



Hardiness on Academic Stress among Full-time Working Students in Jakarta

Anita Lestari

Mercu Buana University
anitalestari0620@gmail.com

Fatma Nuraqmarina

Mercu Buana University
fatma.nur@mercubuana.ac.id

Abstract

This research explores the relationship between hardiness and academic stress among full-time working students in Jakarta. The study utilized a quantitative approach, employing the Pearson Product Moment method via IBM SPSS 25, with a sample of 368 undergraduate students from private universities, aged 19 years and older. The results indicated a significant negative correlation between hardiness and academic stress ($r = -0.281$, $p = 0.001$), suggesting that higher levels of hardiness are associated with lower levels of academic stress. Conversely, lower hardiness correlates with higher academic stress. Interviews with three full-time working students revealed that time management, workload, and the pressure to balance work and study contribute significantly to academic stress. The findings align with prior studies, showing that students with higher hardiness can manage academic pressures more effectively, viewing challenges as opportunities for personal growth. This research emphasizes the importance of developing resilience and emotional control in full-time working students to mitigate academic stress and improve academic outcomes. The implications suggest that educational institutions should consider offering support systems tailored to the unique challenges faced by working students, to help them maintain their academic performance while managing their work responsibilities.

Keywords: *academic stress, hardiness, working students, full-time, Jakarta*

INTRODUCTION

The employee class programs offered by private campuses are structured to enable workers to pursue studies. However, this condition is certainly not easy to deal with. Moreover, the employee in question works full-time in the capital area. According to the Savvy Sleeper 2019 report, the 6th most stressful city in the world is Jakarta. One of the factors is seen from the condition of employees who experience stress (Christy, 2020).

Apart from that, according to The Least and Most Stressful Cities Index by VAA Y in 2021, Jakarta ranks 9th as the most stressful city in the world. The score obtained was 41.8 out of 100 points. Obtaining this score includes various indicators, such as security and safety, social and political stability, gender equality, population density, traffic jams, weather, air and noise pollution, unemployment rate, financial conditions, and so on (Mahdi, 2022).

Busy activities with limited time can be a very heavy burden, and trigger high levels of academic stress. This is proven in research Hamadi *et al.* (2018), the majority of high academic stress is experienced by working students (56.52%) compared to non-working students (4.35%). Based on research conducted by Faizah and Oktawiranto (2020), it was found that 56 students out of a total of 130 working students experienced high levels of academic stress (43.1%). Meanwhile, research results Musikhah and Nastiti (2022) shows that there are 105 students who work, who are in the moderate level academic stress category (66%). Meanwhile, 36 other students experienced high levels of academic stress (22%) out of a total of 161 working students.

Researchers also conducted interviews with 3 students who work full-time in Jakarta, via Google Meet on October 7 2023. The first interview was conducted with students with the initials TJ (female, marketing staff) from the department Accounting at Kwik Kian Gie School of Business. TJ feels pressured to divide his time because her job

requires her to be active in events and look for sponsorship. This agenda often occurs on Saturdays and Sundays, while Saturday is the lecture schedule. TJ admits that she often faces conflicting schedules. Sometimes TJ prioritizes work, but sometimes she also goes to lectures depending on the permission of the company where she works.

The second interview was conducted with students with the initials WA (female, human resources staff) from the Psychology department at Mercu Buana University. WA said the higher the semester, the more overwhelmed she felt. WA realized that the learning material was becoming more comprehensive, while she did not have much time to review the material. As during exams, WA only relies on learning from each meeting that has been attended in class. This time limitation also often causes tension when having to work in groups. WA said, each student has a different timeline, personality and expectations.

WA felt disappointed because she really wanted to perform optimally, but she energy was limited. Not to mention, WA is her mother's mainstay first child so there is a demand to always be the best. This guidance increasingly burdens WA in carrying out her academic responsibilities. But on the other hand, WA feels that she has tried her best. Moreover, office work sometimes has to be carried home.

The third interview was conducted with a student with the initials JS (male, purchasing staff) from the Accounting department at STEI Rawamangun. JS felt dizzy working while studying so he wanted to graduate quickly. Online learning on weekdays means he doesn't really understand the material. However, even face-to-face learning, according to him, will drain a lot of energy. For example, Saturday is a face-to-face lecture schedule. JS said he was tired from working and studying on Saturday.

The fatigue experienced by JS makes him sometimes lazy about doing assignments, stalling for time, and often ends up forgetting to do them. Several times the value should be empty in some encounters. Apart from being lazy because he is tired from work, his assignment deadlines are also tight. The deadline for submitting assignments is 1 hour after working hours end.

Based on the interview results, it was concluded that students who work full-time experience academic stress, especially stress in managing time. Stress in students can be seen in neglected learning materials and lecture agendas. Limited time is a burden to be able to master the lecture material. Moreover, it is not uncommon for some of them to be prevented from attending class.

Various student responses from the interview results, dominates 5 of the 7 dimensions of academic stress, according to Lin and Chen (2009). The stress dimension in managing time can be seen in TJ, WA, and JS. TJ's job requires going into the field, WA's job exceeds the working time limit in the office, and JS works 6 days a week. The dimensions of stress caused by lecturers are seen in WA and JS. WA is unable to master the varied learning material from lecturers. Meanwhile, JS doesn't really understand online teaching material and is stressed about assignment deadlines.

