Hardiness Counseling to Enhance Student Academic Resilience

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Abstract: Currently, students are expected to excel and make significant contributions in various sectors such as education, technology, the economy, and social aspects as the year 2045 approaches. Resilience in facing challenges (hardiness) has the potential to support academic resilience. The aim of this research is to test the effectiveness of Hardiness Counseling in enhancing academic resilience. This article has undergone a review and analysis process to illustrate how training in developing hardiness can have a positive impact on resilience against stress in Indonesian adolescents, in line with the vision of Indonesia Emas 2045. The results of the literature analysis underscore the importance of hardiness training as a relevant step toward achieving the goals of Indonesia Emas 2045.

Keywords: academic resilience, hardiness counseling, Indonesia Emas 2045

INTRODUCTION

In 2045, Indonesia will celebrate its 100th year of independence. Indonesia's vision and hopes for that year are to become a sovereign, advanced, just, and prosperous nation. To achieve this vision, there are four main pillars that serve as its foundation (1) Developing Human Resources (HR) and mastering Science and Technology (SciTech); (2) Promoting sustainable economic growth; (3) Ensuring equitable development across all regions; (4) Enhancing national resilience and good governance.

These pillars will serve as the cornerstone for Indonesia's ambitious goals in 2045, ensuring the country's continuous growth and success across various domains. Badan Standar Nasional Pendidikan (2020) formulating the direction of co petency for the Indonesian generation towards 2045 encompasses various aspects, one of which is the competency for life. Competency for life refers to an individual's ability to lead a fulfilling life in the world. This includes the ability to meet various types of needs, including (1) Physiological Needs: This involves the capability to fulfill basic bodily requirements such as food, water, shelter, and physical health; (2) Safety and Security Needs: It encompasses the ability to feel safe and protected from physical dangers and security threats, including the need for stable employment, decent housing, and social security; (3) Psychological Needs or Happiness: This relates to the ability to achieve happiness and psychological well-being. It includes the need for inner peace, emotional comfort, and good mental health.

Psychological needs are of utmost importance in competency for life. It involves efforts to attain a sense of tranquility, emotional comfort, and freedom from stress, enabling individuals to maintain strong mental health and live happily. The development of these competencies is one of the primary focuses to ensure that the Indonesian generation heading towards 2045 possesses strong capabilities to lead their lives, fulfill their various needs, and achieve well-being, both physically and psychologically. The diverse changes in life situations that individuals will face in 2045 will stimulate adaptive activities that engage their physical and mental resources. The level of mental adaptation becomes a highly sensitive indicator in measuring the degree of stress experienced by individuals when confronting these changes. According to Kumalasari & Akmal (Permatasari et al., 2021), an individual's capacity is required to face every problem adaptively. An individual's ability to cope with perceived academic burdens and difficulties is closely related to the concept of academic resilience. Students with high intellectual resilience are characterized by their effectiveness in handling four situations, such as pressure, setbacks, challenges, and difficulties (Martin & Marsh, 2006)

Academic resilience is the resilience within the learning process, representing a dynamic process that reflects an individual's strength and resilience to bounce back from negative emotional experiences when facing challenging and stressful situations in

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their learning activities, Luthar, Cicchetti, & Becker (Tudor & Spray, 2017). According to Hendriani (Permatasari et al., 2021) Academic resilience depicts how students overcome various negative experiences or significant challenges that are overwhelming and hindering during the learning process, enabling them to adapt and successfully meet all academic demands. Academic resilience is highly important for a student to possess, according to Wang and Gordon (Eva et al., 2021), Students with academic resilience can transform challenging environments into sources of motivation by nurturing hope, orienting themselves toward goals, and possessing problem-solving skills. Based on various reviews that have been discussed, students who have the capacity to be resilient may also have high subjective well-being when facing post-pandemic learning challenges.

Research by Roellyana & Listiyandini (2016) explains that students with high resilience feel more optimistic, and they have a belief that conditions will improve. The study conducted by Kalaivani (2021) demonstrates that academic resilience can enhance students' academic performance. Academically resilient students maintain high academic levels even in the face of stress and complexities that lead to the risk of low grades in school. The research conducted by Darvishzadeh & Bozorgi (2016) indicates a significant relationship between resilience and moral judgment development. Other results demonstrate a significant relationship between moral judgment development and hardiness, including its components (commitment, control, and challenge). According to Salvatore Richard Maddi (2013) the hardiness approach is highly relevant in counseling and psychotherapy. Hardiness emerges as the foundation of resilience, with hardiness being the key to resilience. The counseling function for individuals seeking to enhance resilience is to help them place their lives in a broader perspective, making it more emotionally tolerable.

