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Research Article

Hardiness Level of Students in Facing Learning Online During the Pandemic

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Abstract

Aims: Hardiness is a trait or personality of an individual with positive emotions for his physical and mental health. The COVID-19 pandemic has resulted in changes in learning methods, from offline to online. Readiness to adapt to online learning is a trigger for mental stress that affects the level of hardiness.

Objective: This study aims to determine the level of hardiness in final year students of the 2018 Faculty of Nursing Universitas Padjadjaran (Unpad) in dealing with online learning during the pandemic.

Method: Data collection was carried out from 17th -27th November 2021. The sampling technique in this study was random sampling. Data analysis used a quantitative study. The instrument used in this study is the Hardiness of Online Learning Period instrument. The research method used in this research is a descriptive quantitative method. The population used Faculty of nursing class of 2018 students, with a sample of 153 people calculated by the Slovin formula.

Result: The results obtained indicate that most of the respondent have moderate hardiness (70,6%). Other result was found that the level of resilience and hardiness of respondents was in the medium category.

Conclusion: This study shows that the respondents Most of the respondents have medium level of hardiness. students are expected to be able to maintain their hardiness during online learning and academics are expected to evaluate the applied learning.

Nursing Implications: This study has implications, namely basic data for nurses to carry out nursing interventions in increasing hardiness in students at school.

Keywords:

COVID-19 Pandemic, Hardiness, Online Learning, Students

INTRODUCTION

Students are individuals who study and pursue scientific disciplines. Students pursue higher education because of their role as agents of change in society. The demands that usually occur to students are assignments, practicum, examinations, standard GPA scores, theses and graduation on time according to the time given by the Faculty or University. In participating in

learning, students have their own style so that they feel comfortable and can follow along during the learning process or lectures. There are visual, auditory and kinesthetic learning styles. Seeing, observing and looking are visual learning styles, usually tending to the sense of sight when the teaching and learning process is in progress. For the auditory itself, it is more towards listening, where individuals are quicker to learn and capture what is

conveyed. Then the kinesthetic learning style where students with this learning style move more, work and activities. In a related study it was found that students are more likely to use the auditory style in learning (1).

At the end of 2019 there was a disaster that shocked the world, namely the emergence of a deadly virus called COVID-19. This virus originated in an area in China called Wuhan which then spread to all countries. Due to the pandemic situation and the rapidly increasing spread of COVID-19, schools and higher education institutions are closed. The Large-Scale Social Restrictions Policy (PSBB) is established, lectures or learning are carried out online or online (2). According to previous study, online learning is a teaching and learning process that is carried out using internet media using certain applications to convey teaching materials to students (3). In online learning, the use of several online applications as learning media has several problems, including inadequate network, students are not focused while attending lectures, lecturers sometimes do not come on time, students sometimes cannot come on time, students do not understand the learning material, students not happy with the assessment of assignments from lecturers, internet quota is expensive so students are lazy to take part in existing learning (4).

According to online learning, it has an impact on student mental pressure. Starting from the problem of the device used during learning, network, quota and even with the tasks given. Not a few students feel stress, depression, anxiety and some even drop out of college. Readiness to adapt to technology and stacked tasks triggers this mental stress. Situational and environmental factors also become a reference for the pressure experienced by students. As well as difficulty concentrating at home, lack of motivation, more interested in sleeping, disturbed by family, increased time with family. Because of these problems, students

prefer face-to-face learning to online learning (5). Academic stress will have a psychological effect such as anxiety, depression and confusion which can disrupt learning efficiency (6). As with nursing students in Spain, following the change from face-to-face learning to online learning. The students who were sampled using the qualitative research method (interviews) said that they had difficulty participating in learning because it was done online. Some say the confusion with clinical practice is carried out because of long distances, different theory from practice. There are also those who say they have problems such as adequate network and inadequate devices. But some of them, namely students who are old and have responsibilities, say that this online method is good for them (7).

The mental pressure felt by students can be measured by looking at the resilience and ability of students to overcome the problems they face (resilience and hardiness). Hardiness is a personality characteristic or a person's ability to deal with a problem by perceiving a problem as something interesting, having a solution and not something that is solved by pressure, stress and depression in life (3). Hardiness as a source of stable personality which consists of 3 aspects, namely control, commitment and challenge (8). According to previous study, hardiness consists of three aspects, namely: control (control), namely the feeling of being able to limit oneself with self-control regarding the events or problems they experience without feeling stressed, commitment (commitment), namely the ability to overcome the problems faced, involving themselves to overcome the problems faced without stress and challenges, namely the ability to accept challenges in life, feel that problems are fun and can be solved (9).

