

# THE RELATIONSHIP BETWEEN HARDINESS AND PSYCHOLOGICAL WELL BEING IN STUDENTS WHO USE DISTANCE LEARNING METHODS IN HIGH SCHOOL COLLEGE ADVENT SALEMBA

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## ABSTRACT

The Covid-19 pandemic forces students to use distance learning methods which are full of various challenges related to students' psychological well-being and hardiness. This research aims to determine the relationship between hardiness and psychological well-being in students who use distance learning methods at Salemba Adventist College High School. This research uses a quantitative approach with the product moment correlation method. The subjects in this research were 105 people. Using the Ryff psychological well being scale instrument (in Mintarsih, 2015) which consists of 47 items and the Kobasa hardiness scale (in Isthofaiyah, 2017). This research uses Simple Random Sampling techniques and uses Product Moment Correlation data analysis. The results of the Pearson Product Moment correlation calculation show that the correlation coefficient value is 0.800 with a p value of 0.000 ( $p < 0.05$ ). These results mean that the null hypothesis is rejected and the alternative hypothesis is accepted by stating that there is a relationship between hardiness and psychological well being in students who use distance learning methods at Salemba Adventist College High School. Based on the results of this research, the researcher concluded that there is a strong relationship in a positive direction between hardiness and psychological well being in students who use distance learning methods at Salemba Adventist College High School.

**Keywords:** Hardiness; Psychological Well Being; Distance Learning.

## INTRODUCTION

In accordance with the circular of the Minister of Education and Culture number 3 of 2020 (Minister of Education and Culture of the Republic of Indonesia, 2020) concerning the policy of learning from home, students are using distance learning methods during the Covid-19 pandemic. Learning services provided by teachers should be able to provide meaningful learning experiences, without being burdened by the demands of curriculum achievements for grade promotion or graduation, focused on life skills education, including regarding the Covid-19 pandemic. Learning activities and assignments for learning from home can be given in a variety of ways between students, including considering gaps in access or learning facilities at home, evidence or products of learning from home activities given qualitative and useful feedback from the teacher.

In carrying out the distance learning method, students face various challenges, namely as reported by Suarasulsel.id, a high school student in Gowa Regency, South Sulawesi, who was determined to end his life by drinking poison due to stress due to piling up assignments and an internet network that often dropped out (Yunus 2020). In line with this, Li et.al., (2021) explained that Covid-19 causes various levels of stress, symptoms of depression and certain discomfort.

Salemba Adventist College High School, located on Jalan Salemba Raya No. 47, Central Jakarta, uses the zoom meeting application with breakout rooms for each class. Students are required to create a class identity and name (XI IPA- Griselda) so that the host can enter the student's Zoom account into their respective classes. Distance learning will be implemented starting at 07.00 WIB starting with a short prayer service then continuing with the first lesson until 10.05 WIB. Followed by a break from 10.05 to 10.30 WIT then starting studying again until 12.00 WIT, interspersed with prayer followed by teachers and students ending at 12.30 WIT.

Based on guidance and counseling data from Salemba Adventist College High School (2021), it was found that of the 92 students from classes X and XI, there were 47 students who chose the offline teaching and learning process and 30 students who chose the online distance learning process. Meanwhile, 15 students did not answer offline or online. The reasons for students who choose offline are that they are bored, offline learning is more effective, they are more focused on learning, they can understand quickly, they are not optimal regarding practical work, the signal is not good and they don't play online games. Meanwhile, students who choose online are afraid of the Covid-19 virus, because their uniforms no longer fit and the distance from home to school. The phenomenon that occurred at Salemba Adventist College High School is almost the same as the research described previously regarding the challenges of participating in distance learning.

## **METHOD**

### **Participants**

The population in this study were students who used distance learning methods at the Salemba Adventist High School. The research sample was taken using the Simple Random Sampling technique, where the sample was students who carried out distance learning methods at the Salemba Adventist College High School.

