

## **HARDINESS DESCRIPTION OF HARDINESS PERSONALITY IN BATAK PERANTAU STUDENTS: STUDY OF BATAK STUDENTS STUDYING IN THE JABODETABEK AREA**

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### **ABSTRACT**

This research aims to describe about hardiness personality of Bataknese perantau college students whose studying in Jakarta, Bogor, Depok, Tangerang, Bekasi areas. Hardiness personality involves the ability to change the negative stressor into a positive challenge. Respondents in this research were college students with Batak culture whose wandering in Jabodetabek, sum of respondents are 60 people. The measuring instrument in this research was hardiness personality scale by Kobasa in 1985, that translated and adapted by the researcher. Hardiness personality scale of 14 items (Cronbach's Alpha = 0,814). Technique of the data analysis was descriptive statistic analysis. The results obtained show that hardiness personality of collage students whose wandering in Jabodetabek are in low category (72% low category, 28% middle category). Based on the aspects analysis of gender, male respondents have a higher hardiness personality than women. Analysis based on the age aspect show that the respondent's in early adulthood category (22 years old) have a higher hardiness personality than late adolescent category (18-21 years). Based on an answer that has categorized from open questions, also don't showed about high hardiness personality.

**Keywords:** Personality, hardiness, Bataknese, college students, perantau.

### **PRELIMINARY**

According to Castle (in Permanasari & Suwarna, 2013), the Batak people are among the largest immigrants in Indonesia. Batak people seize opportunities for education and modern life. Initially, the Batak people migrated to the coastal areas of Sumatra and targeted Jakarta. Professor of Anthropology at the State University of Medan, Bungaran Antonius Simanjuntak, argued that the migration of Batak people out of their villages was driven by the views of hagabeon (success in descent), hasangapon (honor) and hamoraon (wealth). The Batak community is a society, where genealogical factors determine the composition of the village environment. According to Revida (2006) the concept of 3H in Batak society has crystallized in their lives. The concept of 3H in Batak society stands for hamoraon (wealth), hagabeon (happiness) and hasangapon (honor). The 3H concept is also the life goal of every Batak community. Permanasari and Suwarna (2013) explained that many Batak people had migrated because they wanted to improve the socio-economic conditions of the family. Santrock (2007) suggests that students are included in the developmental period of late adolescence and early adulthood. Based on the age range, overseas students experience a process of specialization in dating, career, self-identity expansion, personal and economic independence, and career development. Ngantang (2011) understands that in the process of achieving success overseas, Batak students are determined by the quality of their personality. Robbins and Judge (2008) states that factors other than programs and training that affect success are ability and personality. Nikolaou (in Purnomo & Lestari, 2010) states that personality dimensions have a

significant effect on one's achievement. Sujanto, Lubis and Hadi (2009) suggest that individual personalities can change, where personality is easy or can be influenced by something. Hambali (2013) states that personality can be influenced by several influencing factors, namely genetic factors, environmental factors, gene stimulation factors and ways of thinking. In addition, there are other factors that influence, namely initial experiences, cultural influences, physical conditions, attractiveness, intelligence, emotions, names, successes and failures, social acceptance, family influence, physical changes, diet, and geographical conditions.

Cultural factors in the formation of personality have a big influence, especially cultural elements that directly affect individuals. The process of studying culture starts from childhood so that different personalities are formed between individuals. Culture according to Adler (in Liliweri, 2002) is everything that is shared by all or some members of a social group, which is passed on to each generation (morals, laws, and customs) that influence behavior or form the structure of individual perceptions about the world. According to Samovar and Porter (in Liliweri, 2002) culture is an accumulative store of knowledge, experience, belief, value, attitude, meaning, hierarchy, religion, choice of time, role, relationship, space, broad concepts, and material objects or possessions owned and maintained by a group of people or a generation. Kobasa (in Smet, 2002) suggests that hardiness personality is a pattern of personality characteristics that serves as a source of resistance when individuals face stressful and stressful situations. According to Kobasa, (Kreitner & Kinicki, 2005) personality aspects of hardiness are commitment, control, and challenge. In the same study, Kobasa revealed that individuals who have a strong hardiness personality are considered to have general characteristics such as the belief that they can control or influence the events they experience, (b) the ability to be fully involved or committed in an activity in life, and (c) views certain changes as challenging and exciting and self-enhancing. In the process of achieving success, it takes a strong personality to face all obstacles or problems that get in the way. The main reason people leave is to achieve success, which requires courage to be more confident and independent, and ready to face various changes in new situations and environments.