Based on observations of students from the Faculty of Nursing, Padjadjaran University class of 2018, many experienced academic stress and academic problems from online

learning. The researchers focused on final year 2018 students, because class 2018 students experienced quite a lot of problems such as a decrease in GPA, thesis and timely graduation demands, online tutoring, insufficient credits for final exams and other problems. The phenomenon that occurs is based on a survey that has been conducted as many as 82 people (33.2%) out of a total of 247 final year students (2018) of the Faculty of Nursing obtained data that 75.9% experienced lecture problems, especially during a pandemic, 88.7% experienced mental stress (stress, worry, depression), 57.9% said it was difficult to adapt when they entered the Faculty of Nursing at Padjadjaran University and 41.4% said they had thought about dropping out of the Faculty of Nursing at Padjadjaran University. Based on supporting data from the Academic Subdivision (SBA), the total number of final year Faculty of Nursing students (2018) is 257 people with details of 245 active students, 1 student on leave, 6 students without information, 1 person dropping out/withdrawing, 4 exchange students and 2 additional students from other batches (2017) with a total of 247 active students in the 2018 batch. Furthermore, judging from the credit scores and GPA of 2018 batch students from semesters 1-7, there are 35 people with less credits from 140-144 credits and 24 people with a GPA <3.00 out of 247 people. Nursing undergraduate education is useful for a nurse's career. During education, you will be required to introduce theory, practice, tutorials and professionalism in dealing with patients (10).

In previous research on hardiness, it was conducted on Malaysian undergraduate students. In a study of 500 Malaysian undergraduate students regarding hardiness that has the potential for suicidal ideation, it was found that the hardiness

possessed by Malaysian undergraduate students was low. But in this study it was also found that good hardiness can control the idea of suicide.

METHODS

The research method used in this study is a quantitative descriptive method with a cross sectional approach. This research was conducted at the Faculty of Nursing, Padjadjaran University. The population in this study were 247 final year students of the 2018 Faculty of Nursing, Padjadjaran University. The sample used was 153 students from 247 people, using the slovin formula. The sampling technique used was simple random sampling, in which respondents who filled out the questionnaire for the first time fulfilled the quota of 153 people who were taken as samples.

In this study, the Hardiness of Online Learning Period instrument was used which was modified from the DRS-15 v 3.2 instrument (11). This questionnaire contains 9 favorable items and 5 unfavorable items with a total of 14 items. The results of the validity test of the Hardiness of the Online Learning Period instrument are valid with a correlation between total items of 0.327-0.776 and reliability of 0.893.

Data analysis was carried out using univariate analysis. This research was conducted with due observance of research ethics, namely respect for human dignity, respect for privacy and confidentiality of research subjects (respect for privacy and confidentiality), justice and inclusiveness (respect for justice and inclusiveness) and take into account the advantages and disadvantages that generated (balancing harms and benefits).

RESULTS

The population used was 247 students of the Faculty of Nursing, Padjadjaran University, 2018, with a sample of 153 people. Research respondents described by gender and age.

Table 1.
Distribution of Respondents (N=153)

	Characteristic	Frequency	Percentage (%)
Gender	Male	21	13.7
	Female	132	86.3
Ages	20-21 of ages	89	58.2
	22-24 of ages	64	41.8
Hardiness	High	82	53.6
	Low	71	46.4
Total		153	100

Table 1 shows that Most of the respondent were female (86,3%), and more than half of the respondents were aged 20-21 years (58.2%). The results obtained were 82 people from respondents who had high hardiness (53.6%) and 72 people who had low hardiness (46.4%).

Table 2.
Classification Sub Level of Hardiness (N=153)

Category	Commitment	Control	Challenge
High	90 (58.8%)	91 (59.5%)	81 (52.9%)
Low	63 (41.2%)	62 (40.5%)	72 (47.1%)

In table 2, the hardiness sub-variables are broken down which consist of commitment, control and challenge. These results indicate that the sub-variables of respondents who have high commitment are 90 people (58.8%) and low are 63 people (41.2%). For the high control sub-variables, there were 91 people (59.5%) and low, 62 (40.5%), while the high challenge category was 81 people (52.9%) and low, 72 people (47.1%).

