

Profile of Academic Hardiness Students in Pharmaceutical School in Banjarmasin City

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Abstract: Pharmacy school is one of the vocational schools that prepare students' vocational abilities. Students are presented with a curriculum with quite a lot of subjects so they are quite vulnerable to the emergence of potential academic stress tendencies. The possible characteristic that pharmacy students need to have is academic hardiness. This study aims to analyze or profile the academic hardiness of pharmacy students in dealing with potentially stressful academic situations. The sample of this research is the students of class XI Pharmacy school in one of the schools in Banjarmasin City. The model in this study amounted to 69 students. The instrument used in collecting data is the academic hardiness questionnaire. Data analysis used simple descriptive statistics with survey research methods. The results showed that as many as 28 or 41% of students had academic hardiness in the very high category. As many as 30 or 43% of students showed high academic hardiness, as many as 11 or 16% of students showed relatively low academic hardiness but no students showed low academic hardiness. The conclusion of this study shows that students at pharmacy school in Banjarmasin show high academic hardiness. This means that pharmacy school students in the city of Banjarmasin have high resilience which reflects their commitment, control, and challenges in carrying out academic activities even though they have quite a lot of burden in fulfilling their academic competencies.

Keywords: Academic hardiness; Academic stress; Pharmacy students

Introduction

National education in this era has the biggest challenges experienced by students. This challenge is synonymous with increasing individual abilities in the use of information and communication technology to support everyday life. The education system in Indonesia is faced with a new era with the formation of the era of globalization in the field of education. This era is called the era of the industrial revolution 4.0. National education in the era of the industrial revolution 4.0 occurs at all levels of education (Shahroom & Hussin, 2018). One of them is in Vocational High School. Vocational High School is a form of formal education unit that organizes vocational education at the secondary education level that prepares students specifically to work in certain fields (Pambudi & Harjanto, 2020).

In the current era of globalization, especially the era of the industrial revolution 4.0, in dealing with academic demands, it is necessary to have the ability to remain strong in responding to this. People who are ready to face these academic demands will be able to cope with stressful conditions and survive (Walsh et al., 2020). Academic stress comes from the teaching and learning process or matters related to learning activities which include pressure to go to class, study time, lots of assignments, getting test scores, and anxiety over exams and time management (Reddy et al., 2018). Academic stressors include environmental factors, including the distance to the school location, class conditions, teacher teaching methods and facilities, the school's curriculum, and so on (Hj Ramli et al., 2018).

Academic stress is most vulnerable to appear in adolescence, one of which is at the vocational education level. Banjarmasin Pharmacy Vocational School is the only Pharmacy

Secondary Education Institution (Pharmacist Assistant) in the oldest Kalimantan region (covering Central Kalimantan, East Kalimantan, West Kalimantan and South Kalimantan). In the preliminary study conducted, information was obtained that the pharmacy department is a department that is quite vulnerable to students who experience academic stress. This is because this department uses the K13 curriculum with 8 general courses and 7 additional courses in Pharmacy. In addition, students are also required to carry out Field Work Practices. Field Work Practice is a learning program in related institutions, which will be occupied by students for 4 months. During the Field Work Practice, students continue to carry out the learning process. It's just that learning is not done face-to-face, but learning is done through supporting media platforms such as Google Classroom or WhatsApp groups. The learning system provided by the teacher/educator is to review the material. Students are also given several assignments that they must complete with a long deadline. Assignments are divided into two types, namely Field Work Practice assignments from school and assignments from the practice itself and at the end of the Field Work Practice students are required to complete a final project report in the form of project assignments and internship reports.

