Academic Hardiness Accounting Education Students

Siti Mukoyimah[1], Kardiyem[1*]

[1]*Universitas Negeri Semarang*
Corresponding author. Email: kardiyem@mail.unnes.ac.id

ABSTRACT

Students as educated people carry the mandate as the next generation of the nation. Students are tasked with continuing the struggle of the previous generation to make changes to the nation for the better and more advanced. Armed with the knowledge that has been obtained in college and the ability to think critically and analytically, students are expected to be able to solve problems that occur in society. Not only knowledge, another component that is no less important is a good attitude and a strong personality. All of these components are forged when students study in college. Final year students who are writing a thesis must have high commitment and fighting power because the thesis is the pinnacle of student study to achieve graduation. Commitment is needed so that students are always focused and do not switch to other activities. The objectives to be achieved from this research are (1) Knowing and analysing the relationship between gender and academic hardiness of accounting education students, (2) Knowing and analysing the relationship between emotional intelligence and academic hardiness of accounting education students, (3) Knowing and analysing the relationship between social support and academic hardiness. Hardiness of accounting education students. The research design is correlational quantitative research. Methods of collecting data using a questionnaire with data analysis techniques using descriptive analysis and correlation analysis. The sampling technique used a saturated sample, so that the respondents in this study were 89 Accounting Education Students who were taking their thesis. The results showed that there was no gender relationship to student academic hardiness.

Keywords: Academic Hardiness, Gender, Emotional Intelligence, Social Support.

1. INTRODUCTION

1.1. Background

Students as educated people carry the mandate as the next generation of the nation. Armed with the knowledge, skills, character, and personality that have been learned in college as well as the ability to think critically and analytically, students are expected to be able to solve problems that occur in society. Undergraduate students (S1) take theory until the sixth semester, in the seventh semester students do practical or internships, and then take thesis courses. Thesis is one of the graduation requirements, after students complete all the theory in lectures. The purpose of writing a thesis is so that students are able to maintain idealism and contribute to the field of science they are involved in through results.

The Faculty of Economics, Semarang State Research University, has an *on-time graduation program for* eight semesters. Various efforts were made to achieve the program objectives *on time graduation,* one of which was through mutual guidance at the beginning of the meeting between the supervisor and students. Students were also given socialization about the procedure for writing thesis and collecting thesis topics in the seventh semester. The briefing on thesis writing guidelines was also carried out when entering the eighth semester so that the obstacles of writing thesis could be minimized. Facts on the ground show different conditions, based on data from the 2021 Faculty of Economics performance report, information was obtained that the percentage of on-time graduation was 55%. Meanwhile, if the data is taken from graduation data, the percentage of graduation only reaches 38%. Compared to the 60% graduation target at the Faculty of Economics, it can be said that the program has not been fully achieved.

Student graduation in the thesis is influenced by

many aspects, both from internal and external aspects. Based on the results of initial observations to 10 students, information was obtained that students experienced various obstacles in compiling their thesis. These obstacles include difficulty in finding research problems, experiencing confusion in formulating ideas into writing, fear of meeting supervisors and feeling lazy. In addition, students who compose their thesis while working have difficulty in dividing their time. Final year students who are writing a thesis must have high commitment and fighting power because the thesis is the pinnacle of student study to achieve graduation.

Facts on the ground show that *hardiness* students'in completing theses is still low. Such conditions are reflected in the results of interviews on February 2, 2021 with five supervisors who stated that students' attitudes tended to be impatient. Students want all processes quickly, do not want to queue for guidance or even wait for a supervisor. Habit getting information easily and instantly makes the current generation of students tend to be less painstaking and impatient during the writing process. This is reflected from the way students communicate who want guidance, lack of resilience in make revisions.

A study on *academic hardiness is* student deemed necessary. The reason underlying this research is that there is a gap phenomenon and gap research. It is hoped that this research can be used as a basis for formulating appropriate policies in improving the personality quality of Accounting Education Students. Another hope is to find a model of guidance and coaching for *hardiness* the righting the Accounting Education Department so that graduates from Accounting Education are ready to enter the world of work by having *hardiness* strong.

2. LITERATURE REVIEW

2.1. The Concept of Academic Hardiness The

Theory of *academic hardiness is* formed and structured in the concept of education. *Hardiness* (toughness), which is one of the personality characteristics that have endurance and ability to anxiety. H*ardiness* is a constellation of personality characteristics that have a source of resistance when individuals encounter an event *stressful* and can help to protect individuals from the effects of *negative stress*. There are three aspects to give effect to the *academic* hardness among other things, a commitment, control and challenge

2.2. Gender Overview.

HT Wilson defines gender as a basis for determining the differences in the contribution of men and women to culture and collective life as a result of

which they become male and female. Elaine Showalter mentions that gender is more than just a distinction between men and women in terms of socio-construction cultural. From the opinions of some of these figures and previous research, what is meant by gender in this study is the difference in behavior between men and women from all aspects that can form different toughness behaviors between men and women.