### **Data Collection Technique**

The data collection technique used in this research uses a psychological scale which refers to the Likert scale. The psychological scales used in this research are the hardiness and psychological well being scales. The hardiness scale was measured using the Kobasa hardiness scale compiled by Kobasa (in Isthofaiyah, 2017). This scale has three aspects, namely Control, Commitment, Challenge. Meanwhile, the psychological well being scale is measured using Ryff's psychological well being scale compiled by RyffS (in Mintarsih, 2015). The scale consists of six aspects, namely Self-Acceptance, Positive Relationships with Other People, Independence, Mastery of the Environment, Life Goals, Developing One's Potential.

### **Data Analysis Method**

Before carrying out the actual research, the researcher first conducted a trial on 30 students who carried out the distance learning method at the Salemba Adventist College High School on August 19 2021. The measuring instrument used in this research has passed the expert judgment stage by the supervisor and test. readability of female students. From the data obtained during the trial, the researchers tested item differentiation, validity and reliability. The results obtained from each test were in testing item differentiation, all 47 hardiness scale items were declared to be used, 19 of which were invalid and 23 items were dropped. The Psychological Well Being scale items, totaling 47 items, were declared used and 31 items were dropped.

This item discrimination test was carried out by looking at the correlation value using the SPSS program. Azwar (2012) also said that all items that reached a value of 0.3 in their distinguishing power were considered satisfactory. Vice versa, if the value obtained is below 0.3, it is considered that the item has low distinguishing power.

After passing the item differentiation test, the remaining items will then be tested for validity. Items are declared valid if the p value is  $> 0.50$ . In this research, the validity test used the factor analysis method assisted by the SPSS program. The validity test results obtained on the hardiness scale can be concluded that 16 valid items show above 0.4 and 36 invalid items show below 0.4. The psychological well being scale can be concluded that 14 valid items show above 0.4 and 33 invalid items show below 0.4.

After the items are assessed as valid, a reliability test will then be carried out on each scale that will be used. Reliability tests are carried out to test the extent to which the measuring instrument is consistent and reliable. In this research, the reliability test used uses an internal consistency approach, namely the Cronbach's alpha coefficient technique assisted by the SPSS program. The reliability results obtained were 0.912 for the hardiness variable and 0.934 for the psychological well being variable. That way, both variables are declared reliable.

## RESULTS AND DISCUSSION

The data analysis used to test this research hypothesis uses the bivariate correlation method. The bivariate correlation assessment functions to test the hypothesis on the assumption that bivariate correlation is able to show the relationship between two variables using SPSS calculations.

Before carrying out data analysis, researchers tested assumptions or prerequisites in the form of a normality test. This test was carried out using the Kolmogorov Smirnov Test assisted by the SPSS application. The significance level was set at 0.05. According to Azwar (2011), data is said to be normally distributed if the significance value is greater than 0.05 (sig.  $> 0.05$ ). Meanwhile, if the significance value is smaller than 0.05 (Sig.  $< 0.05$ ), it means that the data is not distributed normally.

The following are the results of the Kolmogorov-Smirnov normality test obtained:

**Table 1: Normality Test Results**

N		105
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	289.804.06 2
Most Extreme Differences	Absolute	.068
	Positive	.068
	Negative	-.051
Test Statistic		.068
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

After getting the results from the normality test, the researchers carried out a correlation test using bivariate correlation analysis using product moment correlation to find out whether there was a relationship between hardiness and psychological well being in students who used the distance learning method at Salemba Adventist College High School.

The results of the analysis showed that the value of the Pearson product moment correlation coefficient between hardiness and psychological well being was  $r = 0.800$  with a  $p$  value of  $0.000$  ( $p < 0.05$ ), so it can be concluded that there is a strong relationship between hardiness and psychological well being in students. who uses distance learning methods at the Salemba Adventist College High School. This value also shows that the higher the hardiness, the higher the psychological well-being. On the other hand, the lower the hardiness, the lower the psychological well-being.

The results of this research are in line with research conducted by Widhigdo et.al., (2020) showing that there was an increase in psychological well being scores in student activity unit administrators after attending hardiness training, and there was a positive correlation between hardiness and psychological well being.

## CONCLUSION

Based on the results of the research that has been carried out, the researchers concluded that there is a strong relationship in a positive direction between hardiness and psychological well being in students who use distance learning methods at Salemba Adventist High School. This means that the higher the hardiness, the higher the psychological well-being. On the other hand, the lower the hardiness, the lower the psychological well-being.

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