Based on this information, it can be seen that pharmacy school students have a fairly heavy burden of academic activities, so they are very vulnerable to the emergence of academic stress. A study explains that the emergence of stress occurs because students get pressure or demands from fieldwork or school practices. The pressure comes from the many assignments, difficulty managing time, difficulty understanding the learning material being taught, difficulty adapting to fieldwork practices and difficulty getting assignments. As a result, various stress symptoms appear as indicated by a lack of interest in skipping school. This is in line with other research which states that students who skip classes are most affected by feelings of discomfort, boredom, or decreased enthusiasm when carrying out the practice (Graciani Hidajat et al., 2020). That is, the more academic load given to students, the more vulnerable they will be to experience pressure in dealing with it. Students are faced with various tasks, both academic assignments and practical assignments in the field (Danckert & Eastwood, 2020). This allows for differences in the characteristics of pharmacy school students who are in vocational schools with other public schools.

Pharmacy school students need ready to be able to survive and adapt to these conditions. One of the factors that can influence the emergence of stress is the lack of academic resilience. Academic hardiness refers to one's resilience to survive in the academic field (Mc Gee et al., 2018). Someone who has high academic toughness can turn negative stress into positive to develop optimally, characterized by students who see themselves as having the ability to achieve academic goals through effort and emotional self-regulation (control), and who are willing to make personal sacrifices to achieve goals they, excel academically (commitment), and deliberately seek certain difficult jobs because they can provide long-term personal growth (challenge) (Wolters & Brady, 2021). A study says that the higher the hardiness, the lower the academic stress and conversely, the lower the hardiness, the higher the academic stress experienced by students (Abdollahi et al., 2020).

Based on this background, the purpose of this study was to be mapping the academic hardiness profile of students at the pharmacy school in Banjarmasin. Understanding and knowledge related to the academic hardiness profile are expected to help schools to map students' abilities in carrying out academic activities to reduce the emergence of academic stress. Students who have high academic hardiness enable them to be able to face challenges between academic loads both in theory and practice in the field so that they can produce graduates who are competent and ready to face the world of work.

Methods

This study uses a qualitative descriptive research design with a survey method. The data collection method uses a questionnaire based on a Likert scale. The questionnaire used is the Arsyad & Martini academic hardiness questionnaire (2015). The questionnaire consists of 5 answer choices, namely: Highly Appropriate (SS), Appropriate (S), Doubtful (R), Not Appropriate (TS), and Very Unsuitable (STS). Data analysis used simple descriptive statistics based on five criteria, namely Very High, High, Moderate, Moderately Low and Very Low. In addition, this study took a sample of Pharmacy school students in the city of Banjarmasin with a total sample of 69 people.

Results and Discussion

Based on the research that has been done, the results are shown in table 1.

Table 1. Academic Hardiness

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Moderately Low | 11 | 15,9 | 15,9 | 15,9 |
| | High | 30 | 43,5 | 43,5 | 59,4 |
| | Very high | 28 | 40,6 | 40,6 | 100,0 |
| | Total | 69 | 100,0 | 100,0 | |

As many as 15.9% of pharmacy students have fairly low academic resilience. As many as 43.5% had high academic hardiness and 40.6% had very high academic hardiness. These results indicate that the majority of pharmacy students have high academic hardiness. In addition, based on the categorization of three aspects of hardiness, among others, as shown in table 2. below:

Table 2. Percentage of Hardiness . Academic Aspect Categorization

| Categorization | Challenge | Control | Commitment |
|----------------|-----------|---------|------------|
| Very high | 49,28 | 36,23 | 39,13 |
| High | 43,48 | 44,93 | 40,58 |
| Moderately Low | 7,25 | 18,84 | 17,39 |

The high academic hardiness of pharmacy students can be seen from three aspects that build hardiness, namely challenge, control, and commitment. Some pharmacy school students show a very high level of challenge. This shows that students can view the difficulties they face as a challenge. Students also consider that the many assignments and burdens they have to carry out such as internships are a challenge to develop. This shows a positive perception of the difficulty or burden of the task at hand. Aspects of control and commitment also show a high average percentage. This shows that students can be fully involved in their academic activities with the ability to control themselves so that they can direct themselves to prioritized

targets. Students are also able to control themselves by being able to divide their time and determine priorities between academic activities and other activities. This was also shown by students who were quite active when participating in apprenticeship programs in several agencies such as pharmacies.

