djibran, 2018).

The quality of universities that is still uneven and still dominated by universities on the island of Java is one of the reasons students migrate (Halim & Dariyo, 2016). On the other hand, Vidyanindita, Agustin, & Setyanto (2017) mentioned that the desire to get the best quality education but cannot be obtained in the area of origin encourages someone to migrate. The Ministry of Education and Culture defines non regional students as people who are studying at universities located outside their home area and they must live outside their home for a certain period of time to complete their education (Halim & Dariyo, 2016).

Non regional students face various challenges such as adapting from scratch, learning a new culture, new habits, new friends, a new living environment, as well as educational and social problems. Non regional students must be independent in dealing with these problems without the help of family (Ramadhani et al., 2023). Changes that occur due to the acculturation process have physical, biological, cultural, social relationships, and psychological health impacts. These adjustment problems have an impact on stress levels related to a person's psychological health (Wu, Garza & Guzman, 2015). These negative impacts cause individuals to experience a crisis in life, which affects the condition of psychological well-being (Zimmer et.al, 2008).

Psychological well-being by Ryff (1995) is a healthy individual psychological condition characterized by the functioning of positive psychological aspects in the process of achieving self-actualization. Mariyanti (2017) explains that psychological well-being is a condition where the functioning of all psychological aspects is positive, which can be seen from the individual's ability to deal with various problems and the individual's ability to realize their potential so that individuals feel satisfied and happy with their lives.

According to Ryff and Keyes (1995) there are six dimensions of psychological well-being, namely self-acceptance, mastery of the environment, life goals, positive relationships with others, personal growth, and autonomy. Self-acceptance is described through a positive attitude to accept various conditions such as being away from family. The second dimension of psychological well-being is environmental mastery. Environmental mastery is a condition where individuals are able to manage the environment and control complex external conditions. The third dimension is life purpose. An individual's purpose in life is described as a condition in which the individual has a sense of direction and is able to make meaning of life. The fourth dimension is positive relationships with others. Positive relationships with others are defined by having warm, trusting relationships and having empathy. The fifth dimension is personal growth. Personal growth is a condition where individuals realize their potential, are open to new experiences, and see self-improvement over time. The sixth dimension is autonomy. Autonomy is the ability to self-determine, be able to act in a certain way, and evaluate oneself.

Research by Anindya et al. (2022) regarding psychological well-being in students of the Counseling Study Program of Unika Atma Jaya showed that 72% of respondents were classified as being in the less prosperous and very less prosperous categories. Another study conducted by Rusmana, Kurniasari, and Budiman (2019) showed an overview of the psychological well-being of accounting education students at the University of Education Indonesia found 84% of students in the moderate to low category. In order to find problems in the field, researchers conducted interviews with nine non regional students to get an overview of psychological well-being in non regional students. The interviews were structured using the dimensions of psychological well-being from Ryff and Keyes (1995). The dimensions of psychological well-being are: self-acceptance, mastery of the environment, life goals, positive relationships with others, personal growth, and autonomy. The interviews were conducted online via video conference from their respective boarding houses. The results of the interview showed that out of nine non regional students,

seven had not shown all aspects of psychological well-being according to Ryff. Seven non regional students had difficulty adapting to the new environment and found it difficult to establish positive relationships with others.

Non regional students are expected to have high well-being so that they can live well from both physical and psychological aspects (Kurniasari et al., 2019). With good psychological well-being, individuals are able to achieve their full potential, be able to accept their weaknesses and strengths, be independent, be able to foster positive relationships with others, and be able to master the environment. If individuals have achieved good psychological well-being, they will be able to cope with every demand in the new environment (Noviasari & Dariyo, 2016). In addition, good psychological well-being is expected to increase the independence of non regional students where people who have independence will be able to control themselves and have desires according to personal standards so that they will form trust in themselves not others (Ramadani et al., 2023).

