




Research Article

Academic stress in pharmacy practicum students: Is there a role of hardiness?

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One of the sources of academic stress is the educational process. This study aimed to determine the role of hardiness on academic stress in students' practicum at the Faculty of Pharmacy. This study used a quantitative approach, with the sample being pharmacy students (N = 218; 28 males and 190 females). The research sampling technique is proportionate stratified random sampling. The data collection uses two questionnaires: a hardiness scale (Cronbach alpha 0.841) and an academic stress scale (Cronbach alpha .946) with a Likert scale. A simple linear regression analysis technique was used to determine hardiness's effect on students' academic stress. Based on the results of the data analysis, it obtained an F-count of 6.693 and a t-count of 2.639 ($p < .05$). The findings suggest that hardiness has an effect on academic stress in students. With an R-square value of 0.031, hardiness proved positive and significant, contributing 3.1% to academic stress, while the remaining 96.9% was due to other factors not investigated in this study. The results of the study are also discussed.

Keywords: Academic stress, hardiness, pharmacy students

1. Introduction

Higher education prepares students to be members of society and develop their academic skills (Azizah & Satwika, 2021). Students are part of the academic community in tertiary institutions to carry out their role as students in the hope of having a better influence on future generations (Risana & Kustanti, 2020). According to the stage of development, students enter the developmental age of late adolescence to early adulthood in the age range of 18–22 years (Newman & Newman, 2015), which is a transition period from adolescence to adulthood. Individuals tend to carry out various explorations and experiments in matters such as education, work, and relationships and experience stability in life (Kurnia & Ramdhani, 2017). Students who are in the adolescent development stage experience different demands in high school and college, which trigger stress. They must be able to be independent in studying, making practicum reports and assignments, as well as final graduation assignments, in order to be successful in the future (Geng & Midford, 2015; Indria et al., 2019; Sagita et al., 2017).

In learning, students not only take part in lectures but also practicums. Practicum activities can potentially be a source of stress for students. Doing practicum at different semester levels and levels of practicum difficulty can lead to academic stress because students cannot manage their time. Besides, students must submit a final report as a sign that they have attended the practicum course (Mulyana, 2015). Students unable to complete academic demands due to time constraints and studying subjects will feel pressure, which can lead to stress. A stressful experience cannot be inferred from a uniform reference to any particular event. Rather, such an inference necessarily depends on how such an event is construed by the individual (Cohen, et al., 2016). Everyone, including students, can experience stress. In contrast, students' academic stress is very likely to occur due to the high level of complexity of the problems that may be encountered.

The concept of stress, as declared by Sarafino (2006), is the inappropriateness of the situation with an individual's psychological, biological, and social systems. According to the American

Institute of Stress, as stated first by Hans Selye, stress is a response raised by the body to any demands that are non-specific (Neylan, 1998). Stress that occurs in an educational or school environment due to academic demands is known as academic stress. Academic stress occurs when a person either feels anxious, tense, worried, or pressured, physically or emotionally, by someone because of academic demands from teachers, lecturers, and parents to achieve optimal results on time and satisfactorily (Azizah & Satwika, 2021; Mulya & Indrawati, 2016).

Academic stress is a substantive problem faced by students in the world of education that arises from the demands of institutions and the world of education (Suwartika, et al. 2014). Academic stress can have a positive or negative impact on students, depending on how it is handled (Agolla & Ongori, 2009). Academic ability will decrease if academic stress increases, which then affects the GPA (Goff, 2011). Students who experience stress certainly have an impact on their daily activities. The heavy burden of student stress triggers students to behave negatively, such as by consuming alcohol, smoking, having free sex, using drugs (Agolla & Ongori, 2009), and having depressive experiences (Ibrahim et al., 2013). However, stress can also have a positive impact, such as the emergence of creativity, so as to increase self-potential. The stress experienced by students is still needed for self-development (Suwartika, 2014).

Lin and Chen (2009) explain aspects of academic stress. First, there is teacher stress, which refers to stressors that arise as a result of interactions between lecturers and students as a result of the emergence of policies made by lecturers regarding student academic processes. Second, test stress is a feeling of anxiety that arises in students related to academic tests that they will face. Third, results stress, namely the condition felt by students related to the demands and results of their academic learning. Fourth, time management is the student's ability to organize and manage study time so as to achieve maximum academic results. Fifth, peer stress, which is related to student interaction with the learning environment and fellow students. Sixth, self-inflicted stress, which is related to students' perceptions of their abilities to carry out the academic process and thus influences students' academic abilities. Seventh, studying stress in a group is a state of stress experienced by students that is related to the academic process in student study groups.