The stress of managing time can also be seen in the results of Ginting's interview with a college assignment jockey service agency on Instagram. According to reports Hayashi (2022), this service bureau has followers of more than 2,000 people. This service bureau owned by DN also supervises 13 freelance workers with an income of Rp. 6,000,000,- a month. Likewise with MA's individual jockey services which can even reach Rp. 8,000,000,- to Rp. 12,000,000,- a month. DN stated that most of its customers come from private campuses, the majority of whom are students while working. Because they are tired and don't have much time to do their assignments.

Then, the dimensions of stress due to learning outcomes, stress from studying in groups, and stress due to oneself can be seen in WA. WA is faced with her parents' expectations for her to be the best. WA also experiences stress when doing group assignments compared to doing assignments individually. Apart from expectations from parents, expectations from themselves are also a burden. The desire to master all material things, but limited by circumstances.

LITERATUS is a journal published by Neolectura, issued two times in one year. Literatus is a scientific publication media in the form of conceptual paper and field research related to social impact and cultural studies. It is hoped that LITERATUS can become a media for academics and researchers to publish their scientific work and become a reference source for the development of science and knowledge.

Our focus:
Social and Culture

Our Scope:
Humanities, Education, Management, History, Economics, Linguistics, Literature, Religion, Politics, Sociology, Anthropology, and others.





According to opinion of Sari and Rahayu (2022), academic stress can cause negative behavior in students, including delaying assignments and difficulty managing time. Meanwhile, according to Merry and Mamahit (2020), other impacts that can arise when faced with a large workload include irregular eating patterns, absence from lectures, emotions in the form of panic, fear or anger. Apart from that, you may feel dizzy, have difficulty focusing, and are prone to forgetting.

According to the Higher Education Statistics report in 2017, there were 187,798 students who dropped out of college. Meanwhile, in 2018, there were 210,605 students. Then, this figure increased drastically in the following year, namely as many as 550,496 students (Wahyono, 2023). According to data presented by the Ministry of Research, Technology and Higher Education in 2019, a total of 8% of the 8.3 million students dropped out of college with PTS as the highest contributor (Attamimi *et al.*, 2019). As the statistical data shows, the increase was 161.39% or the equivalent of 339,891 private university students dropping out of college. If students are unable to control their stress, they are at risk of failing to continue their studies. On the other hand, students who are able to overcome their stress will be helped in achieving their goals (Hamadi *et al.*, 2018).

According to Lin and Chen (2009) Academic stress is a condition of individual academic frustration in the campus environment which makes the individual unable to adapt, resulting in physical problems and feelings of unhappiness. Whereas Lal (2014), suggests academic stress as mental pressure on individuals who try to anticipate the frustration of academic failure.

According to Barseli *et al.* (2017), academic stress is influenced by internal factors, such as thought patterns, personality and beliefs. Meanwhile, according to Yusuf and Yusuf (2020), factors that influence academic stress, include internal factors and external factors. These internal factors include self-efficacy, optimism, hardiness, achievement motivation, and academic procrastination. Meanwhile, external factors include social support. One of the factors that influence academic stress is personality. Hardiness is one aspect of personality (Azizah & Satwika, 2021).

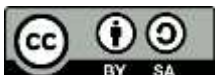
Students can accept stressful academic situations by viewing them as beneficial for self-development. Despite this, sometimes it makes you busy or even easily fooled by being ambitious about new things. The ability to control attitudes and feelings from the situations experienced is also related to reducing academic stress. Therefore, this view needs to be accompanied by controlled commitment. Because, without self-control, individuals can lose themselves. Feeling challenged will only make individuals less likely to fall, if changes occur in life. This is supported by research Ramadhan and Aslamawati (2022).

Student success in dealing with academic stress is influenced by how strong, resilient and enthusiastic the student is to control academic stressors (Azizah & Satwika, 2021). This resilience is also related to confidence and optimism in carrying out academic demands. Students who are resilient will try to complete various demands so that their academic goals are achieved. Study of Azizah and Satwika (2021) states that the higher the hardiness, the lower the academic stress that will be experienced.

According to Benishek and Lopez (2001), hardiness is an individual personality characteristic that is able to limit the negative influence of life stress. Hardiness through 3 cognitive evaluative processes. First, viewing what individuals do in their lives as having value, both for themselves and others (commitment). Second, accept change as normal and beneficial for self-development (challenge). Third, realizing yourself as the holder of control over various important events in life (control).

Research related to hardiness and stress in students has been studied by Yunita and Monalisa (2022). This research aims to determine the relationship between hardiness and academic stress and future orientation in final year students. This research states that there is a significant negative relationship between hardiness and academic stress in final semester students in Jakarta. This means, the higher the hardiness, the lower the academic stress.

Research conducted by Jannah *et al.* (2022) with the same topic shows different results. The results show that there is a significant positive relationship between hardiness and academic stress in 121 medical students, Malahayati University, Class of 2018 during



the Covid-19 pandemic. Likewise in research Simatupang and Rosito (2023). The results of the research stated that there was a positive relationship between hardiness and stress in 297 final students at HKBP Nommensen University in Medan who were writing their thesis. These two studies show a gap with other research which states a negative relationship between hardiness and academic stress. Therefore, researchers are interested in re-examining this research to re-examine the relationship between hardiness and academic stress.

This research will discuss the relationship between hardiness and academic stress with different measurement scales. The research target will also be focused on PTS students who work full-time in Jakarta. Because, research conducted by Setiawan (2019) towards students who work, but part time at certain universities. Meanwhile, the research carried out Yunita and Monalisa (2022) researched academic stress in Jakarta, but focused on students who studied without working. Previous research examined students, final year students, students doing their thesis, and students in certain study programs. Meanwhile, this research covers students who study while working in Jakarta and full-time.

