

The Contribution of Psychological Well-Being to Academic Hardiness: A Study on “Mahasantri”

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ABSTRACT

"Mahasantri" is a term for students who live in boarding schools. *Mahasantri* has a dual role as a college and boarding school student. This dual role is more challenging than students in general. Students need academic hardiness so that both roles can be achieved well. Psychological well-being is needed to spur academic hardiness, control the environment, and think positively when facing challenges. This study aimed to analyze the contribution of Psychological Well-being to the Academic Hardiness of *Mahasantri*. The research method used is quantitative correlation. The participants used were 35 *mahasantri* in Ponpes Luqman AL-Hakim Semarang, Indonesia. The instruments used in the study were adaptations of Riff's psychological well-being scale and Creed's academic hardiness scale— data analysis techniques using simple linear regression tests. The results showed that the r-square value = .601 means that psychological well-being influences 60.1% of academic hardiness *mahasantri*.

Keywords: *Psychological Well-being, Academic Hardiness, Mahasantri*

INTRODUCTION

Mahasantri is a term used to refer to college students who live in Islamic boarding schools or pesantren and study Islamic knowledge. Alfinnas (2018) revealed that college students will gain spiritual knowledge and knowledge from the campus. Through education

at boarding schools, campus students have completeness in their lives from the academic and spiritual sides. Sirajuddi (2020) emphasizes that through education at boarding schools, students are guided to form character, become cadres of scholars, become good models, strengthen religious knowledge, and support national education. Most students live in boarding schools because of the magnitude of the benefits and advantages students obtain.

The boarding school that is specifically for students is known as *Pesma* (Pesantren Mahasiswa). According to Alfinnas (2018), *pesma* can be divided into two types, namely *pesma* managed by universities and managed by non-colleges. Both have the same role in providing religious education, but usually, non-college *pesma* have more branding characteristics of their respective advantages.

Boarding schools provide facilities for students to improve their religious knowledge, social skills, and moral strengthening. Khoiruddin (2019) and Zaenurrosyid & Subhan (2018) confirmed that boarding schools positively influence the environment around the boarding school, such as more modern social changes, more open community conditions, and increased religiosity. In addition, boarding school students have excellent social skills (Aziz, 2011).

Once connoted as traditional education, boarding schools (*pondok pesantren*) have begun to adapt and transform to keep up with the times. The connotation is that education in huts and universities is like heaven and earth. Education in huts is considered traditional and conservative, while in universities, it is considered modern and innovative (Bakar, 2014). This condition has begun to be refuted because, currently, there are many student boarding schools, and there is a synergy between the curriculum of the boarding school and the university. General science, politics, culture, entrepreneurship, and technology are also studied at boarding schools (Bakar, 2014; Zaman & Irnawati, 2019; Rizky et al., 2022). The dense activities in boarding schools give rise to various diverse challenges.

Some of the challenges faced by students who live in boarding schools include: 1) homesickness, adapting to a new environment, feeling different, self-management, mental health, communication difficulties with the outside environment, and academic achievement



(Chang et al., 2023; Pfeiffer et al., 2016; Tang et al., 2020). Boarding school students are likely to experience feelings of homesickness, especially during the initial adjustment period to boarding school life (Tang et al., 2020). Students need to adapt to a new environment and form new friendships, which can be challenging for some individuals. Not only this, but students also learn to manage their personal belongings and finances, which can be challenging, especially for those who are not used to living independently. Students have challenges interacting with the outside environment (Pfeiffer et al., 2016). Students also feel they are "different" from their peers, which can lead to isolation. Chang et al. (2023) added several mental health conditions of students living in boarding schools, such as anxiety, depression, hostility, substance abuse, alcohol dependence, and bullying. In addition, there are also challenges to academic achievement, especially in the early stages of adjustment to boarding school life, where students usually face academic difficulties (Ramadhan, 2012; Revelia, 2016). The challenges of *mahasantri* are significant compared to students who do not live in boarding schools.