In Indonesia, studies on the implementation of hardiness counseling are still very limited. However, hardiness counseling can be an alternative problem-solving approach for various psychological issues that are prevalent in Indonesia. These issues include addressing academic resilience problems (Barseli et al., 2020), phenomena like loss of learning (Mceachin & Atteberry, 2015), and even extreme cases such as suicide (Kleiman et al., 2013), Hardiness counseling can be employed both preventatively and effectively within the fields of counseling and psychology to address these issues. The meta-analysis conducted by Eschleman, Bowling, and Alarcon (cited in Thomassen et al., 2018) confirms the tendency of the personality trait known as "hardiness" as an important resource in various fields. Wallace, Bisconti, and Bergeman (cited in Pasiali et al., 2016a) found that hardiness is related to coping resilience. The main hypothesis of the study (Richards, 2018a) states that, in addition to self-care, hardiness can act as a buffer against the negative effects of burnout. Specifically, research conducted by Georgoulas-Sherry & Kelly (2019a) suggests that hardiness, grit, and resilience are key protective factors for mental health and personal well-being.

Research findings on hardiness in Indonesia, employing various approaches and interventions, have been presented in reports Nurtjahjanti & Ratnaningsih (2011a). The results of these studies indicate and validate the concept of hardiness counseling as a positive psychology approach in Indonesia, which needs to be further examined and researched from a broader perspective. Salvatore Richard Maddi (2013) recommends two key actions: teaching students about hardiness in a general context within schools and providing hardiness instruction during guidance and counseling services in schools. Academic resilience is an attitude that reflects students' hardiness toward academic failures and personality traits that can clearly distinguish students' learning abilities in avoiding academic challenges and pursuing academic challenges (Ahmadi et al., 2013) Currently, many secondary schools and higher education institutions are transitioning to highly personalized and independent online learning environments. It is important to examine the relationship between courage, a growth mindset, tenacity, hardiness, and the success of online students in this context (Barber et al., 2019a).

METHOD

This research employs a Literature Review approach. Literature review is a component of a paper that involves the use of various research sources and relevant theories in the field. Researchers conduct searches, analyses, and citations from existing sources, and from there, they can build connections between the cited source texts with the aim of finding their own research's place in the relevant literature context (Ridley, 2012). In this literature review, several aspects will be discussed, including:

1) Global Phenomena in 2045: The research will explore information related to global phenomena expected to occur in the year 2045.
2) Indonesia Emas 2045: Focus will be given to the vision and aspirations of Indonesia towards the year 2045, known as "Indonesia Emas 2045."
3) Academic Resilience: The literature review will discuss the concept of academic resilience and relevant research in this context.
4) Implications of Hardiness Counseling in Enhancing Academic Resilience: Finally, it will be explored how hardiness counseling can have positive implications in enhancing the level of academic resilience.

By using this literature review approach, the research will present in-depth and relevant information about these topics and connect them in the context of the ongoing research.

RESULT AND DISCUSSION

Competence of Indonesian Generation In 2045

In 2045, Indonesia will face several significant challenges in line with changes in geopolitics and geostrategy, both at the regional and global levels. The developments and dynamics post-Industrial Revolution 4.0 and Society 5.0 will continue to bring forth a range of complex issues that encompass challenges and opportunities. Some key issues that arise include:

1) Food Security and Energy Security: Ensuring a stable and adequate supply of food and energy resources will remain a critical challenge. This includes addressing issues related to agricultural productivity, sustainable energy sources, and access to clean energy.
2) Demographic Bonus: Indonesia's demographic dividend, while offering potential economic advantages, also poses challenges in terms of providing education, employment, and healthcare for a growing population.
3) Economic Changes: Adapting to evolving regional and global economic dynamics will be essential. This involves diversifying the economy, promoting innovation, and ensuring competitiveness in international markets.
4) Geographical Conditions: Indonesia's unique geographical conditions, including its vast archipelago, make it susceptible to natural disasters, environmental degradation, and climate change. Addressing these challenges is crucial for sustainability.
5) Technological Advancements: Staying at the forefront of technological advancements while ensuring digital inclusivity and cybersecurity will be a continuous challenge.
6) Social, Political, and Cultural Dynamics: Managing social cohesion, political stability, and cultural diversity in a rapidly changing world will require effective governance and societal adaptation.
7) International Relations: Navigating complex international relations, trade agreements, and regional cooperation will be vital for Indonesia's position on the global stage.
8) Environmental Sustainability: Balancing economic growth with environmental sustainability will be a recurring challenge, with a focus on conservation, renewable resources, and climate change mitigation.

All of these issues will evolve in the context of increasingly fierce global competition. Muthuveeran Ramasamy and Matthias Pilz (2019) explained that the term "competence" has its roots in the word "competent," which refers to the sufficiency of knowledge and skills that enable someone to act in diverse situations. Thus, competence is a combination of knowledge, skills, abilities, and attitudes that contribute to improving an employee's performance, ultimately leading to success. Knowledge is the ability to recognize facts, truths, and principles acquired through formal training or education and/or from experience. Knowledge is something crucial for the success of an individual as well as an organization. Skills, on the other hand, are the mental operations and physical processes acquired through specialized training that, when executed, result in successful performance. Abilities are strengths or talents to perform well in both physical and mental activities often associated with a specific profession, such as programming, planning, and the like. Furthermore, Muthuveeran Ramasamy and Matthias Pilz (2019) define competence as a

cluster or cluster of various abilities, commitments, knowledge, and skills that are interrelated, enabling an individual or an organization to act effectively in a job or situation.

The skills expected to be possessed by the Indonesian generation in 2045 align with the components of hardiness, which is an important predictor in the development of an individual's resilience. Personality hardiness gradually shapes attitudes, commitments, control, and challenges that are interrelated (3C). Theoretically, hardiness has three components: (a) Control (as opposed to helplessness) is the belief that people can influence the conditions of their lives. Individuals in higher positions in this constellation have stronger internal control abilities; (b) Commitment (relative to alienation) is to maintain the ability to participate in life activities, and individuals higher in constituencies have higher self-esteem and life goals; (c) Challenge (relative to threat) is the expectation of change, i.e., increasing opportunities. Individuals higher in this constituency have lower security needs and less fear of making mistakes, which encourages personal growth.Kobasa (Alfred et al., 2014).

Hardiness Counseling

Kobasa (Bartone, 2012) They first proposed the theoretical model of "hardiness" to provide insights into understanding highly consistent stress response patterns in individuals and groups. The main hypothesis of the study (Richards, 2018b) states that, in addition to self-care, hardiness can act as a buffer against the negative effects of burnout. A study on Iraq and Afghanistan war veterans found that low hardiness was a significant factor in predicting suicidal ideation (Bartone & Homish, 2020). In many studies, hardiness is also directly related to depression (Bartone & Homish, 2020). Essentially, hardiness is considered a trait that existentialists call the courage to endure (Maddi, 2015). Specifically, resilience is manifested as a pattern of attitudes and strategies that together transform high-stress environments from potential disasters into opportunities for growth. According to Plotka et al., (2015) hardiness, as a personal characteristic, can be used as a personal resource to enhance adaptability and also influence the choice of effective coping strategies in challenging life situations. According to Barber et al., (2019b) hardiness refers to the process of learning through high-stress environments and growing in the process (Barber et al., 2019b).

According to (Maddi et al., 2011), personality hardiness gradually forms attitudes, commitments, control, and challenges that are interrelated (3C). Theoretically, hardiness has three components: (a) Control (as opposed to helplessness) is the belief that people can influence the conditions of their lives. Individuals in higher positions in this constellation have stronger internal control abilities; (b) Commitment (relative to alienation) is to maintain the ability to participate in life activities, and individuals higher in constituencies have higher self-esteem and life goals; (c) Challenge (relative to threat) is the expectation of change, i.e., increasing opportunities. Individuals higher in this constituency have lower security needs and less fear of making mistakes, which encourages personal growth (Alfred et al., 2014). Wallace, Bisconti, and Bergeman (Pasiali et al., 2016b) found that hardiness is related to coping resilience. Specifically, research conducted by (Georgoulas-Sherry & Kelly, 2019b) suggests that hardiness, grit, and resilience are primary protective factors for mental health and personal well-being. Martin (Atkinson & Martin, 2020a) suggests that because all three predictors represent personality-based characteristics, social-oriented structures, such as social support, can also explain differences in grit, hardiness, and resilience.