Table 3.
Distribution of Frequency Hardiness of Respondents (n=153)

Characteristic		High		Low	
		f	%	f	%
Gender	Male	11	7.2%	10	6.5%
	Female	71	46.4%	61	39.9%
Ages	20-21 of ages	49	32%	40	26.1%
	22-24 of ages	33	21.6%	31	20.3%

Based on table 3, the research results obtained were seen from the demographic data of gender and age. For men, there were 11 people (7.2%) in the high hardiness category and 10 people (6.5%) in the low category, while in the high category there were 71 people (46.4%) for women and 61 people (39.9%) for low. In terms of age, the results showed that in the 20-21 year age category, 49 people (32%) had high hardiness and 40 people (26.1%) had low hardiness, while the 22-24 year old category had 33 people (21.6%) high and 21.6% low 31 people (20.3%).

DISCUSSION

Online learning has several impacts on student health. The transition from face-to-face to remote (online) methods causes students to be unprepared for learning. But this is a must, due to the uncontrolled pandemic situation so that the online method must be implemented. Based on previous study, the psychological condition of students was quite bad during the Covid-19 pandemic (4). These conditions include severe anxiety, severe stress, depression, boredom and laziness. Even from other problems, such as love issues, family problems, inadequate home devices and facilities for online learning, and others (12). Online learning creates a lot of stress for students. The stress you get comes from the difficulty of participating in online learning, boredom or boredom, device barriers and the facilities used (13,14).

The effect of online learning during the pandemic on the psychological condition of students can be seen from how a person adjusts. According to previous study, good adjustment will make the individual happy with the new things he gets. Conversely, poor self-adjustment will make it difficult for individuals to enjoy new things, and even feel mental stress more quickly (7).

Most of the complaints when online learning has been implemented are that there are more assignments compared to offline lectures, dizziness and boredom

following online lectures due to being in front of the laptop for a long time, uncertain learning time schedules (8,15).

The results of this study found that the level of hardiness while participating in online learning during the pandemic was high. In line with previous research which said that hardiness in students during distance learning (online) is in the high category, where students can accept changing situations and control stress during online learning (10,16,17). Likewise with research which said that the level of hardiness facing online learning during a pandemic was in a high category. The higher the hardiness category, the lower the level of stress experienced (12,18).

In previous research regarding hardiness, it was carried out to see a person's resilience in dealing with pressure or problems experienced. The results obtained from this study were that 30.76% of respondents experienced high hardiness, and most of the others experienced low hardiness which resulted in great stress (19).

According to research conducted said that online learning presents several obstacles for students. In the aspect of the teaching and learning process, students complain about the loss of network, internet quota, switching schedules (schedules do not match those specified), it is difficult to understand in terms of theory and skills because explanations are done via zoom (20). And some of them are constrained by facilities and infrastructure such as cellphones, laptops and other electronics for online learning. Online learning causes psychological problems. Problems such as depression and anxiety are experienced during online learning (5,12). Hardiness depends on how a person views the problems experienced positively and has control over the situation (15,21). High hardiness will affect one's emotional regulation. Emotional regulation is useful for regulating individual emotions when experiencing problems to manage problems and avoid stress, anxiety or depression (22).

Hardiness has 3 sub-variables in its assessment, namely commitment, control and challenge. The results obtained, the majority have control in the high category (58.8%). The control sub variable on hardiness usually has a measure that a person can exercise control over himself at a good time. Like being able to control yourself when you are facing a problem.

Hardiness is influenced by family support, the surrounding environment, colleagues and educational institutions. Increasing hardiness can be done with external support. The important role of the family helps individuals at the level of hardiness. Family support such as morale, motivation, finance, praise for achievements and so on can help individuals get good resilience. From academics or educational institutions, you can evaluate learning that is applied, accommodate aspirations about what students experience, counselling programs and so on. Internal factors from yourself can learn to commit, face challenges experienced and accept risks and control yourself when experiencing pressure or problems.

CONCLUSION

Based on the results of research conducted on the level of hardiness in dealing with online learning during the pandemic, high results were obtained. Online learning that was applied during the pandemic did not really have a bad impact on individual hardiness. For the hardiness sub variable (commitment, control and challenge) more results were obtained on the high control sub variable.

It is hoped that students can maintain the hardiness they experience by recognizing themselves as what can be done, exploring competence within themselves, accepting change; family assistance/support, namely telling stories or making the family a support system; colleagues by telling stories, exchanging ideas or discussions; and use facilities that have been provided

academically, such as psychological counseling programs, and others.

NURSING IMPLICATIONS

The results of this study indicate that respondents have a moderate level of hardiness, so this study can be a basis for nurses in providing nursing care to students to increase their level of hardiness. In addition, nurses also carry out nursing interventions that focus on students to increase student hardiness.

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