The researcher understands that the Batak students who migrate carry the cultural values that have been implanted, namely success in overseas and 3H. Batak students who have gone abroad try to fulfill the values that have been internalized in them. One of the factors that influence success is a person's personality. Batak students who have migrated have absorbed the values of Batak culture, and the Batak community is identified with behavior that is in accordance with the characteristics of their hardiness personality. It is also in accordance with the phenomenon of the successful Batak people, giving rise to behaviors associated with a strong hardiness personality. Batak students who have migrated are widespread, one of which is the Jabodetabek area. The Jabodetabek area is a metropolitan area, which has a variety of heterogeneous cultural ethnicities, making the opportunities for cultural acculturation in the Jabodetabek area even higher. It is different in North Sumatra, where the majority of the population is Batak, so it is homogeneous. Personality is influenced by geographic and cultural factors. Batak students who have migrated have brought cultural values instilled in their native region, namely North Sumatra. The change of residence (geographic) and the variation of the surrounding culture influenced the hardiness personality of the Batak students who left.

Researchers want to see a description of the personality hardiness of Batak students who have migrated to Jabodetabek. Do Batak students have a strong or weak hardiness personality description during their overseas migration, where cultural acculturation is very strong. In addition, the researcher also wanted to see the most dominant aspect of the hardiness personality of the Batak students who had migrated.

## LITERATURE REVIEW

### 1. Hardiness Personality

#### a. Definition of Hardiness Personality

Allport (in Feist & Feist, 2010) suggests that personality as a dynamic organization of a person's psychophysical system determines the behavior and thoughts of that person. Furthermore, according to Pervin and John (in Hambali, 2013), personality represents individual characteristics consisting of patterns of thoughts, feelings and consistent behavior. Kobasa (in Smet, 2002) suggests that hardiness personality is a pattern of personality characteristics that serves as a source of resistance when individuals face stressful and stressfull situations. Kreitner and Kinicki (in Nurtjahjanti & Ratnaningsih, 2011) state that the hardiness personality involves the ability from perspective or behaviorally to turn negative stressors into positive challenges.

#### b. Aspects of Hardiness

According to Kobasa, (Kreitner & Kinicki, 2005) hardiness personality aspects include :

- a) Commitment (commitment), the aspect of commitment reflects the tendency of individuals to involve themselves optimally in any situation or work that is carried out. In line with cognitive assessments, committed individuals have an understanding of the purpose of the work being carried out, to enable them to identify, interpret events and people in their environment. Furthermore, the relationship with behaving, individuals exert themselves optimally towards themselves and the social environment that they do not give up easily under stressful situations.
- b) Control, the control aspect reflects the individual's tendency to feel capable and act in influencing stressful events in his life. Individuals who have control aspects have perceptions that are formed from their imagination, knowledge, skills and choices.
- c) Challenge, The challenge aspect reflects the individual's belief that change is something normal in life and anticipating change is something that is interesting and good for personal development, not as an obstacle or a problem. Individuals who have aspects of the challenges view a stressful situation as a challenge not a threat, because the changes that go through only require adjustment. With regard to behavior, individuals who have challenging aspects will strive to change and adapt, so that they can develop and adapt to the environment.

#### c. Factors affecting Hardiness

Waluya (2007) explains that environmental factors are very dominant in influencing a person's personality. Geographical factors are the physical environment (climate, topography, natural resources) and the social environment. Certain physical or social environmental conditions affect the personality of an individual or group because humans must adapt to their environment. Furthermore, Waluya (2007) explains that culture has a major influence on a person's behavior and personality, especially cultural elements that directly affect individuals. Culture can be a guide for human life and a means to fulfill their needs. Therefore, the cultural elements that develop in society are studied by individuals to become part of themselves and they can survive. The process of studying cultural elements has started since childhood so that different personalities are formed between individuals or between cultural groups from one another.