Research related to academic stress is important and still quite relevant to do today. The curriculum as an educational standard that is continuously updated is also a factor that triggers academic stress (Barseli *et al.*, 2017). The college dropout rate is also known to have increased significantly. So, it is hoped that this research will be able to help full-time working students achieve their academic goals while remaining resilient in facing pressure. Moreover, full-time student workers work more hours than part-time workers and this has not been the focus of research.

METHOD

The method used in this research is quantitative correlational. This method is to see the relationship between variable X and variable Y. The dependent variable (Y) in this research is academic stress while the independent variable (X) is hardiness.

Characteristics of research subjects, including 1) undergraduate students who are studying while working with age min. 19 years old, 2) have worked min. 1 year in Jakarta full-time, and 3) have attended lectures min. 1 year at a Private University anywhere.

The population size is unknown so the sample size is minimum determined with the help of G*Power software version 3.1.9.4. This minimum sample size is recommended with the expected power level, namely 153 respondents. The sampling technique used is non-probability sampling with the accidental sampling method. Because, not all populations have the opportunity to become samples. In addition, individuals who have the potential to become samples are around the researcher.

An instrument in the form of a questionnaire was used from the measurement scale of the two variables. Academic stress in this study was measured using The Academic Stress Inventory (Lin & Chen, 2009). This measuring tool consists of 34 items that measure individual academic stress through 7 aspects, namely stress due to lecturers, stress due to learning results, stress due to exams, stress due to studying in groups, stress due to peers, stress in managing time, and stress due to self. Alone. An example of an item is, "I feel like I don't really understand the learning material from some lecturers."

Hardiness in this study was measured using The Revised Academic Hardiness Scale (Benishek *et al.*, 2005). This measuring tool consists of 40 items that measure an individual's academic toughness through 3 aspects, namely commitment and control of effort, challenge, and control of feelings. An example of an item would be, "I do my best regardless of a particular course class."

Based on the results of validity and reliability tests, The academic stress scale has a calculated r value of 0.349 – 0.716 which is greater than the r table (5%) of 0.113, so that all items are declared valid. This scale has a reliability value of 0.931 which is in the

LITERATUS is a journal published by Neolectura, issued two times in one year. Literatus is a scientific publication media in the form of conceptual paper and field research related to social impact and cultural studies. It is hoped that LITERATUS can become a media for academics and researchers to publish their scientific work and become a reference source for the development of science and knowledge.

Our focus:
Social and Culture

Our Scope:
Humanities, Education, Management, History, Economics, Linguistics, Literature, Religion, Politics, Sociology, Anthropology, and others.



perfect category. Likewise on the hardiness scale, all items are valid with a calculated r of 0.116 – 0.591. The hardiness scale has a reliability value of 0.858 in the high category.

RESULTS AND DISCUSSION

Results

Researchers obtained 594 respondents from the minimum sample size, namely 153 people. A total of 368 respondents were used in the research, while 226 others could not be used. This respondent cannot be used because it does not meet the research criteria. Respondents work outside Jakarta or within Jakarta, but the duration of work is less than 35 hours per week. Apart from that, respondents studied at state universities, not private ones.

Table 1. Subject Demographic Data

Demographic Characteristics	Information	N	%
Age	19 - 22 Years	160	43.5%
	23 - 28 Years	173	47%
	29 - 33 Years	21	5.7%
	34 - 45 Years	14	3.8%
Gender	Woman	221	60.1%
	Man	147	39.9%
College Period	2nd year	105	28.5%
	(Semester 3 and 4)		
	3rd year	51	13.9%
	(Semester 5 and 6)		
	4th year	149	40.5%
	(Semester 7 and 8)		
	> 5th year	63	17.1%
	(Semester 9 onwards)		
Work Location	East Jakarta	47	12.8%
	North Jakarta	53	14.4%
	Central Jakarta	75	20.4%
	South Jakarta	91	24.7%
	West Jakarta	102	27.7%
Years of service	12 years old	144	39.1%
	> 2 - 3 Years	76	20.7%
	> 3 - 4 Years	47	12.8%
	> 4 Years	101	27.4%
Length of work	35 - 40 Hours per Week	279	75.8%
	> 40 Hours per Week	89	24.2%

Subjects included 368 working students from 34 private campuses with 19 different majors. These students work from staff to head level spread across East Jakarta, North Jakarta, Central Jakarta, South Jakarta and West Jakarta.

On Table 1, it is known that the majority of respondents were 221 female students (60.1%), aged 23 - 28 years, numbering 173 people (47%). Most of them were in their 4th year of study, both semesters 7 and 8, namely 149 people (40.5%). Apart from that, the dominant work location for 102 students was in the West Jakarta area (27.7%). The average student works 35-40 hours per week (75.8%). The maximum work period was 1-2 years, amounting to 144 people (39.1%).

Table 2. Categorization of Research Variable Scores

Variable	Xmin	Xmax	elementary school	Mean
Academic Stress	34	170	22.67	102
Hardiness	40	160	20	100

Table 3. Categorization of Academic Stress

Category	Value Range	N	%
Low	34 - 79	67	18.2%
Currently	80 - 124	254	69%
Tall	125 - 170	47	12.8%

Based on Table 3, It is known that 67 working students have low levels of academic stress (18.2%), 254 students have moderate levels of academic stress (69%), while 47 others have high academic stress (12.8%).

