



The Contribution of Psychological well-being and Self-compassion toward Student's Academic hardiness: A Study in Islamic Boarding School

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Abstrak

*Islamic Boarding School (Pondok Pesantren) menjadi alternatif mahasiswa dalam memperkuat pengetahuan agama dan keterampilan sosial. Tinggal di pondok pesantren membawa tuntutan lebih tinggi, membutuhkan *academic hardiness* dengan komitmen, kontrol, dan menghadapi tantangan. *Academic hardiness* sangat berpengaruh pada keberhasilan akademik mahasiswa. Maka, diperlukan *psychological well-being* dan *self-compassion* untuk mendukung *academic hardiness*. Penelitian ini bertujuan menganalisis kontribusi *psychological well-being* dan *self-compassion* terhadap *academic hardiness* mahasiswa di pondok pesantren. Metode penelitian kuantitatif dengan desain korelasional dan sampel diambil dengan teknik *convenience random sampling*. Partisipan dalam penelitian sebesar 35 mahasiswa. Instrumen penelitian menggunakan adaptasi skala *psychological well-being* Riff, skala *self-compassion* Neff, dan skala *academic hardiness* Creed dengan metode translation and back-translation. Analisis data menggunakan statistik deskriptif dan uji regresi linier berganda. Hasil penelitian menunjukkan bahwa *psychological well-being* dan *self-compassion* secara bersama-sama berpengaruh sebesar 61,5% ($R\text{-Square} = .615$) terhadap *academic hardiness* mahasiswa di pondok. Sisanya, 38,5% dipengaruhi oleh variabel lain. Dengan demikian, *psychological well-being* dan *self-compassion* memiliki peran penting dalam membentuk *academic hardiness* mahasiswa pondok pesantren. Adanya *psychological well-being* dan *self-compassion* membantu mahasiswa lebih mampu menerima dan mengontrol kondisi serta memahami diri untuk menghadapi tantangan sehingga tercipta *academic hardiness*.*

Abstract

The Islamic Boarding School (Pondok Pesantren) is an alternative for students seeking to strengthen their religious and social skills and knowledge. Residing in a boarding school entails higher demands, requiring academic hardiness characterized by commitment, control, and facing challenges. Academic hardiness has a significant impact on the academic success of students. Therefore, psychological well-being and self-compassion are needed to support academic hardiness. This research aims to analyze the contribution of psychological well-being and self-compassion to the academic hardiness of students in boarding schools. The research employed a quantitative approach with a correlational design, and the sample was selected using a convenience random sampling technique, comprising 35 students. Research instruments included adapted scales for psychological well-being (Riff), self-compassion (Neff), and academic hardiness (Creed) using the translation and back-translation method. Data analysis involved descriptive statistics and multiple linear regression tests. The results indicate that psychological well-being and self-compassion collectively contribute to 61.5% ($R\text{-Square} = .615$) of the academic hardiness of students in the boarding school. Other variables influence the remaining 38.5%. Therefore, psychological well-being and self-compassion play a crucial role in shaping the academic hardiness of students in the boarding school. Psychological well-being and self-compassion help students better accept and control their conditions, understand themselves, and face challenges, thus fostering academic hardiness.

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INTRODUCTION

Islamic boarding schools are educational institutions providing facilities for students to improve religious knowledge, social skills, and moral strengthening. Khoiruddin (2019) and Zaenurrosyid & Subhan (2018) corroborate 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, Islamic boarding schools 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 is 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 variety of curriculum content taught at student boarding schools will undoubtedly require more student effort. Moreover, a student (santri) still has the academic responsibility of being a student. One of the successes of students depends on academic hardiness. The higher the academic hardiness, the better the learning achievement (Kamtsios & Karagiannopoulou, 2015). Wisudawati et al. (2017) proved that achievement motivation increased after being given academic hardiness training. Students with high academic hardiness do not easily experience burnout (Antika et al., 2019).

Academic hardiness is academic resilience characterized by a commitment to study seriously, being able to control oneself to optimize learning outcomes, and striving to face academic challenges (Kobasa, 1979; Creed et al., 2013). Academic challenges for students who live in boarding schools are certainly higher than for students who do not live in boarding schools. The challenges are related to the boarding school's demands, regulations, and environment (Ramadhan, 2012; Revelia, 2016). Therefore, academic hardiness is needed so students can successfully carry out the roles of students and mahasantri.

Student academic hardiness is closely related to psychological well-being. Psychological well-being is satisfaction or happiness obtained from self-acceptance of life's positive and negative conditions (Ryff, 1989). People who have psychological well-being are characterized by having a positive attitude towards themselves and others, being independent in making decisions, being able to develop their potential, being able to control and utilize the environment according to their needs, having a commitment to achieving life goals (Mariyanti,

2017). Thus, students who have psychological well-being are assumed to have good academic hardiness because they can control themselves and are determined to achieve goals.