### 2. Batak culture

#### a. Definition of Batak Culture

Culture according to Adler (in Liliweri, 2002) is everything that is shared by all or some members of a social group, which is passed on to each generation (morals, laws, and customs) that influence behavior or form the structure of individual perceptions about

the world. The Batak community is a society, which has a genealogy factor that determines the composition of the village environment. The Batak tribe consists of 6 sub-sections, namely Toba, Karo, Simalungun, Pakpak, Angkola, and Mandailing (Simanjuntak, 2011). The development of the Batak clan follows the Father's line (Patrilineal). All children, both boys and girls, have their father's clan, but only the son continues the father's lineage, the daughter is not allowed (Sianipar, 2012). Social relations are regulated by a social system based on clan. Marga is the basis for the *dalih na tolu* relationship (kinship which consists of 3 parts of the *hula-hula*, *dongan tobu*, *boru* which is the traditional structure of the Batak community). Marga is the collective name of a group of people descended from one ancestor calculated from the upper level or *graad* / higher grade (Simanjuntak, 2011).

#### **b. Aspects of Batak Culture**

According to Revida (2006) the aspects of the Batak culture are so crystallized in their lives. The aspects of the 3H value in Batak society are:

- a) *Hamoraon* (wealth) is everything that is owned by a person, the form of wealth in self-respect, wealth in property and wealth in children. Wealth (*Hamoraon*) is always synonymous with wealth, dignity and children. Without children, you will not feel rich, even though you have lots of possessions.
- b) *Hagabeon* (Happiness), which means with happiness or well-being. Happiness in this case is happiness in the offspring, in the sense that the offspring gives hope of life, because the offspring is an invaluable happiness for parents, relatives and family.
- c) *Hasangapon* (Honor) is a position a person has in the community, which is usually acquired through the learning process. People who are considered honorable are people who have certain status, such as teachers, rich people, village heads, church administrators or traditional leaders who can be used as role models. Based on a certain status so that it must behave in accordance with the status. Social position can be said as an honor (*hasangapon*), as a community role model is considered an honor for him. Actually, all levels of society have the concept of the *Hasangapon* value, which assesses whether someone is considered good in community life according to the role of society according to the wishes of the community.

### **3. Students**

#### **a. Definition of Student**

Migrant students are individuals who live in other areas to study at university and prepare themselves for the achievement of a diploma, bachelor, master or specialist college level expertise (Lingga & Tuapattinaja, 2012). Santrock (2007) suggests that students are included in the developmental period of late adolescence and early adulthood. Late adolescence is in the age range of 18 to 22 years, and early adulthood in the 20s to 30s. Overseas students experience a developmental process such as a process of specialization in dating, career, self-identity expansion, personal and economic independence and career development. Students must also be responsible for themselves and make decisions independently as adults.

#### **b. Student Characteristics**

According to Kartono (in Ulfah, 2010) students are members of society who have certain characteristics, including:

- a) Have the ability and opportunity to study in tertiary institutions so that they can be classified as *intelligentsia*.
- b) Because of the opportunities there are, students are expected to act as capable and skilled leaders either as community leaders or in the world of work.
- c) It is expected to be a dynamic driving force for the modernization process.

- d) It is hoped that they can enter the world of work as a qualified and professional workforce.

## **METODE PENELITIAN**

### **1. Place and Time of Research**

The research site was conducted in the Jabodetabek area on March 17, 2014. The purpose of this study was to determine the description of the personality hardiness of Batak migrant students studying in Jakarta, Bogor, Depok, Tangerang, Bekasi.

### **2. Population and Sample**

The number of samples for the Pilot Study at least 30 people (sample) with the distribution of scores close to the normal curve (Creswell, 2005). In this study, respondents totaled 60 students studying in the Jakarta, Bogor, Depok, Tangerang, Bekasi areas.