Table 4. Hardiness Categorization

Category	Value Range	N	%
Low	40 - 80	1	0.3%
Currently	81 - 120	264	71.7%
Tall	121 - 160	103	28.0%

Based on Table 4, It is known that 1 working student has a low level of hardiness (0.3%), 264 students have a medium level of hardiness (71.7%), while 103 others have high hardiness (28.0%).

Table 5. Normality Test

	<i>Kolmogorov-Smirnov</i>		
	<i>Statistics</i>	<i>df</i>	<i>Sig.</i>
Academic Stress			
<i>Hardiness</i>	0.030	368	0.200

Based on the results of the normality test on Table 5, obtained $D(368) = 0.030$, $p = 0.200$. Thus, it can be concluded that the data is normally distributed because the p value is > 0.05 so that the normality test is fulfilled.

Table 6. Linearity Test

	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Academic Stress (<i>Combined</i>)	66			
<i>Hardiness Deviation from Linearity</i>	65	449,772	1,184	0.177

Based on Table 6, the results of the linearity test on Deviation from Linearity obtained mean square = 449.772 with $F(66.65) = 1.184$, $p(0.177)$. These results show that the two variables have a linear relationship because the p value is > 0.05 so the linearity test is fulfilled.

Table 7. Hypothesis Testing

	<i>Pearson Correlation</i>	<i>Sig.</i>	<i>N</i>
Academic Stress	-0.281	0.001	368
<i>Hardiness</i>			

The results of the classical assumption test show that the data is normally distributed so that the hypothesis test is carried out using Pearson Product Moment. Internal correlation test results Table 7 shows that hardiness has a significant relationship with academic stress. The relationship is quite weak and not unidirectional with $r = -0.281$; $n = 368$, $p = 0.001$. This research answers the hypothesis with H_a accepted and H_0

LITERATUS is a journal published by Neoelectura, issued two times in one year. Literatus is a scientific publication media in the form of conceptual paper and field research related to social impact and cultural studies. It is hoped that LITERATUS can become a media for academics and researchers to publish their scientific work and become a reference source for the development of science and knowledge.

Our focus:
Social and Culture

Our Scope:
Humanities, Education, Management, History, Economics, Linguistics, Literature, Religion, Politics, Sociology, Anthropology, and others.



rejected, which means there is a negative relationship between hardiness and academic stress in students who work full-time in Jakarta.

Correlation tests between dimensions were also carried out to find out the largest correlation between the two dimensions of the variable. Testing is carried out between dimension X and dimension Y, then variable X with dimension Y, then variable Y with dimension X.

Table 8. Correlation Matrix Analysis of Dimension X with Dimension Y

		Commitment and P. Effort	Challenge	P. Feelings
Lecturer Stress	R	-0.124	-0.208	-0.159
	Sig	0.009	0.001	0.001
Stress Learning Outcomes	R	-0.300	-0.208	-0.296
	Sig	0.001	0.001	0.001
Exam Stress	R	-0.030	-0.146	-0.289
	Sig	0.285	0.002	0.001
Deep Learning StressGroup	R	-0.171	-0.135	-0.283
	Sig	0.001	0.005	0.001
Peer Stress	R	-0.024	-0.243	-0.177
	Sig	0.320	0.001	0.001
StressManageTime	R	-0.212	-0.099	-0.314
	Sig	0.001	0.029	0.001
Stress Yourself	R	-0.363	-0.122	-0.346
	Sig	0.001	0.010	0.001

Results of correlation tests between dimensions in Table 8, shows that the largest correlation is in the dimension of Self-Induced Stress with Business Commitment and Control ($r = -0.363$). Apart from that, this dimensional analysis also found that there was no relationship between the dimensions of Stress due to Exams and the dimensions of Business Commitment and Control. This can be seen from the p value of the Stress dimension due to exams which is above 0.05 for the Commitment and Business Control dimensions. Likewise, the dimensions of stress caused by peers on the dimensions of business commitment and control. These dimensions have no relationship.

Table 9. Correlation Matrix Analysis of Variable X with Dimension Y

		Hardiness
Lecturer Stress	R	-0.151
	Sig.	0.002
Stress Learning Outcomes	R	-0.323
	Sig.	0.001
Exam Stress	R	-0.095
	Sig.	0.034
Stress of Learning in Groups	R	-0.213
	Sig.	0.001
Peer Stress	R	-0.050
	Sig.	0.167
Stress Managing Time	R	-0.257
	Sig.	0.001
Stress Yourself	R	-0.400
	Sig.	0.001

Based on the results of the correlation test between the hardiness variable and the dimensions of academic stress Table 9, it is known that the stress dimension due to lecturers has a correlation value of -0.151. The Stress Dimension due to Learning Outcomes has a correlation value of -0.323. The Stress dimension due to exams has a correlation value of -0.095. The dimension of stress due to studying in groups has a correlation value of -0.213. The Stress Dimension in Managing Time has a correlation value of -0.257. Meanwhile, the Self-Inflicted Stress Dimension has a correlation value of -0.400. This calculation shows

that the largest correlation is in the hardiness variable with the Self-Induced Stress dimension.

Table 10. Correlation Matrix Analysis of Variable Y with Dimension X

		Academic Stress
Business Commitment and Control	R	-0.228
	Sig.	0.001
Challenge	R	-0.222
	Sig.	0.001
Controlling Feelings	R	-0.348
	Sig.	0.001

Based on the results of the correlation test between the academic stress variable and the hardiness dimension Table 10, it is known that the Commitment and Business Control dimensions have a correlation value of -0.228. The Challenge Dimension has a correlation value of -0.222. Dimensions Feeling Control has a correlation value of -0.348. This calculation shows that the largest correlation is in the Control of Feelings dimension towards the academic stress variable.