Conceptually, hardiness was initially considered a personality trait or style that could distinguish individuals who remain healthy under pressure from those who experience symptoms and health problems. Resilient individuals have a strong sense of responsibility for life and work, have more control, and are more open to life changes and challenges. They tend to interpret stress and painful experiences as normal aspects of survival, which are always part of an interesting and valuable life (Bartone, 2012). Hardiness is a personality trait that provides significant strength in dealing with stressful events (Kobasa, (Nursanti et al., 2013a). Maddi (Nursanti et al., 2013b) suggests that hardiness is manifested as a combination of commitment, control, and challenge attitudes. By developing these attitudes, it helps regulate stress conditions for individuals, and when faced with stress, you can evolve to influence yourself. Hardiness is a factor that reduces stress by changing the perspective or behavior of stressors from negative pressure to positive challenges (Nurtjahjanti & Ratnaningsih, 2011b)

In terms of theoretical concepts, the development of the hardiness instrument refers to three specific aspects of hardiness attitudes proposed by Maddi (1994, 2002; (Maddi, 2015): challenge, commitment, and control.

1) Challenge

You accept that life is inherently stressful and view changes that create stress as opportunities for growth in wisdom and abilities through what you learn by trying to turn them to your advantage. In this regard, you believe that you can learn from both failure and success. You don't believe you're entitled to easy comfort and security. Instead, you feel that satisfaction can only be obtained by turning stress into opportunities for growth. People who are strong in the challenge attitude believe that fulfillment cannot be found in easy comfort, security, and routine but rather in the ongoing growth of wisdom through what is learned from the negative and positive experiences of active life (Maddi et al., 2002)

2) Commitment

It involves the belief that no matter how bad things get, it's important to stay engaged with whatever is happening, rather than withdrawing into alienation and estrangement. Those who are strong in the commitment attitude engage rather than withdraw, seeing this as the best way to turn whatever they experience into something that looks attractive and significant (Maddi et al., 2002).

3) Control

Believing that no matter how bad the circumstances, you should keep trying to turn stress from potential disaster into growth opportunities. It seems like a waste of time to let yourself sink into helplessness and passivity (Maddi, 2015). People who are strong in the control attitude think that, through effort, they can more often influence what happens around them rather than seeing themselves as powerless in the face of circumstances (Maddi et al., 2002).

Resilience to Stress

One ongoing issue in the literature on resilience is understanding its meaning. Specifically, resilience tends to have two somewhat different meanings. On one hand, resilience can mean the ability to withstand damage or deformation from trauma or destructive forces. On the other hand, resilience can also mean being ready to "bounce back" or recover from such trauma or destructive forces. The first definition views resilience as a quality needed for survival. The second definition emphasizes resilience as a means to thrive. This distinction is important because individuals facing adversity can go beyond mere coping by finding meaning in the events that trigger trauma and using this meaning to enhance their well-being. Such individuals experience post-traumatic growth (Harms et al., 2018). Resilience is defined as endurance, adaptation, and transformation. In physics and engineering, resilience is often used to denote stability and endurance. It's about the capacity to withstand external shocks and return to a previous stable state, which is considered a state of "normalcy." According to this engineering resilience, "resilience to disturbances and the speed of system" returning to its original state is the "measure of resilience" (Davoudi, 2018). The term of "resilience" and related concepts of resilience to stress have indeed led to significant inconsistencies and variations in terminology. Historically, the term resilience was first applied in developmental psychopathology to describe children who develop normally and adapt well despite growing up in environments that put them at higher risk for psychopathology and other adverse outcomes (Garmezy, 1971; Garmezy, 1974; Werner, Bierman). , & Prancis, 1971; (Bartone et al., 2020). Resilience factors come in various forms and collectively shape a person's toughness. Researchers often focus on studying resilience at one level of analysis, often with the aim of developing targeted resilience interventions at that level:

1) Individual factors: This is the level at which psychologists typically pay attention. It involves psychological and neurobiological factors that can play a role in maintaining and restoring well-being after traumatic events or setbacks. This level of resilience typically involves investigating personality and coping styles, as described in the previous section, which mediate the relationship between difficulties and well-being (Luthar et al., 2000; Masten, 2007; (Harms et al., 2018). However, it can be expanded to include research on physical and cognitive abilities as well as the neurocognitive structures and neural responses to stressors (Feder, Nestler, & Charney, 2009; Reinelt et al., 2015; (Harms et al., 2018).