Ramadani, Rachmawati, and Purnomosidi, (2023) stated that with good psychological well-being, individuals will have a feeling of being able to control themselves, feel happy, feel the support that exists, and feel satisfied with their lives. For students, this psychological well-being contributes to achieving success. A high level of psychological well-being can improve academic achievement independently and can overcome mental health problems in the university environment (Davis & Hadwin, 2021). In addition, according to Ryff and Keyes (1995), if psychological well-being is low, individuals will feel dissatisfied with themselves, find it difficult to be warm, open, and caring towards others, isolated and frustrated in interpersonal relationships, have no control over the outside world, no positive beliefs or meaningful views on life, and feel that they are unable to develop new attitudes or behaviors. These adjustment problems have an impact on stress levels related to a person's psychological health (Wu, Garza & Guzman, 2015). Fawzy (2017) explains that stress can lead to anxiety, depression, poor sleep quality, alcohol use and substance abuse, poor academic performance, reduced satisfaction and quality of life, loss of self-confidence and risk of psychiatric disorders and can even lead to suicide attempts. Therefore, psychological well-being in non regional students needs to be studied.

Psychological well-being is influenced by various factors. In previous research, several factors were found to influence psychological well-being. First, personality hardiness is one of the factors that can improve psychological well-being where through personality hardiness individuals will achieve happiness through the realization of their potential, interests, and talents so that they are actually able to optimize their full self- functioning which reflects psychological well-being (Ausie, Wardani, & Selly, 2017). Another factor that affects psychological well-being is coping strategies that can effectively maintain one's psychological well-being (Carnicer & Calderón, 2013). The third is social support which also affects psychological well-being where when social support is high it will also have an impact on the high psychological well-being of a person (Dityo & Satwika, 2023). Fourth, gratitude, which in Sadeghi and Pour's research (2015) found that providing gratitude training proved to be able to affect all domains of psychological well-being, therefore it can be said that gratitude is one of the factors of psychological well-being.

Zhavira and Palupi (2022) explained that hardiness becomes a bumper for students in dealing with problems in college so that it can reduce anxiety and depression and improve psychological well-being. Kobasa (1979) in his research explained that hardiness is a state of individuals who have a stronger commitment to themselves, a passionate attitude towards the environment, a sense of meaningfulness, and self-control. Amiruddin and Ambarini (2014) explain that hardiness is a type of individual personality that is steadfast in facing life's problems and has control over what will happen, has goals and control to achieve specific goals, and is always ready to face challenges. Kobasa and Maddi (1982), who introduced the concept of 'Hardiness' for the first time, explained that there are three important aspects of hardiness, namely: commitment, control, and challenge.

Non regional students face various challenges such as adapting from scratch, learning a new culture, new habits, new friends, a new living environment, as well as educational and social problems (Ramadhani et al., 2023). According to Trinanda and Selviana (2019), the inability to adjust to non regional students can cause various social problems such as the emergence of conflict or disruption of communication

relationships with other community members in a residential area. This adjustment problem has an impact on stress levels related to a person's psychological health (Wu, Garza & Guzman, 2015). Stress due to adjustment problems can be overcome by self-control over stressful situations, perseverance, and the ability to view change as a challenge. These are aspects that are included in the personality of hardiness. Individuals with high hardiness will respond to a problem or stressful situation more optimistically, so that the possibility of stress and mental disorders decreases and individual psychological well-being increases. The better students feel psychological well-being, then this makes students try to be more effective and optimal so that their academic achievement will be more optimal (Mustafa, et al., 2020). The relationship between hardiness and psychological well-being is supported by several previous studies. Ausie, Wardani, and Selly (2017) show that from the results of their research there is a mutually reinforcing relationship between hardiness and psychological well-being, where when there is an increase in hardiness in a person, the psychological well-being also increases and vice versa. The results of research from Rizvi (2016) also show that there is a positive relationship between hardiness and psychological well-being as seen from all dimensions of psychological well-being significantly and positively correlated with hardiness.