Table 11. Demographic Group Academic Stress Difference Test

Demographic Characteristics	Sig.	Information
Age	0.050	There is a difference
Gender	0.056	No difference
College Period	0.552	No difference
Work Location	0.579	No difference
Years of service	0.621	No difference
Length of work	0.093	No difference

From the results of tests of differences in academic stress based on age, gender, study period, work location, work period, and length of work, it is known that academic stress only differs based on age, as in Table 11. This is because the p value in the age group is not more than 0.05. Therefore, further tests need to be carried out next with a post hoc test.

Age	Mean	elementary school	MD	Sig.
19 – 22	34 – 45	50.11	9.84	7.04* 0.009
23 – 28	34 – 45	50.52	9.36	7.45* 0.006
34 – 45	19 – 22	43.07	13.62	-7.04* 0.009
	23 – 28			-7.45* 0.006

The results of the post hoc test obtained a mean difference = 7.04434 with p (0.009), meaning it was significant. There is a difference in the academic stress of working students in the 19-22 year age group and 34-45 year olds. Likewise, the age group 23-28 years is different from 34-45 years with a mean difference = 7.44903, p (0.006). The academic stress of working students is sequentially from high to low, namely the age group 23-28 years (M = 50.5191, SD = 9.36413), 19-22 years (M = 50.1144, SD = 9.83746), and 34-45 years (M = 43.0701, SD = 13.62261).

LITERATUS is a journal published by Neolectura, issued two times in one year. Literatus is a scientific publication media in the form of conceptual paper and field research related to social impact and cultural studies. It is hoped that LITERATUS can become a media for academics and researchers to publish their scientific work and become a reference source for the development of science and knowledge.

Our focus:
Social and Culture

Our Scope:
Humanities, Education, Management, History, Economics, Linguistics, Literature, Religion, Politics, Sociology, Anthropology, and others.



Table 12. Demographic Group Hardiness Difference Test

Demographic Characteristics	Sig.	Information
Age	0.312	No difference
Gender	0.311	No difference
College Period	0.654	No difference
Work Location	0.961	No difference
Years of service	0.184	No difference
Length of work	0.687	No difference

The results of the different hardiness tests based on age, gender, study period, work location, work period and length of work did not show any differences. This is due to all the demographic data in Table 12 has a p value > 0.05.

Discussion

This research supports the hypothesis which states that there is a significant negative relationship between hardiness and academic stress in students who work full-time in Jakarta. Academic stress experienced, both from internal factors such as self-expectations and external factors, such as lecturers, peers and family, has been proven to be related to hardiness. The impact of academic stress can be minimized if students are able to commit to achieving academic goals. However, just being committed is not enough. This commitment must be accompanied by effort and controlled emotions in the process. However, students view all the difficulties they face as beneficial for their personal development.

According to research Anggara and Laksmiwati (2022), the majority of martial arts students experience moderate stress and hardiness. They must balance academic and social activities, and maintain stable emotional and physical health. Because, from morning to afternoon they have to go to school, in the afternoon for practice, while rest time is used to work on individual and group assignments. Apart from that, they also have the potential to have harmonious relationships with peers and coaches. This relates to competitive matches that ignite emotions through hard physical contact and even the possibility of injury. The coach's erratic presence during long-term monotonous training contributes to unpleasant feelings. However, they are quite tough to face this academic pressure.

These results are also supported by research Yunita and Monalisa (2022) which suggests a negative relationship, but quite strong. Most final year students have low hardiness with high stress conditions. These students must pursue repeat courses and complete their thesis on time. This demand comes from their parents as financial supporters. They also feel left behind by some of their friends who have graduated and even have jobs. Students with low hardiness have a negative assessment of stressful situations so that the responses they get tend to be negative.

This research produces the same negative relationship as the two studies above. Anggara and Laksmiwati (2022) showed a weak correlation in subjects with 2 activity priorities. Meanwhile research of Yunita and Monalisa (2022) has a strong correlation because it is aimed at students. Even though, in the same Post-Covid conditions in the context of Jakarta, they are not student workers. In fact, working students are already working so they are financially independent in all lecture administration. Apart from that, they are in a diverse age range.

Based on the results of the analysis above, there are also differences between students who work and those who don't work. If students obtain intervention dominance from their parents' expectations, students will work more independently. This supports the highest correlation test results in this study. The largest correlation between the hardiness variable and the academic stress dimension is in the Self-Induced Stress dimension. This dimension has a higher correlation than the Stress dimension due to Learning Outcomes.

The Self-induced Stress dimension is stress that arises because of students' expectations of themselves. Meanwhile, stress due to learning outcomes is stress due to the gap between parents' expectations and students' academic results.

Research conducted Jannah *et al.* (2022) shows a weak but positive correlation. This happened because research was conducted on medical students during the Covid-19 pandemic. These students are required to adapt quickly to the new curriculum, environment and learning process. Personality hardiness is related to an optimistic attitude towards the future. The higher the individual's hardiness, the higher the optimism. Meanwhile, individuals with high expectations or unrealistic ambitions can cause academic stress.

Likewise research of Simatupang and Rosito (2023) shows a fairly strong and positive correlation. Individuals with high hardiness are expressed by high resistance to stress. Likewise with the level of commitment. High hardiness, followed by high optimism and this can also cause stress. However, the majority of students who are doing their thesis have low levels of stress and hardiness. Even though they are challenged with managing their time to get their semesters on time, pursuing revisions with deadlines from lecturers and facing demands from parents.