Student academic stress can occur due to external demands and self-expectations. The external demands felt by students come from the demands of their parents, their study load and coursework, social adaptation to the campus environment, the increasing difficulty of learning materials, and the increasingly difficult competition in lectures (Ernawati, 2015; Mardiati, 2018). Besides, factors that can lead to the emergence of academic stress come from internal factors that originate with the individual, such as beliefs, personality characteristics, physical conditions, and mindset. Hardiness (Maddi et al., 2011; Taylor, 2003;), the endurance of a person to deal with pressure in the event that it is experienced (Kobasa, 1979), is one personality characteristic that affects academic stress. People with hardiness will perceive situations that have the potential to cause stress as positive situations in which they can use coping strategies and be optimistic in solving problems. Kobasa (1979) mentions that there are three aspects to hardiness. 1) Control is the belief that someone with expertise has to be able to manage, influence, or control the events that occur in life. 2) Challenge is a tendency that exists in a person to see that a challenge is an opportunity for him to change and develop to be more advanced rather than looking in a negative direction, which can turn into a threat. 3) Commitment can demonstrate how deeply a person is invested in the issue at hand. An individual's high commitment, even if they are experiencing problems, can resolve it to being actively involved and will not give up under difficult circumstances or pressure.

Hardiness is a personality characteristic that can regulate, control, and manage the experience, so it can give a positive impression to reduce stress (Nurtjahjanti & Ratnaningsih, 2011; Risana & Kustanti, 2020). Hardiness shows the commitment, control, and challenge of a person to face stress (Serkariansah & Sakti, 2013). Hardiness can mitigate the negative impact of a student's life. It can increase the use of strategies that adapt to problems, such as using social resource problems as shields in the environment and providing support in dealing with tensions, and problems, the emergence of motivation, and providing success (Hadjam et al., 2004). Students who are hardy

have better abilities to use active coping, are more confident, and have social support, which can help them cope with stress and control how they deal with stress in the environment in order to survive (Dosik & Astuti, 2012). This research aims to determine the role of hardiness in academic stress of students who do practicums.

2. Method

2.1. Research Design

This study uses a quantitative approach. According to Sugiyono (2017), quantitative methods determine specific populations or samples by using research instruments to collect data, with quantitative or statistical data analysis to test the hypotheses.

2.2. Participants

This study's population consisted of practicum students from the Faculty of Pharmacy in an Indonesian state university for the 2021–2022 academic year. The total population was 479 students, while the sample used a sampling technique with probability sampling, and the technique used was proportionate stratified random sampling, so that the sample used was 218 students (see Table 1).

Based on the data on the characteristics of the gender respondents, it can be concluded that the respondents in this study were dominated by female respondents, totaling 190 students (87.2%), compared to the number of male respondents, who amounted to 28 students (12.8%). Based on data on the characteristics of the age respondents, it can be concluded that the respondents aged 17–18 years were 36 students (16.5%), those aged 19–20 years were 133 students (61%), those aged 21–22 years were 44 students (20%), and those aged 23–24 years amounted to 5 students (2.3%). Based on the data on the characteristics of the class respondents, it can be concluded that the 2019 batch of respondents totaled 70 students (32.1%), the 2020 class totaled 71 students (32.6%), and the 2021 class totaled 77 students (35.3%).

Table 1
Respondent Demographic Data (N= 218)

<i>Criteria</i>	<i>N</i>	<i>Percentage</i>
Gender		
Male	28	12.8%
Female	190	87.2%
Age		
17-18 years-old	36	16.5%
19-20 years-old	133	61%
21-22 years-old	44	20.2%
23-24 years-old	5	2.3%
Collage Entrance		
2019	70	32.1%
2020	71	32.6%
2021	77	35.3%

2.3. Instruments

This study measures academic stress using a modified scale from Lin and Chen (2009), namely the Academic Stress Inventory. It consists of 34 items based on seven aspects of academic stress: teacher stress, test stress, result stress, time management, peer stress, self-inflicted stress, and studying stress in the group. The Cronbach alpha coefficient of the academic stress scale is 0.946. The measuring instrument for hardiness uses a modified scale from the instrument from Kobasa (1979), consisting of 17 items based on three aspects of hardiness: control, challenges, and commitment (Azizah & Satwika, 2021). The hardiness scale has a Cronbach alpha coefficient of 0.841. The scale used a theoretical framework to construct the items, which were then revised or

added according to the research context. The measuring tool uses the Likert scale, rated from 1 to 4.