The ability to control oneself and survive in challenging conditions aligns with self-compassion. Self-compassion is defined as being open and able to understand one's suffering, not trying to avoid it, and being highly committed to alleviating it (Neff, 2003; Gilbert, 2010; Gilbert, 2020; Prabawa, 2022). The challenges that arise in front of students will be faced with solutions, so they still have an academic hardiness attitude.

Referring to this explanation, this research aims to determine the contribution of psychological well-being and self-compassion to the academic hardiness of students in boarding schools.

METHODS

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 and self-compassion 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 instrument utilized is an adaptation of Ryff's Well-Being Scale (Ryff & Keyes, 1995), Neff's Self-Compassion Scale (Neff, 2003), and Creed's Academic Hardiness (Creed et al., 2013) using the translation and back-translation method. The simple steps involved include: 1) the instrument was translated into Indonesian by experts, 2) the instrument was compared with the original instrument, and 3) the instrument was back-translated into the original language to assess its suitability. 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, Neff's self-compassion scale is 0.839, and Creed's academic hardiness scale is 0.802. The psychological well-being scale comprises six indicators (Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self-Acceptance) with 18 items. The self-compassion scale consists of 3 indicators (self-kindness, common humanity, and mindfulness) and 26 items. The academic hardiness scale comprises three indicators (commitment, control, and challenge) with 19 items.

The research procedures carried out are five, namely: 1) determining the formulation of the problem and research objectives, 2) determining the minimum

participants (N = 30), 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 and self-compassion to the academic hardiness of students at boarding schools. The formulation of the problem set from this study is "How do psychological well-being and self-compassion contribute together 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. The analysis used a simple regression test. Before the multiple linear regression test is carried out, the data must pass the classical assumption test, including a) normality test, b) multicollinearity test, c) heteroscedasticity test, and d) autocorrelation test. The data that has been analyzed is then interpreted, and the results.

RESULTS

The data description based on the responses of 35 participants, as indicated in Table 1, reveals an equal gender distribution with 17 male and 18 female participants. The average scores for the psychological well-being scale (Mean=52.3), self-compassion scale (Mean=70.6), and academic hardiness scale (Mean=53.9) fall within the high category. Regarding the responses on all three scales, none of the 35 participants fall into the low category.

Table 1. Research Demographic Data

	N	Min Score	Max Score	Mean Score
Sex				
Male	17			
Female	18			
Psychological Well-being		36	64	52.3
Very High	6			
High	25			
Medium	4			
Self-Compassion		52	86	70.6
Very High	3			
High	13			
Medium	19			
Academic Hardiness		38	64	53,9
High	29			
Medium	6			

Regression tests are carried out after all data has passed the classical assumption test. The classical assumption test is carried out to ensure that the data is unbiased and has valid results when tested for regression. The classic

assumption tests used as prerequisites for regression tests include a) normality test, b) multicollinearity test, c) heteroscedasticity test, and d) autocorrelation test.

Normality results using the Normal P-P Plot Graph show the results of the distribution of points following the diagonal line, so it can be interpreted that the data to be tested regression is normally distributed. The multicollinearity test results' tolerance value for psychological well-being and self-compassion data is 0.536, and the VIF value is 1,864. Thus, it can be interpreted that the data is not symptomatic of multicollinearity. The results of the heteroscedasticity test using a scatterplot of dots spread above and below zero are not patterned. The results of the autocorrelation test show the value of $Du (1.584) < Dubin\ Watson (2.202) < 4-du (2.416)$, meaning that there are no autocorrelation symptoms.

All data have met the prerequisites for multiple linear regression tests. Furthermore, the effect of psychological well-being and self-compassion together on the academic hardiness of students at Luqman Al-Hakim Semarang cottage can be seen in Table 2.

Table 2. The Effect of Psychological Well-Being and Self-Compassion Together on Academic Hardiness

Variable	B	Std.Error	β	t	p
Constant	10.909	6.307	-	1.730	.093
PWB	.650	.147	.661	4.421	.000
SC	.128	.113	.169	1.129	.267
AH as DV	Df	F	R²	AR²	p
	2	25.747	.617	.593	.000

Notes. B = regression coefficient. AH as DV = academic hardiness (dependent variable). PWB = psychological well-being. SC = self-compassion. R² = R-square

Referring to Table 2, the multiple linear regression equation is as follows:

$$\text{Academic hardiness} = 10.909 + 0.650 \text{ Psychological well-being} + .0128 \text{ Self-compassion}$$

The significance value of psychological well-being and self-compassion is .000 ($p < .05$), meaning that psychological well-being and self-compassion influence students' academic hardiness at Luqman Al-Hakim Semarang.