One factor that influences stress is personality. Hardiness is an aspect of personality. Hardiness can help individuals manage emotions with appropriate expressions of the demands experienced (Simatupang & Rosito, 2023). As the research above states, stress also depends on your personality. Therefore, the results of this research are different, not only because of the different characteristics of the subjects but also because of the theory. Use of different theories in relation to the aspects being measured. The theory not only measures academic stressors, but also reactions to academic stressors, both in terms of emotions, thoughts, behavior and physicality.

The results of the correlation test between dimensions show that the largest correlation is in the dimension of Self-Inflicted Stress with Business Commitment and Control. This shows that individuals who are stressed because their expectations of themselves can decrease, if the individual believes that they have done their best. Individuals work hard by sacrificing thought, time and energy to achieve academic goals. Individuals attempt all classes of subjects regardless of how much interest they have in those subjects. This individual also asked for help when he was experiencing academic difficulties.

This dimensional analysis also found that there was no relationship between stress due to exams and business commitment and control. This means that no matter how much effort a student puts into the learning process, he will still be worried when facing the exam. Not to mention it is clear that students cannot ask for help when experiencing difficulties during exams. So, it has nothing to do with students thinking they have tried their best and worrying about taking the exam. This individual will remain worried when they face an exam with the threat of repeating the course if they fail.

Likewise, the dimensions of stress caused by peers on the dimensions of business commitment and control. These dimensions have no relationship. The individual's perception of having made maximum efforts to achieve academic goals has nothing to do with the stress of academic competition. Individuals can still feel stressed facing competitive classmates. These two dimensions of stress do not dominate academic stress in working students from the results of pre-liminary interviews.

The results of the correlation test between the hardiness dimension and academic stress show that the Emotional Control dimension has the greatest correlation. Meanwhile, the Challenge dimension has the lowest correlation. The Feeling Control dimension describes an individual's ability to manage their emotions when faced with academic challenges. This individual is able to regulate emotions in handling stressful situations. They are not passive about events beyond their control that have occurred. These individuals are better prepared to face bad possibilities that occur (Febrianti *et al.*, 2020).

LITERATUS is a journal published by Neolectura, issued two times in one year. Literatus is a scientific publication media in the form of conceptual paper and field research related to social impact and cultural studies. It is hoped that LITERATUS can become a media for academics and researchers to publish their scientific work and become a reference source for the development of science and knowledge.

Our focus:
Social and Culture

Our Scope:
Humanities, Education, Management, History, Economics, Linguistics, Literature, Religion, Politics, Sociology, Anthropology, and others.





According to Maddi (2006), individuals who are strong in control are individuals who have dominant control over the events they face. Individuals tend to want to influence the surrounding environment, no matter how difficult the conditions are to face. Because, this individual views that allowing oneself to be passive and helpless is a mistake. Students who are able to manage their feelings and attitudes by learning from past events will reduce their academic stress. This control is the most prominent in describing individuals with resilient characters (Ramadhan & Aslamawati, 2022).

The Challenge dimension referred to is the tendency to view change as a natural thing that occurs in life. Individuals who are strong in challenges will be challenged by realizing that these changes can be beneficial for their development. According to Febrianti *et al.* (2020), the changes that occur for student workers are changes in the social environment. The environment around this individual is an individual whose focus is working, in order to obtain rewards from his work. This causes working students to lack academic support from their social environment.

Febrianti *et al.* (2020) states that individuals who are weak in challenges will feel worried and threatened by change. This threat is related to academic support as motivation from the social environment in achieving achievements. This is different from students organizing in research of Febrianti *et al.* (2020). The social environment of students in organizations is similar to them, namely students. They have similar characteristics so their academic load is the same. Therefore, they receive more academic support.

Researchers also carried out additional analysis with different tests based on demographic data. The results of different tests show that there are differences in academic stress in age groups. This difference occurs significantly between the age group 19-22 years and 34-45 years. Likewise, the age group 23-28 years is significantly different from 34-45 years. However, researchers did not find differences in academic stress and hardiness between groups of gender, study period, work location, work period, and length of work.

Working students aged 19-22 years and 23-28 years are more stressed than students aged 34-45 years. This is because students aged 19-22 years, the main orientation is on education. As according to Levinson's theory, this individual wants to be financially independent but is not yet fully adequate mentally. Individuals overcome this by studying at universities for the sake of a career (Astono & Rahayuningsih, 2019). Meanwhile, individuals aged 23-28 years have generally completed their formal education. As per Ajhuri (2019), individuals at this age should organize their careers in order to achieve a stable life structure.

This is different from those aged 34-45 years who have other priorities, apart from education. Individuals have found their position in society with family life. His career tends to settle down, but he is still trying to advance it as optimally as possible (Ajhuri, 2019). Some individuals even have central positions, as leaders or experts in the industrial world (Astono & Rahayuningsih, 2019). Likewise, in this research, 3 out of 6 students aged 40-45 years, have served as head of sales, office manager and general manager.

Based on the results of descriptive analysis, categorization of data for the two research variables was obtained. These results show that most working students have moderate levels of academic stress which tend to be low. Meanwhile, student hardiness is at a medium level and tends to be high. The high level of hardiness in working students causes the low academic stress they experience. These results indicate the direction of the relationship between the two variables the negative. However, the categorization does not match the two previous studies which showed high academic stress in working students.

Study of Faizah and Oktawiranto (2020) leads to students working in Malang, without specific semester, major and campus criteria. However, this student is a part-time working student. Likewise research Hamadi *et al.* (2018) towards students working on the Malang campus with certain majors and groups. Some of the students are full-time workers with a working period of less than 1 year and some are part-time.