2.4. Research Procedures

Before collecting data, the researcher first conducted a research scale trial. The research scale was tested randomly outside the research sample on 40 students of the Faculty of Pharmacy through an offline research questionnaire. Scale trials determine the validity and reliability of the measuring instrument scale used. The validity used in this study was content validity using professional judgment and item analysis using corrected item-total correlation. A correlation value of greater than .30 is considered acceptable. Conversely, if the item correlation is below 0.30, it must be revised or discarded (Sugiyono, 2017). Meanwhile, the reliability in this study uses alpha Cronbach. In May 2022, the scale was distributed through offline and online questionnaires.

2.5. Data Analysis

The aim of data analysis is to draw conclusions from the research findings. This study wanted to know the effect of independent variables on the dependent variable, so the data analysis technique used was simple linear regression analysis. In carrying out a simple linear regression analysis, this study used the support of a computer program, namely SPSS (Statistical Product and Service Solution) for Windows version 25.

Data collected in research can be used to find out information about the condition of the subjects in the study for each variable studied (Arikunto, 2013). Based on the data collection from 218 students, the minimum score obtained is 24, and the maximum is 48, with a mean of 38.45 and an SD of 4.380. The stress academic score ranges from 52 to 132, with a mean of 92.21 and a standard deviation of 13.104. The data obtained in the study were divided into five categories: very low, low, moderate, high, and very high. As many as 105 students have moderate academic stress, with a percentage of 48.2%. Then 46 students have high academic stress (21.1%), and 13 have very high academic stress (6%). Meanwhile, 83 students had low hardiness, with a percentage of 38.1%. Another 62 students have moderate hardiness, with a percentage of 28.4%, and 48 students have high hardiness, with a percentage of 22% (see Table 2).

Table 2

Descriptive statistics

Level	<i>Academic stress</i>		<i>Hardiness</i>	
	f	%	f	%
Very low	12	5.5%	6	2.8%
Low	42	19.2%	83	38.1%
Moderate	105	48.2%	62	28.4%
High	46	21.1%	48	22%
Very high	13	6%	19	8.7%

3. Results

The normality test is carried out to determine whether the data used has normal distribution residuals (Ghozali, 2018). The normality test in this study used the Kolmogorov-Smirnov technique using the Monte Carlo method. The basis for decision-making is said to be expected if the significance value is more than .05 and declared normal, whereas it can be stated to be abnormal if the significance value is less than .05. The normality test using the Monte Carlo technique showed a residual of .126 ($p > .05$), which means that the data is normally distributed.

The correlation test was conducted to measure the strength of the linear relationship between the two variables (Ghozali, 2018). The Pearson correlation test was used in this study to test the relationship between academic hardiness and stress. Based on a significance value of .009 ($p < .05$), it can be stated that there is a relationship between hardiness and academic stress in students. The correlation coefficient exhibits a magnitude of .177 with a positive relationship direction. Based on its strength, the relationship between the two variables tends to be weak

(Priyatno, 2012). While the influence is positive based on the direction, this means that if hardiness is high, academic stress is high. And vice versa, if hardiness is low, then academic stress is low (see Table 3).

Table 3

Correlation Test for Each Aspect

	<i>Academic stress</i>
Hardiness	.177*
Control	.192*
Challenge	.154*
Commitments	.089

Note. * $p < .05$

Each aspect of hardiness is also correlated with academic stress to determine which aspect is most related to student academic stress. Based on the correlation test conducted, it is known that control and challenge aspects are significantly correlated with academic stress. Furthermore, the control aspect coefficient of 0.192 is known to have the highest and most significant correlation compared to the challenge and commitment aspects.

Table 4

Simple Regression Test

R^2	<i>Unstandardized B</i>	<i>Coefficients SE</i>	<i>Standardized Coefficients Beta</i>	<i>F</i>	<i>t</i>	<i>Sig</i>
0.031	71.884	7.753			9.272	.000
	0.529	0.200	0.177	6.693	2.639	.009

This study aimed to examine the effect of hardiness on academic stress in students of the Faculty of Pharmacy. The F-count is 6.693, the t-count is 2.639, and the p value is 0.009 ($p < .05$) according to the results of the simple regression test. So, it can be concluded that the hypothesis is accepted, namely that there is an effect of hardiness on academic stress. The regression test also shows an R-square value of 0.031, indicating that hardiness effectively contributes 3.1% to academic stress. In comparison, 96.9% contribute to other factors not examined in this study.