### **3. Sampling Technique**

The sample according to Creswell (2005) is a small group of individuals drawn from the population, which the researcher plans to study and generalize to the population. Researchers used convenience sampling techniques in this study. According to Creswell (2005), convenience sampling technique, the researcher chooses the participants because the sample is willing and available for study. The researcher cannot say with confidence that the individuals represent the population, but the sample is able to provide the information in the study. This is because the techniques used are included in non-probability sampling. The non-probability sampling technique is described by Creswell (2005), researchers have a sample because the sample is willing, available and represents the characteristics to be studied, where the sample is not systematically selected. Researchers cannot say with confidence that they are representative of the population. However, samples can provide useful information to answer questions and hypotheses.

The analytical method used is descriptive statistical techniques that reveal the value of the mean, subject distribution, category, normality of the results of the questionnaire data that are processed to support the discussion of the Hardiness personality variable. Descriptive analysis to determine the response category, analyzed using the calculation of the hypothetical mean. Categorization is divided into three categories, namely high, medium, and low.

### **4. Research Results and Discussion**

The low hardiness personality of respondents is due to differences in understanding and acculturation of culture. The difference in understanding of the concept of each aspect of hardiness with the respondent's understanding makes respondents have a low hardiness personality. Changing cultural values and living environment will affect the personality of hardiness to be low. The results of the hardiness personality analysis show that male respondents have a higher mean value than women. Irianto (2003) explains that the patrilineal social system clearly positions the power relationship between men and women. This social system exerts influence on regulations that place women in a weaker position. Furthermore, Murnianti (2004) explained that men in Batak society are more valued than women, this is evidenced by giving the heads of pigs to men in traditional ceremonies. The existence of giving a pig's head as a manifestation of Batak cultural values, namely honor, wealth, and descent which is a right for men. Simanjuntak (2011) explains that for the Batak community in the inheritance system, men are prioritized over women. Boys have the right to inherit inheritance from their parents, while girls do not have inheritance rights from their parents. Families without sons consider life to be without happiness (hagabeon). Boys are always expected to be more than girls. Based on the explanation given by the researcher regarding gender differences, it shows that the mean value is higher in male respondents. This is because there are rules in Batak culture that prefer men over women. The rules in



Batak culture make men have bigger obligations than women the response in the early adult group had a higher mean hardiness personality than the late adolescent group. The very large difference in the number of respondents between late adolescence (47 people) and early adulthood (13 people) can also affect the mean value. Apart from the differences in the number of respondents, the difference in the mean value obtained can also be explained by differences in the development period.

In line with the previous explanation, early adulthood has several periods, such as the regulatory period, reproductive age, problematic periods, periods of emotional tension, periods of social isolation, periods of commitment, periods of dependence, periods of value changes, periods of adjustment to a new way of life, and creative period. Furthermore, the late adolescent group is a period of adjustment to new life patterns, new social expectations and playing new roles. The group of early adult respondents has a high mean value of hardiness personality because of the compatibility between the setting period, the commitment period, and the adjustment period to a new way of life. The low hardiness personality of late adolescent respondents can be caused by the stages of development, namely the search for identity. Late adolescents in the process of looking for identity and experiencing changes in roles, culture and environment, so they can experience confusion. The confusion experienced by late adolescents in the search for identity affects the identity of the late adolescent's personality, one of which is the hardiness personality. Late adolescent respondent hardiness personality identity is classified as low because it is in a stage of confusion or self-identity search that has not been achieved properly. Based on the explanation regarding the task of late adolescent development, it can be seen that the respondents with the number of late adolescents explained more about the results of the hardiness personality research of Batak students who migrated to be low.

## CONCLUSION

The understanding of hardiness personality in this study involves the ability from a perspective or behaviorally to change negative stressors into positive challenges. The hardiness personality has 3 aspects, namely commitment, control, and challenge. The purpose of this study was to describe the hardiness personality of Batak migrant students studying in the Jakarta, Bogor, Depok, Tangerang, Bekasi areas. Based on the results of descriptive analysis, it is known that the Batak students who have migrated in Jabodetabek are in the low category. In terms of gender, male respondents have a higher hardiness personality than women. Furthermore, in terms of age, respondents with 22 years of age who belong to the early adulthood category have a higher hardiness personality than respondents in the late adolescent category (18-21 years).

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