2.3. Emotional Intelligence

Intelligence is the ability to create effective products or service offerings that are culturally valuable, a group of abilities that enable humans to solve problems in their lives and the potential to find or create solutions to problems, which involves new knowledge. It can be argued that intelligence in this study is the individual's cognitive ability in dealing with, adapting to new situations, and in matters relating to innovation. Goleman [7] explains that emotional intelligence can be defined in four dimensions, namely; *self-awareness, social awareness, self-management* and *relationship management.*

2.4. Social Support

*Social support*s information and feedback from others that shows that a person is loved and cared for, valued, respected, and involved in a network of communication and reciprocal obligations [11]. Social support is an interpersonal exchange characterized by emotional attention, instrumental assistance, the provision of information, or other assistance. For example, social support helps students cope with stressors in campus life. One way in which people find support during difficult times is through social media, turning to others who act as good listeners or provide advice [11]. House distinguishes four dimensions of social support, including: emotional support, appreciation support, instrumental support, and informative support.
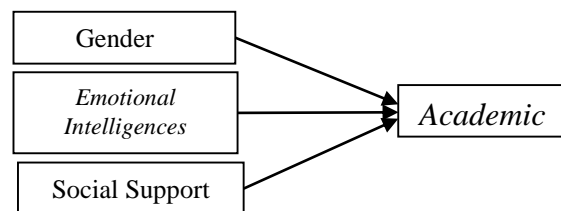

Figure 1 Research Thinking Framework

3. RESEARCH METHOD

3.1. Approach and Type of Research

Research This research uses a quantitative approach. The type of research used is a case study. Case study or field research intended to intensively

study the background of the current situation and position as well as certain environmental interactions social unit that is what they are. More specifically, the purpose of this study is to analyze the academic hardiness of final year students which is correlated with gender, emotional intelligence and social support.

3.2. Research Background

Determining the research background is very important in order to account for the data obtained so that the research location needs to be determined first. Meanwhile, in this study, the location of the work unit from the State University of Semarang focused on the accounting education study program.

3.3. Research Population

Population in this study were all students of accounting education at the Faculty of Economics, State University of Semarang, 2017 which amounted to 159 students. The following is a table of the number of active students in accounting education at the Faculty of Economics, Semarang State University, batch 2017:

Table 1 Research Population

No	Study Program	Number of Students
1.	Accounting Education 2017 Class A	53
2.	Accounting Education 2017 Class B	54
3.	Accounting Education 2017 Class C	52
	Total	159

Source: Study Program Data, processed 2021

Students of Accounting Education S1 Unnes batch 2017 were chosen because they were take the script. Students who write theses are expected to have high hardiness in completing theses. The sampling technique in this study uses saturated samples. Saturated sampling is a sampling technique when all members of the population are used as samples, so the sample for this research is 159 respondents.

3.4. Types and Techniques of Data Collection The data

Types data needed in this study is primary data. Primary data in this study were obtained through a list

of written questions (questionnaires) both open and closed to students who were taking their thesis. The alternative answers provided for the closed questionnaire were submitted using an ordinal scale covering the numbers 1 to 5.

4. RESULTS AND DISCUSSION

4.1. Research Results

Data consisted of two independent variables, namely gender (X1); emotional intelligence (X2); social support (X3) and one dependent variable is academic hardiness (Y). This research was conducted from July to August 2021. Data collection was carried out by giving questionnaires to the relevant respondents. The rate of return of the questionnaire and the number of questionnaires that can be processed are presented in Table 2 below:

Table 2 Response Rate

Information	Number of Students	Percentage
Questionnaires distributed	159	100%
Questionnaires that did not return	40	25.16%
Questionnaires returned	119	74.84%

Number of returned questionnaires was 119. Of the returned questionnaires, 30 were taken to be used for validity and reliability tests so that 89 respondents were processed for this study.

4.2. Results of Descriptive Statistical

Analysis Descriptive analysis in this study is used to provide an overview of the minimum value, maximum value, average and standard deviation processed using IBM Statistic 21.0. To describe and test the relationship between the independent variables and the dependent variable in this study, this section will present a description of the data from each variable based on the data obtained in the field. The results of descriptive analysis using SPSS show that the variable emotional intelligence.

Based on Table 3 was obtained that the average *academic* hardiness, emotional intelligence, social support and education students accounting consecutively is 46.19 or in the high category.