This research is in accordance with research Musikhah and Nastiti (2022). They research shows moderate academic stress in working students. The subjects include private students on the Sidoarjo campus with certain classes from all majors. Musikhah and Nastiti



(2022) described moderate academic stress as individuals with a tendency to think negatively. They tend to have difficulty doing tasks and concentrating. Apart from that, these individuals also tend to feel stressed and worried when faced with various college or work assignments.

However, as previously stated, academic stress is influenced by various factors. Barseli *et al.* (2017) explains that academic stress can be influenced by thought patterns, personality and beliefs. Meanwhile, according to Yusuf and Yusuf (2020), the factors include hardiness, self-efficacy, optimism, achievement motivation, academic procrastination, and social support. Apart from individual characteristics, these factors generally include the individual's lifestyle and relationships with family, institutions and peers (Wuthrich *et al.*, 2020).

Then research Febrianti *et al.* (2020) also shows the hardiness of students who work at a moderate level. The research is equally focused on working students, without specific semester, department or campus criteria. According to Febrianti *et al.* (2020), individuals with moderate hardiness, namely individuals who are quite capable of handling pressure, obstacles and conflicts in the academic field. Even though individuals have other activities, apart from academic activities. This assumption is also supported Creed *et al.* (2013), that low resilience will only result in difficulties or self-inhibitions.

This research is in accordance with previous research. This can be seen from previous research which also stated the direction of the negative relationship between the two variables. Likewise, the results of the variable data categorization are mostly in the medium category in the context of working students. Although there are differences in the theory used from previous studies.

However, this study has a number of limitations that may affect the quality of the research data. Therefore, it is hoped that these points can be taken into consideration by future researchers.

a. The questionnaire is not equipped with demographic data, such as last education, marital status, and other supporting data. This demographic data can enrich research results by strengthening the discussion arguments. Recent education is useful for knowing indications or motives for middle-aged individuals to continue their undergraduate studies. Marital status is related to the presence or absence of responsibilities towards the family. Then, transportation mobility to discuss issues from the Jakarta perspective.

b. Researchers distributed questionnaires offline on November 30 2023 and December 2 2023. However, offline data collection was not effective enough with the large number of items in terms of cost and time. There is a possibility that the majority of respondents answered randomly. Not to mention, the sample is working students. This student is in the afternoon class or evening class. The time to meet them is only upon arrival or between breaks with a duration of only 1 hour. Meanwhile, it is not possible to return home in a conducive manner.

CONCLUSION

Based on the research results, it is known that there is a significant negative relationship between hardiness and academic stress in students who work full-time in Jakarta. The higher the hardiness, the lower the academic stress of working students. Vice versa, the lower the hardiness, the higher the academic stress one will experience.

BIBLIOGRAPHY

Ajhuri, K. F. (2019). *Developmental psychology approaches across the life span*. Library Media Distributor.

LITERATUS is a journal published by Neolectura, issued two times in one year. Literatus is a scientific publication media in the form of conceptual paper and field research related to social impact and cultural studies. It is hoped that LITERATUS can become a media for academics and researchers to publish their scientific work and become a reference source for the development of science and knowledge.

Our focus:
Social and Culture

Our Scope:
Humanities, Education, Management, History, Economics, Linguistics, Literature, Religion, Politics, Sociology, Anthropology, and others.