Students have a dual role in themselves because they are responsible for the success of their studies on campus and moral and spiritual success at the Boarding School. Success in managing both roles depends on how academic solid hardiness is. The higher the academic hardiness, the better the learning achievement (Spiridon & Karagiannopoulou, 2015). Wisudawati et al. (2017) proved that achievement motivation increased after being given academic hardiness training. Students with high academic hardiness cannot easily experience burnout (Antika et al., 2019).

Academic hardiness is resilience in academic matters characterized by a commitment to study seriously, the ability to control oneself to optimize learning outcomes, and strenuous efforts to face academic challenges (Kobasa, 1979; Creed et al., 2013). Students who live in boarding schools certainly face higher academic challenges compared to students who do not live in boarding schools. These challenges involve demands, regulations, and the environment at the boarding school (Ramadhan, 2012; Revelia, 2016). Therefore, academic



hardiness is emphasized to ensure students' success in their dual roles as students and *mahasantri*.

There is a close relationship between students' academic hardiness and psychological well-being. Psychological well-being includes satisfaction or happiness obtained through accepting positive and negative conditions in life (Ryff, 1989). Individuals with psychological well-being are characterized by a positive attitude towards themselves and others, independence in decision-making, the ability to develop potential, self-control, use of the environment as needed, and commitment to achieving life goals (Mariyanti, 2017). Therefore, it is assumed that students with good psychological well-being will have solid academic hardiness due to their ability to control themselves and their determination to achieve goals.

Based on this explanation, psychological well-being is needed to support the achievement of academic hardiness. Students with psychological well-being will have positive self-acceptance in facing the challenges of their dual role as students. Positive self-acceptance is expected to support the academic resilience of the *mahasantri*. This research aims to analyze the contribution of psychological well-being to the academic hardiness of students at Luqman Al-Hakim Semarang.

RESEARCH METHOD

The method used in this research is Quantitative with a correlational research design. The correlational design in this study is explanatory, which aims to determine the relationship between two or more variables, and changes in one variable are reflected in other variables (Creswell, 2012). This study aims to find the contribution of psychological well-being to academic hardiness.

The participants in this study were students who lived in Luqman Al-Hakim Semarang. The sample was taken using a convenience sample technique of 35 people. All participants have permitted researchers to use the data provided.

The instruments used are adaptations of Ryff's Well-Being Scale (Ryff, 2013) and Creed's Academic Hardiness (Creed et al., 2013). The instruments were then tested for validity and reliability. The Cronbach's Alpha Based on Standardized Items value of Riff's psychological well-being scale is 0.836, and Creed's academic hardiness scale is 0.802.

There are five research procedures carried out, namely: 1) determining the formulation of the problem and research objectives, 2) determining a minimum of 30 participants, 3) preparing the instruments used, 4) collecting data, 5) analyzing and interpreting data (Creswell, 2012). The formulation of the problem and the purpose of this study is to determine the contribution of psychological well-being to the academic hardiness of students at boarding schools. The formulation of the problem determined from this study is "How does psychological well-being contribute to the academic hardiness of students in boarding schools?". Participants were selected using convenience random sampling with a total of 35 people. The instrument used in this study is the result of adaptation and has been tested for validity and reliability. Data was collected using a Google form format and distributed to participants. The last stage is data analysis and interpretation. Analysis using simple linear regression test.

DISCUSSION

The results of the analysis using simple linear regression tests show the contribution of psychological well-being to the academic hardiness of students at Luqman Al-Hakim Semarang cottage can be seen in table 1.

Table 1 Contribution of Psychological Well-Being to Academic Hardiness

Variable	B	R-Square	p
Constant	14.011		
PWB	.763	.601	.000

Note. Hypothesis testing using simple linear regression tests. PWB = Psychological Well-being

Referring to Table 1, the simple linear regression equation is as follows:



$$\text{Academic hardiness} = 14.011 + .763 \text{ Psychological well-being}$$

The constant value of 14.011 means that academic hardiness is at a score of 14.011 in neutral conditions. The regression coefficient value of psychological well-being is .763, which means that every time there is a 1% change in psychological well-being, academic hardiness increases by .763. The p-value is $.000 < .05$, which means that there is an influence of psychological well-being on academic hardiness. The R-square value is .061, which means psychological well-being has a 61% influence on academic hardiness.