## **METHODS**

This study uses a Likert Scale as a tool in collecting data. The measurement scales used in this study are the Psychological Well-Being Scale and the Hardiness Scale. The psychological well-being scale consists of 28 items with 19 favorable items and 9 unfavorable items. This hardiness scale consists of 6 favorable items and 12 unfavorable items. The answer choices in this research scale are Very Suitable (SS), Suitable (S), Not Suitable (TS), and Very Not Suitable (STS). Each answer has a score ranging from 1 to 4. This snowball sampling technique is used by researchers to obtain a large number of research subjects by distributing research scales through Whatsapp and Instagram social media. Researchers spread the scale to several subjects, then these subjects then spread the scale to other members who fit the criteria for research subjects. To find out if the subject fits the research criteria, the first page of the scale includes an identity that shows that the subject meets the criteria. The data analysis method in this study will use the Pearson Product Moment correlation test from Pearson. Pearson Product Moment correlation analysis was chosen to determine whether there is a relationship between hardiness and psychological well-being in non regional students. In addition, the Pearson correlation test can also determine the direction of the relationship and the strength of the relationship between hardiness and psychological well-being. Data analysis in this study will use the help of JAMOV software version 2.4.

## **RESULTS**

Researchers categorized the Psychological Wellbeing Scale and Hardiness Scale in non regional students based on the mean and standard deviation values by dividing them into 3 categories consisting of high, medium, and low. The categorization can be seen in Table 1 and 2.

Table 1. Categorization of psychological well-being scales

<b>Category</b>	<b>Frequency</b>	<b>Percentages</b>
High	91	41.2
Moderate	130	58.8
Low	0	0

The categorization results above interpret that most of the subjects of this study have moderate psychological well-being, 130 subjects with a percentage of 58.8% are in the moderate category, 91 subjects with a percentage of 41.2% are in the high category, and there are no subjects in the low category.

Table 2. Categorization of hardiness scales

Category	Frequency	Percentages
High	67	30.3
Moderate	153	69.2
Low	1	0.5

The categorization results above interpret that most of the subjects of this study have moderate hardiness, 153 subjects with a percentage of 69.2% in the moderate category, 67 subjects with a percentage of 30.3% in the high category, and 1 subject with a percentage of 0.5% in the low category.

Table 3. Normality Test

	Hardiness	Psychological well-being
N	221	221
Shapiro-Wilk W	0.985	0.991
Shapiro-Wilk p	0.019	0.157

The results of the normality test using Shapiro Wilk on the Psychological Well-Being Scale obtained  $W = 0.991$  with  $p = 0.157$  ( $p > 0.05$ ). This means that the data distribution of the Psychological Well-Being Scale is normally distributed. The results of the normality test using Shapiro Wilk on the Hardiness Scale obtained  $W = 0.985$  with  $p = 0.019$  ( $p < 0.05$ ). This means that the data distribution of the Hardiness Scale is not normally distributed. However, with the number of subjects 221 ( $n > 30$ ), it can be assumed that the data is normally distributed and commonly said to be a large sample (Hadi, 2015).

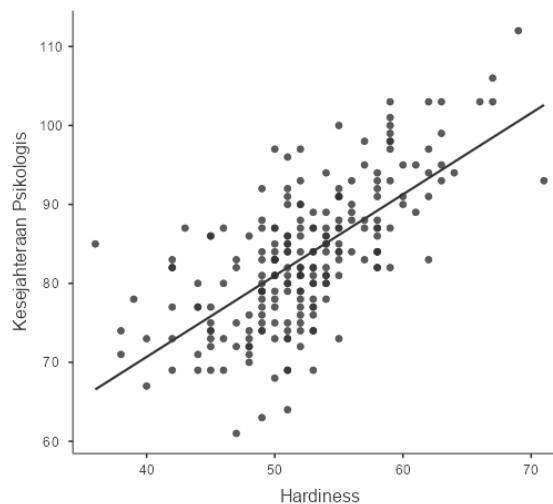


Figure 1. Linearity test

The linearity test results in Figure 1 show an ascending pattern that moves from left to right, indicating a positive relationship between hardiness and psychological well-being. The ascending pattern on the scatterplot indicates that the hardiness variable and psychological well-being have a linear relationship (Rumsey, 2011).