- Anggara, A. R. D., & Laksmiwati, H. (2022). The relationship between hardiness and stress in Blitar city martial arts student athletes. *Character: Journal of Psychological Research*, 9(5), 104–115.
- Astono, A. P., & Rahayuningsih, I. (2019). Differences in readiness to change employees in the production directorate of PT Petrokimia Gresik in terms of age. *PSYCHOSCIENCE (Journal of Psychological Research and Thought)*, 13(2), 157–171. <https://doi.org/10.30587/psikosains.v13i2.770>
- Attamimi, A. N. R., Nirmala, I., & Putri, D. A. V. (2019). *Higher education statistics 2019*. Center for Science and Technology, Higher Education.
- Azizah, J. N., & Satwika, Y. W. (2021). The relationship between hardiness and academic stress in students working on their thesis during the Covid-19 pandemic. *Character: Journal of Psychological Research*, 8(1), 212–223.
- Barseli, M., Ifdil, I., & Nikmarijal, N. (2017). Student academic stress concept. *Journal of Counseling and Education*, 5(3), 143–148. <https://doi.org/10.29210/119800>
- Benishek, L. A., Feldman, J. M., Shipon, R. W., Mecham, S. D., & Lopez, F. G. (2005). Development and evaluation of the revised academic hardiness scale. *Journal of Career Assessment*, 13(1), 59–76. <https://doi.org/10.1177/1069072704270274>
- Benishek, L. A., & Lopez, F. G. (2001). Development and initial validation of a measure of academic hardiness. *Journal of Career Assessment*, 9(4), 333–352. <https://doi.org/10.1177/106907270100900402>
- Christy, F. E. (2020, February 4). Jakarta: The city with the sixth level of stress in the world. *Tempo*. <https://data.tempo.co/data/594/jakarta-kota-dengan-angkat-stress-ke-enam-dunia>
- Creed, P. A., Conlon, E. G., & Dhaliwal, K. (2013). Revisiting the academic hardiness scale: Revision and revalidation. *Journal of Career Assessment*, 21(4), 537–554. <https://doi.org/10.1177/1069072712475285>
- Faizah, F., & Oktawiranto, R. (2020). Are you stressed about academics? Study of academic workload for students who play multiple roles. *Psycho Idea*, 18(1), 1–7. <https://doi.org/10.30595/psychoidea.v18i1.5634>
- Febrianti, Y. P., Nuqul, F. L., & Khotimah, H. (2020). Academic hardiness in activist students and working students. *Psyche 165 Journal*, 13(1), 79–87. <https://doi.org/10.35134/jpsy165.v13i1.65>
- Hamadi, H., Wiyono, J., & Rahayu, W. (2018). Differences in stress levels in working and non-working students at Tribhuwana Tungadewi University, Malang, Faculty of Economics, Department of Management, Class of 2013. *Nursing News*, 3(1), 369–378.
- Hayashi, R. M. (2022, November 12). Illegal business of thesis jockeys, most clients are private campus students. *Kumparan News*. <https://kumparan.com/kumparannews/bisnis-gelap-joki-skrip-klien-paling-besar-mahasiswa-kampus-swasta-1zEIKpkCzrZ/full>
- Jannah, F., Lestari, S. M. P., Marhayuni, E., & Putri, A. M. (2022). The relationship between personality hardiness and academic stress in Malahayati University medical students during the Covid-19 pandemic, Class of 2018. *Empathy: Journal of Guidance and Counseling*, 9(2), 194–205. <https://doi.org/10.26877/empathy.v9i2.11584>
- Lal, K. (2014). Academic stress among adolescents in relation to intelligence and demographic factors. *American International Journal of Research in Humanities, Arts and Social Sciences*, 5(1), 123–129.
- Lin, Y. M., & Chen, F. S. (2009). Academic stress inventory of students at universities and colleges of technology. *World Transactions on Engineering and Technology Education*, 7(2), 157–162.
- Maddi, S. R. (2006). Hardiness: The courage to grow from stress. *The Journal of Positive Psychology*, 1(3), 160–168. <https://doi.org/10.1080/17439760600619609>
- Mahdi, M. I. (2022, March 14). Jakarta is on the list of the most stressful cities in the world in 2021. *Indonesian Data*. <https://dataindonesia.id/varia/detail/jakarta-besar-besar-kota-paling-stres-di-dunia-pada-2021>



- Merry, & Mamahit, H. C. (2020). Academic stress of active students from the class of 2018 and 2019 at private universities in DKI Jakarta. *JKI (Indonesian Counseling Journal)*, 6(1), 6–13. <https://doi.org/10.23960/jpp.v10.i3.202004>
- Musikhah, W., & Nastiti, D. (2022). Academic stress of University of Muhammadiyah Sidoarjo students who study while working class of 2021. *Journal of Islamic and Muhammadiyah Studies*, 2, 1–6. <https://doi.org/10.21070/jims.v2i0.1543>
- Ramadhan, M. I., & Aslamawati, Y. (2022). The relationship between hardiness and academic stress (Study of University Medical Students X Medical Professional Study Program (PSPD) in the City of Bandung). *Schema: Journal of Psychological Research*, 6(2), 43–48. <https://doi.org/10.29313/schema.v0i0.5670>
- Sari, D. A. M., & Rahayu, D. (2022). The role of self-efficacy on academic stress in final year students. *Psychoborneo: Scientific Journal of Psychology*, 10(4), 741–751. <https://doi.org/10.30872/psikoborneo.v10i4.8722>
- Setiawan, H. (2019). The relationship between hardiness personality and academic stress in Widya Mandala Catholic University Surabaya students who work part time (Bachelor Thesis). Widya Mandala Catholic University Surabaya, Indonesia.
- Shadiqi, M. A. (2023). *Statistics for psychological research with SPSS*. Rajawali Press.
- Simatupang, A. J. H., & Rosito, A. C. (2023). The relationship between hardiness and stress working on a thesis for final students at HKBP Nommensen University, Medan. *Tambusai Education Journal*, 7(2), 19105–19114. <https://doi.org/10.20473/jlm.v6i2.2022.373-384>
- Wahyono. (2023, September 12). 10 departments with the highest number of students dropping out, which study programs? *Sindo News*. <https://edukasi.sindonews.com/read/1199201/211/10-jurusan-dengan-nomor-mahasiswa-drop-out-terbesar-prodi-mana-saja-1694495350?showpage=all>
- Wuthrich, V. M., Jagiello, T., & Azzi, V. (2020). Academic stress in the final years of school: A systematic literature review. *Child Psychiatry & Human Development*, 51(6), 986–1015. <https://doi.org/10.1007/s10578-020-00981-y>
- Yunita, M. M., & Monalisa, M. (2022). Relationship of hardiness and academic stress to future orientation in final-level students in Jakarta. *Proceedings of the 3rd International Conference of Education and Science*. <https://doi.org/10.4108/eai.17-11-2021.2318621>
- Yusuf, N. M., & Yusuf, J. M. (2020). Factors influencing academic stress. *Psycho Idea*, 19(2), 112–124. <https://doi.org/10.30595/psychoidea.v19i2.12567>

LITERATUS is a journal published by Neolectura, issued two times in one year. Literatus is a scientific publication media in the form of conceptual paper and field research related to social impact and cultural studies. It is hoped that LITERATUS can become a media for academics and researchers to publish their scientific work and become a reference source for the development of science and knowledge.

Our focus:
Social and Culture

Our Scope:
Humanities,
Education,
Management,
History,
Economics,
Linguistics,
Literature,
Religion,
Politics,
Sociology,
Anthropology,
and others.