The results showed that psychological well-being influences the academic hardiness of students at Luqman Al-Hakim Semarang. This is relevant to research by Kamtsios (2023), who said that psychological well-being is positively related to academic resilience, skills, and decision-making among first-year students. Zhavira and Palupi (2022) corroborated that academic hardiness has a positive relationship with psychological well-being. The results of his research indicate that, on average, students with high levels of academic hardiness also have high psychological well-being. Wardani (2020) conveyed a similar point that academic resilience is directly involved in developing psychological well-being. Kobasa (1979) views resilience as a personality trait that acts as a resource in dealing with stress in life. He even argued that low levels of resilience can lead to impaired physical and psychological health. Indeed, personality traits are determinants of psychological well-being (Ryff, 2013). In addition, Skomorovsky and Sudom (2011) found that all aspects of academic resilience (i.e., commitment, control, and challenge) were significant predictors of psychological well-being. Those with high commitment tend to show high dedication and involvement in each task and are driven to pursue academic excellence (Benishek & Lopez, 2001).

Moreover, resilient individuals tend to have an internal locus of control, making it easier for them to direct their behavior in the face of adversity (Benishek & Lopez, 2001; Nayyeri & Aubi, 2011). Another important aspect of academic resilience is challenge. Aussie et al. (2018) stated that individuals who exhibit academic resilience tend to be more courageous in the face of academic demands. They also have a learning-based orientation

(Benishek et al., 2005) and a tendency to view academic demands as potential for self-growth (Wardani, 2020). This motivates them to engage in academic tasks and constant self-development (Skomorovsky & Sudom, 2011). Thus, resilient individuals are better able to survive and thrive under pressure (Maddi, 2004).

However, although the findings in this study confirm the relationship between academic resilience and psychological well-being, this association has a moderate effect size. A moderate correlation was also reported by Shabrina and Hartini (2021). This may be due to several factors. For example, Wardani (2020) found that the relationship between these two variables was mediated by transformational coping (i.e., the ability to view stressful events as opportunities instead of threats) and social support. Unfortunately, this study did not involve these two essential factors. Therefore, future research should address this limitation by including these two variables and identifying other factors affecting academic resilience and psychological well-being among university students.

The implications of this study imply that psychological well-being significantly impacts the academic resilience of university students at Luqman Al-Hakim Pondok Semarang. This finding confirms the importance of paying attention to the psychological aspects of students to improve the quality of education in the boarding school environment. By instilling psychological well-being values, such as a positive attitude towards self and environment, independence, and commitment to life goals, Luqman Al-Hakim boarding school can design programs and policies that focus on fostering psychological well-being to support the development of students' academic hardiness. This can positively impact academic achievement and strengthen the dual role of *mahasantri* as students and *santri* in the pesantren environment.

The main limitations of this study are the limited number of samples and sample variation. The limited sample size may limit the generalizability of the results of this study to the general population of Luqman Al-Hakim boarding school students. In addition, the limited variation in the sample may not reflect the diverse characteristics of students in other boarding schools or different educational contexts. Therefore, for future research, it is



recommended to expand the sample size and take a more demographically representative sample so that the research results can better represent the diversity of boarding school students. In addition, further investigation of additional factors that influence the relationship between psychological well-being and academic hardiness, such as environmental factors and social support, may provide a more comprehensive understanding.

CONCLUSION

This study reveals a positive contribution of psychological well-being to the academic hardiness of students at Luqman Al-Hakim Semarang. Nevertheless, it should be recognized that this study has limitations, especially in the limited number and variety of samples. Therefore, for future research, it is recommended to expand the scope of the sample so that the study results can be more representative and generalized to a broad population of boarding school students. In addition, future research can explore additional factors that influence the relationship between psychological well-being and academic hardiness, such as social and environmental support. The practical implications of this study highlight the importance of fostering psychological well-being in the boarding school educational environment by designing programs that can strengthen students' positive attitudes, independence, and commitment to life goals. These efforts can enhance students' academic hardiness, allowing them to fulfill their dual roles as students and religious believers in boarding schools more successfully.

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