The correlation rule that applies to this test is that a test can be said to have a significant correlation in the independent and dependent variables if the value is  $< 0.01$ , but there is no significant correlation in the independent and dependent variables if the significance value is  $\geq 0.01$ .

Table 4. Hypothesis Test

		<b>Hardiness</b>	<b>Psychological well-being</b>
Hardiness	Pearson's r	—	
	p-value	—	
Psychological well-being	Pearson's r	0.674	—
	p-value	< 0.001	—

The results of the analysis obtained from the product moment correlation obtained a correlation coefficient of  $r = 0.674$  with  $p < 0.001$  ( $p < 0.01$ ). This figure shows a positive relationship between hardiness and psychological well-being in non regional students. Based on Navarro and Foxcroft (2018) the value of  $r = 0.674$  also shows that hardiness and psychological well-being have a moderate relationship. Furthermore, it is found that the coefficient of determination  $R^2$  has a value of 0.455, it can be concluded that the hardiness variable can affect psychological well-being by 45.5%, and the remaining 54.5% is the influence of other factors.

## DISCUSSION

The subjects in this study used non regional student respondents aged 18-25 years. Respondents in this study totaled 221 non regional students. Categorization of Psychological Wellbeing Scale subjects based on hypothetical data interprets if most of the subjects of this study have moderate psychological well-being, 130 subjects with a percentage of 58.8% in the moderate category, 91 subjects with a percentage of 41.2% in the high category, and there are no subjects in the low category. The Hardiness Scale categorization interprets if most of the subjects of this study have moderate hardiness, 153 subjects with a percentage of 69.2% in the moderate category, 67 subjects with a percentage of 30.3% in the high category, and 1 subject with a percentage of 0.5% in the low category.

The results of the study with product moment analysis showed a correlation coefficient of  $r = 0.674$ . These results indicate that there is a positive relationship between hardiness and psychological well-being in non regional students. This illustrates that if the hardiness of non regional students is high, then their psychological well-being will also be high. This also applies vice versa, where the hardiness of non regional students is low, the psychological well-being of non regional students will also be low.

Hardiness includes three aspects namely commitment, control, and challenge (Kobasa & Maddi, 1982). The first aspect of hardiness is commitment, which involves the belief that no matter how bad things get, it is important to survive and not avoid. Non regional students who have commitment will not give up easily so that life goals can be achieved such as graduating from college on time. Non regional students who have a life goal and are able to maintain the dreams they want to achieve will feel more meaning in their daily circumstances. The second aspect is control. Non regional students who have control over their lives have good control so that they can build good relationships with other people. In addition, with control, non regional students are able to take responsibility for themselves without continuously relying on others. This will foster independence in non regional students, who feel able to solve their problems and are not easily influenced by pressure or other negative decisions, even though they do not get direct help from family or parents. The third aspect is challenge. Non regional students experience various difficulties in the new environment, the challenge aspect can encourage non regional students to view the difficulties faced as an opportunity to develop. Non regional students who have the challenge aspect are not easily depressed by the various difficulties and changes faced, but are able to develop the potential that exists in themselves (Melani, Ihsan, & Kosasih, 2024).

Non regional students who have a high level of hardiness, namely in control, challenge, and commitment will be able to view difficulties as positive things as a means to develop themselves, be able to foster independence, easily master the environment and build good relationships with others, have life goals and

be able to make meaning of them. This will have a positive impact on increasing psychological well-being because high hardiness is able to improve aspects of psychological well-being, namely self-acceptance, positive relationships with others, autonomy, environmental mastery, life goals, and self-growth (Ryff & Keyes, 1995).