The R-Square value in Table 2, which is 0.617, shows that the proportion of the influence of psychological well-being and self-compassion variables on academic hardiness variables is 61.5%. That is, psychological well-being and self-compassion have a proportion of influence on academic hardiness of 61.5%. In comparison, the remaining 38.5% (100% - 61.5%) is influenced by other variables, not in the linear regression model.

The direction and magnitude of the correlation of psychological well-being and self-compassion on academic hardiness variables can be seen in Table 3. The regression coefficient for the psychological well-being variable is 0.650, and the self-compassion variable is 0.128. The psychological well-being regression

coefficient is positive, meaning academic hardiness will also increase when the student's PWB level rises. Likewise, academic hardiness also drops when the psychological well-being level drops. An increase in psychological well-being by one score will increase academic hardiness by 0.650 and vice versa. The positive self-compassion regression coefficient has the same meaning as the academic hardiness regression coefficient. When the level of self-compassion increases, academic hardiness will increase. An increase in self-compassion by one score will increase the academic hardiness score by 0.128 and vice versa.

DISCUSSION

Academic hardiness is an essential part of the process and success of education on campus. Research by Fajriani et al. (2020) corroborates that academic hardiness affects learning success and student self-efficacy. Another study states a significant positive relationship between resilience and future orientation and a negative relationship between academic stress and future orientation (Yunita & Monalisa, 2021). Yosep et al. (2023) added that academic hardiness can reduce fatigue in online learning. In addition, high resilience can increase focus during the learning process, increase student participation, and reduce stress and fatigue in students during online learning. Aprodita's research (2021) proves a positive correlation between academic hardiness and the quality of life on campus. Therefore, students need to have academic hardiness in order to pursue their education optimally. Especially for students who live in boarding schools, it is important to have academic hardiness because they have two responsibilities: academic demands on campus and in boarding schools.

Referring to Table 1, the condition of students' academic hardiness is in the high category. Several factors affect academic hardiness. Environmental factors can affect academic hardiness, for example, the availability of learning resources and facilities that support learning (Fajriani et al., 2020). Academic hardiness is influenced by factors such as intelligence, age, and income. These factors can affect students' ability to cope with academic pressures and challenges (Ahmadi et al., 2013). Commitment also influences academic hardiness. Students who are committed to their academic goals are more likely to have higher levels of resilience (Sheard & Golby, 2007). Academic hardiness is positively related to interest in learning. *Interest* is a motivational construct influencing students' engagement and perseverance in academic activities (Kamtsios, 2022).

Several factors that influence academic hardiness are material to pay attention to in the success of student studies on campus. This study seeks to contribute other variables that can affect academic hardiness. This study examines the relationship between psychological well-being and self-compassion, both partially and simultaneously, on academic hardiness. In previous research, it was

explained that psychological well-being is closely related to academic hardiness. A learner with academic hardiness will tend to be able to survive in the conditions of learning demands so that he is not easily stressed and still maintains his psychological well-being condition (Kamtsios, 2023). Interest and pleasure in learning something will increase resilience in learning (Wardani, 2020).

Table 1 also illustrates the condition of students' psychological well-being in the high category. Various factors influence the high and low psychological well-being of students living in boarding schools. Social support and academic stress have a significant impact on psychological well-being. Academic stress hurts well-being, and social support has a positive impact (Zahrah & Sukirno, 2022). In addition, self-esteem, closely related to psychological well-being, can be influenced by various factors such as social relationships, talents, and positive emotions (Ariyanti & Purwoko, 2023). Arung & Aditya (2021) highlighted the positive influence of spirituality on subjective well-being, a key component of psychological well-being. Kiswantomo & Theofanny (2021) further emphasized the role of personality traits, with congruence as the strongest predictor of life satisfaction, an essential aspect of psychological well-being.

Still, in Table 1, it is explained that students' self-compassion level is in the high category. Several factors influence this condition. Several factors affect the level of self-compassion, including Gender, Culture, Personality, Role of parents, Age, Emotional intelligence, and Environment (Wiffifa et al., 2022). Research by Wahyuni and Arsita (2019) revealed that men's self-compassion level tends to be higher than that of women. However, other research found that women tend to have higher self-compassion than men (Yokapina & Hariastuti, 2021). Research by Lestari & Ediati (2021) states significant differences in the level of self-compassion in age categories. Parents in middle adulthood have higher self-compassion than parents in early adulthood. On the other hand, Harahap (2021) said there was no difference in self-compassion based on age. In addition, the environment has an essential role in shaping self-compassion. A person treats himself as the environment teaches (Harnas et al., 2022). McGehee et al. (2017) confirm that someone with a harmonious family has good self-compassion; conversely, someone from a less harmonious family also affects self-compassion.