2) Social factors: These factors pertain to the social relationships an individual has and whether they can seek and expect support during times of crisis. This can involve family, friends, coworkers, or anyone in an individual's social network who can provide social, emotional, and even financial support to the individual. Research has shown that having such relationships can be a

crucial determinant of whether someone can cope with major stressors like job loss, marital breakup, or chronic physical illness. Social support is broadly interpreted to contain both affective and instrumental components. Adams, & Raja et all (Harms et al., 2018) noted that "there is a growing consensus that social support can come from work and non-work sources and that this support is primarily in the form of emotional support."

3) Community factors: Discussions about resilience have even moved beyond the realm of individual-focused psychology to include resilience at the community or national level. This type of resilience goes beyond individual capacity and considers economic, institutional, ecological, and infrastructural capacities when evaluating which communities are most likely to withstand tragedies such as terrorist attacks, natural disasters, or even economic downturns (Cutter dkk., 2008; Norris, Stevens, Pfefferbaum, Wyche, & Pfefferbaum, 2008; Murphy, 2007; (Harms et al., 2018).. For example, it may not only be necessary to know if an area has emergency services but also how well those services are integrated in terms of communication and coordination.

Hardiness is an important predictor of resilience

Hardiness has a clear theoretical background and has been empirically proven as a significant stress resilience resource within a wide range of diverse groups, including those involved in military and security operations. Conceptually, psychological hardiness is an individual disposition or style that develops early in life and remains relatively stable over time, although it can be altered and trained under certain conditions (Kobasa, 1979; Maddi & Kobasa, 1984; (Bartone et al., 2020). Hardiness was first described by Kobasa (1979) as a set of related personality qualities or traits that distinguish healthy executives under stress from unhealthy ones. More recently, Maddi dan Khoshaba (2005; (Bartone et al., 2020) characterized the attributes of hardiness as three attitudes related to commitment, control, and challenge, often referred to as the "3 Cs."

CONCLUSION AND RECOMMENDATIONS

These findings highlight the importance of interventions such as hardiness counseling to improve academic resilience among the approximately 5 students who experienced low academic resilience. Such interventions can assist students in developing the necessary skills to cope with academic challenges and demands. Resilience is a factor that helps individuals adapt to the stresses of life and protects them from mental illness and life problems. In other words, hardiness indicates the fact that even in the presence of severe stress and risk factors, individuals can still enhance their social functioning and cope with problems. Router (Tadayon et al., 2018) defines resilience as a method for dealing with stress, which can enhance self-confidence and social skills. Hardiness refers to growth, achieving maturity, and improving the ability to respond to adverse conditions. Wallace, Bisconti, dan Bergeman (Pasiali et al., 2016a) found that resilience is related to hardiness. Specifically, research conducted by (Georgoulas-Sherry & Kelly, 2019a) suggests that hardiness, grit, and resilience are primary protective factors for mental health and personal well-being. Martin (Atkinson & Martin, 2020b) suggests that since these three predictors represent characteristics based on individual personality, social-oriented structures like social support can also explain differences in grit, hardiness, and resilience.

Hardiness methods are also crucial in counseling or psychotherapy. When people seek counseling, it's usually because they are being challenged by one or more of the three main types of survival pressures in their lives. So, the role of counseling for those who are trying their best and have enough hardiness to become more successful in this regard is to help them put their lives in a broader perspective, making it more emotionally tolerable. In this process, counselors need to assist clients in engaging more deeply in Hardy Coping (Maddi, 2013) Clients are encouraged to identify stressors in their current lives and try to address issues related to each stressor alternately. Clients need to identify how each stressor could become worse or better and how they can help make it better. This will lead to an Action Plan that clients are encouraged to implement, with resulting learning and changes in their worldview and interaction patterns. In this process, the support and experience of the counselor are highly beneficial (Maddi, 2013).

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