As have been obtained research results which state that students who are tough or have the character of hardiness will be able to deal with negative situations and change them positively to develop. This can be seen from the high academic hardiness profile of pharmacy students. The pharmacy school in Banjarmasin is one of the schools that is quite popular and is in great demand by many people, so the selection process is quite strict. Students who have high academic hardiness tend to be able to make their activities positive and beneficial and provide hope for achieving grades as a cognitive indicator and increase motivation for high school student's academic activities. This shows that most pharmacy school students can face challenges in academic and practicum activities to prepare graduates who are competent and ready to face the challenges of the world of work as pharmacy school graduates.

The profile picture of the academic hardiness of pharmacy students can be seen from several aspects of the challenge, control and commitment. The challenges in the aspect of academic hardiness illustrate the hope that life is unpredictable and tends to change (Cheng et al., 2019). This increases the possibility of students being involved in completing their tasks to achieve the goals set with a learning-oriented orientation. Control tends to reflect the desire to continue to be involved and have influence over the results to be achieved by being able to control certain situations or events from experience gained based on priorities in achieving goals. Students who have high control tend to be able to manage their studies, feel their inner ability to achieve academic goals based on effort, emotion and ability in time management, determine priorities that will contribute to goals and be able to make decisions (Franklin & Harrington, 2019). Responsibility to learn and develop yourself. In addition, the commitment aspect can provide confidence to students in their full involvement in achieving the expected goals so that they can face various difficult situations to achieve goals (Franklin & Harrington, 2019).

The three aspects contained in academic hardiness enable students to face any challenging task so that they can control their emotions and are not prone to academic stress. Research says that the higher the hardiness, the lower the academic stress and conversely the lower the hardiness, the higher the academic stress experienced by students (Reddy et al., 2018). Another study conducted on 134 students showed that students who had higher hardiness scores also got better GPAs. In addition, the results of the research conducted found that the higher the hardiness, the lower the academic stress and conversely, the lower the hardiness, the higher the academic stress experienced by students (Budge et al., 2020). This shows that academic resilience is important to be able to survive and achieve at school.

Based on this, efforts are needed to consistently maintain academic hardiness in pharmacy students. A study shows that academic hardiness is a positive variable that can support self-development (Tu et al., 2021). Self-development efforts by developing academic hardiness which is a positive personality trait can be carried out by guidance and counselling teachers at schools. In addition, it is also possible for guidance and counselling teachers to provide services to improve the hardiness character of students so that low-achieving students can be motivated and improve their achievements. This is in line with the results of other studies which concluded that liability training based on the concept of hardiness was able to improve student achievement in special high school sports (Rahmatullah et al., 2022). This shows that the development of personality traits of hardiness is also needed at every level of the school, especially in high school.

Conclusions and Suggestions

Based on the results of the research above, it can be concluded that most of the pharmacy school students in the city of Banjarmasin have high toughness or academic hardiness. Students can deal with the various academic burdens presented in pharmacy school well. He is also able to balance academic demands with other non-academic matters. Hardiness refers to three aspects, namely students commit to carrying out their academic activities. Have good control and also view a difficulty positively as a challenge to grow. Self-development programs in the form of increasing the character of hardiness are very necessary for pharmacy schools so that they can produce students who are responsible and able to face tough situations in the learning process to produce graduate competencies.

Results Based on this research, it is necessary to develop a guidance and counselling model that can improve students' academic hardiness, especially in Pharmacy schools. Students can face the challenges of education in pharmacy schools so that they can get maximum competence in producing quality graduates. For example, by developing a hardiness character-based counselling approach or developing a hardiness academic training module.

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