Table 2 provides information that self-compassion does not affect academic hardiness. This contradicts previous research, which states that self-compassion is also related to academic hardiness. Understanding one's suffering, not trying to avoid it, and being highly committed to relieving it makes learners able to face academic challenges and better maintain their mental health (Kyeong, 2013; Rashid et al., 2023). The challenges that arise in front of students will be faced with solutions so that they still have an attitude of academic hardiness.

In addition, Table 2 also provides information that psychological well-being influences academic hardiness. This study strengthens the previous concept that there is a relationship between psychological well-being and academic hardiness. Several studies have found a positive relationship between psychological well-being and academic hardiness. Pambudi & Rusmawati (2022) and Nugrahaini & Sawitri (2015) found a positive correlation between hardiness and psychological well-being in high school students. Julika & Setiyawati (2019) and Satalaksana & Kusdiyati (2020) also found that academic stress, a factor that can be mitigated by academic hardiness, is negatively related to subjective well-being in college students. Asyarofah & Kustanti (2023) emphasized that when someone has good psychological well-being, it can support career maturity and academic achievement in students.

Referring to Table 2, it was found that this study proved that psychological well-being and self-compassion correlated with academic hardiness. The significance value of psychological well-being and self-compassion is $0.000 < 0.05$, meaning that psychological well-being and self-compassion influence students' academic hardiness at Luqman Al-Hakim Semarang cottage. In addition, it is strengthened by the R-Square value of 0.617, which shows that the proportion of the influence of psychological well-being and self-compassion variables on academic hardiness variables is 61.5%. That is, psychological well-being and self-compassion have a proportion of influence on academic hardiness of 61.5%. In comparison, the remaining 38.5% (100% - 61.5%) is influenced by other variables, not in the linear regression model. This is in line with the studies presented previously that academic hardiness is influenced by several factors, including environment, intelligence, age, income, interest, and commitment to learning (Ahmadi et al., 2013; Fajriani et al., 2020; Kamtsios, 2022; Sheard & Golby, 2007).

We must pay attention to these factors to maintain academic hardiness. Academic hardiness is needed when facing academic demands, as experienced by students who live in boarding schools. In addition to academic demands on campus, students also have duties and responsibilities at the boarding school, adjusting to the rules and environment in the boarding school (Ramadhan, 2012; Revelia, 2016). Students who do not have academic hardiness will feel bored and may experience burnout (Antika et al., 2019). Therefore, it is necessary to maintain resilience by understanding environmental demands well. This is closely related to the components of psychological well-being. The psychological well-being component consists of several components: Autonomy, Environmental Mastery, Self Growth, Positive Relationships with people, Having a Life Purpose, and Accepting Self (Ryff, 1989; Prabawa, 2022). The component related to these conditions is environmental mastery. Students who understand the conditions and master the environment will quickly adapt to the demands or challenges that exist

in the environment. A study conducted on students at Payame Noor Shiraz University in Iran found that environmental mastery positively relates to psychological well-being (Bordbar et al., 2011; Ahmadi et al., 2013). Students able to manage their environment are more likely to have higher levels of psychological well-being, which can affect their academic hardiness.

The implication of the results of this study is an increased awareness and understanding of the importance of psychological well-being and self-compassion in achieving better academic hardiness. This may encourage students to focus more on developing their mental and emotional well-being, which may help them better cope with academic challenges. With the awareness of the relationship between psychological well-being, self-compassion, and academic hardiness, students can seek strategies and approaches that can improve their psychological well-being, such as meditation practices, exercise, developing healthy social relationships, and other practices that can strengthen self-compassion. In addition, this understanding can also motivate educational institutions to provide resources that support students' mental well-being, such as counseling services, mental fitness programs, and activities that can increase self-confidence and academic hardiness.

CONCLUSION

Islamic boarding schools have become an alternative for students to deepen their religious knowledge and social skills. Students in boarding schools have higher demands than students in general. The research findings show that psychological well-being and self-compassion affect students' academic hardiness in boarding schools. As much as 61.5% of academic hardiness can be influenced by psychological well-being and self-compassion, while other factors influence the rest.

In this context, increasing awareness and understanding of the importance of psychological well-being and self-compassion can encourage students to increase their academic hardiness. The implementation of meditation practices, exercise, the development of healthy social relationships, and self-understanding can help students in facing academic challenges better. In addition, this understanding can also encourage educational institutions to provide resources that support students' mental well-being, including counseling services activities that increase self-confidence and academic hardiness. In addition, this research can be used by counselors as a consideration in elaborating guidance and counseling services with psychological well-being and self-compassion to form students' academic hardiness.

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