The results of the analysis explain if hardiness can affect psychological well-being, so the hypothesis in this study can be accepted. The relationship between hardiness and psychological well-being supports the results of research from Ausie, Wardani, and Selly (2017) which show that there is a mutually reinforcing relationship between hardiness and psychological well-being, where when there is an increase in hardiness in a person, the psychological well-being also increases and vice versa. The relationship between hardiness and psychological well-being can be seen from the commitment aspect which is related to the attitude of not giving up so that individuals are able to develop personal abilities. Individuals who are able to develop are one aspect of psychological well-being. Individuals with hardiness have good control to control stress and evaluate themselves positively. This affects the ability to master the environment in which individuals live. Environmental mastery is one aspect of psychological well-being. The challenge aspect of hardiness shows the tendency of individuals to view a situation as an opportunity to develop themselves so as to fulfill the personal growth aspect of psychological well-being (Ausie, Wardani, & Selly, 2017).

Ramdhany's research (2021) shows significant results regarding the relationship between hardiness and psychological well-being. The results of this study indicate that there is a positive relationship between hardiness personality and psychological well-being, meaning that the higher the hardiness personality, the higher the psychological well-being of students. Vice versa, students with a high level of hardiness personality, are able to overcome all obstacles in living their lives as individuals and as students, so that they remain psychologically well despite being faced with difficult events. The study showed the magnitude of the effective contribution of hardiness personality of 48.3% to psychological well-being.

This study shows the results of subject categorization on the Psychological Well-Being Scale that there are 130 subjects with a percentage of 58.8% in the moderate category, 91 subjects with a percentage of 41.2% in the high category, and no subjects in the low category. The categorization results interpret that most of the subjects of this study have moderate psychological well-being. It can be concluded that non regional students have been able to determine their future life goals, are able to establish good relationships with others and are able to control and manage the life situations they face. This is in accordance with the explanation of psychological well-being according to Ryff and Keyes (1995) that psychological well-being is reflected through positive self-esteem, mastery of the surrounding environment, quality relationships with others, sustainable growth and development, purposeful life, and the capacity for self-determination.

On the Hardiness Scale, it was found that 153 subjects with a percentage of 69.2% were in the moderate category, 67 subjects with a percentage of 30.3% were in the high category, and 1 subject with a percentage of 0.5% was in the low category. The categorization results interpret that most of the subjects of this study have moderate hardiness. It can be concluded that non regional students have a good level of hardiness so that they are able to look positively at every change and problem that occurs in life, and turn this into an opportunity and challenge in themselves that increases their abilities (Maeshade et al., 2020). This is in accordance with Maddi's (2013) explanation that hardiness is a pattern of attitudes and strategies that play a role in facilitating individuals to make changes from potentially catastrophic stressful situations to opportunities for growth.

Furthermore, in this study, the coefficient of determination  $R^2$  has a value of 0.455, it can be concluded that the hardiness variable can affect psychological well-being by 45.5%, and the remaining 54.5% is the influence of other factors. There are several other factors that affect psychological well-being. Carnicer and Calderón (2013) stated that coping strategies can effectively maintain a person's psychological well-being. Dityo & Satwika (2023) in their research stated that one of the factors of psychological well-being is social support. Sadeghi and Pour (2015) found that the provision of gratitude training proved to be able to influence all domains of psychological well-being, therefore it can be said that gratitude is one of the factors of psychological well-being.

## **CONCLUSION**

The conclusion that can be drawn based on the results of the research that has been done is that there is a positive relationship between hardiness and psychological well-being in non regional students. The higher the level of hardiness in non regional students, the higher the level of psychological well-being. Non regional students who have a high level of hardiness, namely in the aspects of control, challenge, and commitment will be able to view difficulties as positive things as a means to develop themselves, be able to foster independence, easily master the environment and build good relationships with others, have life goals and be able to make meaning of them. This shows the fulfillment of all aspects of psychological well-being. This study shows that the hardiness variable can affect psychological well-being by 45.5%.

Based on the overall results of this study, several opinions arise that can be used as suggestions. For subjects who have psychological well-being in the moderate category, it is hoped that they will be able to control their emotions well, see every change as an opportunity to develop, and not give up easily in facing problems in the non regional area. For future researchers, it is suggested that they can pay attention to other variables when conducting research, considering that the two variables in this study are influenced by many factors. Furthermore, the research scale can include a statement that the subject is in accordance with the research criteria.

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