4. Discussion

The low effective contribution of the hardiness variable to academic stress can provide additional information, one of which is that the theory used by researchers does not apply to the population used in the study (Widhiarso, 2012). It means that there are people whose actions or behaviors cannot be explained by the theory used by researchers to be able to answer hypotheses in research. In addition to the theory used, the population used has unique characteristics, so the theory used in research cannot measure the behavior of the population (Widhiarso, 2012), resulting in a low effective contribution to research. The results of the effective contribution in this study, namely 3.1%, indicate that there is a role for hardiness to academic stress with a low effective contribution by indicating behavioral phenomena and characteristics in the population used that cannot be explained by the theory used in the research.

Several studies have also found that hardiness contributes to academic stress, but in a slightly different way than the results of this study. Most of them show a negative effect, while the results of this research tend to be positive. Research by Kurnia and Ramdhani (2017) shows a negative effect of hardiness on student academic stress in midwifery students at the East Kalimantan Ministry of Health Polytechnic, and hardiness contributes 23% to academic stress (Kurnia & Ramdhani, 2017). According to Sahana's (2021) research, hardiness has a negative effect on stress on mothers who assist elementary school children in the Tamansari District, with a 39.4% effective contribution to the hardiness variable. Another study by Yolanda and Rozali (2021) found that hardiness had a negative effect on academic stress in online learning during the pandemic for junior high school students in DKI Jakarta, with a practical contribution value of 61.2%.

According to data processing results for academic stress categorization level, 48.2% of students experienced moderate academic stress and 21.1% experienced high academic stress. Academic stress can usually affect the physical and emotional tension that causes discomfort in students. It can also interfere with physical and mental disorders, which can cause anxiety in students while they are studying, which can worsen their physical conditions (Kurnia & Ramdhani, 2017). Academic stress can produce responses experienced by students, including physical reactions, thoughts, behaviors, and negative emotions that arise due to academic demands that must be achieved (Barseli et al., 2017). Academic stress in students can impede assignment completion, which means that if students experience high academic stress, they will struggle to complete assignments in the world of lectures. The categorization level of hardiness shows that 38.1% of students have low hardiness. It shows that students with low hardiness are less able to overcome academic stress with a positive attitude, so it allows for a feeling of ease when facing situations that students do not expect (Kurnia & Ramdhani, 2017).

Furthermore, researchers want to know the relationship between each aspect of hardiness and academic stress. The hardiness aspects, according to Kobasa, are control, challenge, and commitment. Based on the correlation results using the hardiness aspect, the control aspect has a correlation coefficient of 0.192, the challenge aspect has a value of 0.154, and the commitment aspect has a correlation coefficient of 0.089. The results of the control aspect have the strongest correlation compared to the challenge and commitment aspects. Based on these findings, it is reasonable to assume that for practicum students at the Faculty of Pharmacy, an internal control aspect can help students manage or control the problems they face in order to have reasonable control or self-control over problems. However, maybe because of this too-tight control aspect, academic stress is stronger in the subject. The existence of excessive control will trigger the emergence of tension, which tends to be academic stress, especially if poor stress management skills follow it in these students.

This study has limitations, namely the results of the effective contribution of hardiness to academic stress, which obtained a value of 0.031 and had a positive value. It is possible that based on these results, the theory used cannot explain how hardiness influences academic stress in students in this sample. Based on the research results, the suggestions for further research are that research can be carried out at different faculties or levels of education to obtain different results. Subsequent research can use other independent variables to better explain the effect of academic stress, increasing its effective contribution. It is also possible to use different theories or aspects of variables to explain the research phenomenon.

5. Conclusions

The purpose of this study is to determine the impact of hardiness on academic stress in practicum students at the Faculty of Pharmacy. Hardiness has a positive and significant effect on academic stress in pharmacy practicum students, according to the regression test. Based on the correlation test results for hardiness, the control aspect is the most correlated with academic stress. Hence, the advice for students is to get simple education and training to control themselves in terms of time management and stress management so that they can be more skilled and flexible in dealing with problems related to daily life and academic problems.

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