Table 3 Descriptive Statistical

	Mean	Std. Deviation	N
GenderX1	1.83	.376	89
EmotionalX2	87,73	9.907	89
SosialSupportX3	42.73	6.457	89
Academic Hardiness Y	46.19	5.520	89

Analysis Source: Research Data, processed 2021

Prerequisite Test

a) Normality

Test Data normality test is used to test the normality of a data before the data is analyzed further. Normality test in this study using SPSS for windows release 21. The results of the normality test for the variable emotional intelligence show the value of Komogorov-Smirnov Z of 0.807 with p value = 0.414 > 0.05, which means that the data distribution meets the normal distribution. The results of the normality test of the social support variable showed that the value of Komogrorov-Smirnov Z was 1.194 with p value = 0.185> 0.05, which means that the distribution of the data meets the normal distribution. The results of the normality test for the variable academic hardiness show that the value of Komogrorov Smirnov Z is 0.675 with p value = 0.445 > 0.05, which means that the data distribution meets the normal distribution. The results of the complete normality test can be seen from theoutput SPSS for windows release 22, as shown in the table below:

Table 4 Normality Test for Results

Variable	KZS Coefficient	Sig.	Information
Emotional Intelligence	0.807	0.414(p >0.05)	Normal
Social Support	1.194	0.815(p >0.05)	Normal
Academic Hardiness	0.675	0.675(p >0.05)	Normal

Source: Research Data, processed 2021

b) Linearity Test Linearity

test is needed to determine whether the independent variables (emotional intelligence and social support)

and academic hardiness have a unidirectional (linear) correlation or not. The results of the linearity test of the relationship between emotional intelligence and academic hardiness obtained an F value of 0.788. The results from the description of deviation from linearity resulted in a significance (p) = 0.579 with p > 0.05. These results indicate that the independent variable emotional intelligence with the dependent variable (academic hardiness) has linear correlation, meaning that there is a relationship between emotional intelligence and academic hardiness. The results of the linearity test of the relationship between social support and academic hardiness obtained an F value of 1.115. The results from the description of deviation from linearity resulted in a significance (p) = 0.615 with p > 0.05. These results indicate that social support and academic hardiness have a linear or unidirectional relationship. The following Table 5 is the result of linearity test:

Table 5 Linearity Test Results

Variable	F deviation from Linearity	Significance	Description
Emotional Intelligence with *Academic Hardiness*	0.788	0.579(p>0.05)	Linear
Social Support with *Academic Hardiness*	1.115	0.615(p>0.05)	Linear

Source: Research data, processed 2021

4.3. Hypothesis Testing

Hypothesis is a temporary answer to the problems formulated and will be investigated in research. Therefore, it is necessary to prove the truth of the hypothesis that has been formulated. testing Hypothesis in this study basically uses correlation analysis techniques. Based on the results of the product moment correlation test to determine the relationship between gender and academic hardiness of accounting education students, it was obtained that p sig value of 0.618>0.005 which means Ho is accepted and Ha is rejected, that is, there is no relationship between gender and academic hardiness.

The results thus show that **Ha1 is rejected**. The correlation coefficient shows a positive number of 0.054 which means that there is a positive and insignificant relationship between gender and academic hardiness of accounting education students.

The results of the product moment correlation test to determine the relationship between emotional intelligence and academic hardiness of accounting

education students obtained a p value of 0.00<0.005, which means Ho is rejected and **Ha2 is accepted,** namely there is a relationship between emotional intelligence and academic hardiness.

The results of product moment correlation test results to determine the relationship between social support with academic hardiness accounting education student obtained sig 0:00 p value <0.005 which means that Ho refused and **HA3 accepted** that there is a relationship between social support and academic **hardiness.** The following is a table of correlation test results

is a relationship between Emotional Intelligence and Academic Hardiness of accounting education students. Goleman [7] defines that emotional intelligence refers to the ability to recognize our own feelings and those of others, the ability to motivate oneself, and the ability to manage emotions well in oneself and in relationships with others. Students who are writing a thesis should be able to control their emotions so they don't give up easily. The results of Dogaheh [3] research reveal that there is a positive and significant relationship between emotional intelligence and hardiness.

Table 6 Correlation Test Results

Correlations		GenderX1	EmotionalX2	Social SupportX3	Academic Hardiness Y
GenderX1	Pearson Correlation	1	-.213*	-.117	.054
	Sig. (2-tailed)		.045	.275	.618
	N	89	89	89	89
EmotionalX2	Pearson Correlation	-.213*	1	.449**	.672**
	Sig. (2-tailed)	.045		.000	.000
	N	89	89	89	89
DukunganSosX3	Pearson Correlation	-.117	.449**	1	.418**
	Sig. (2-tailed)	.275	.000		.000
	N	89	89	89	89
Academic Hardiness Y	Pearson Correlation	.054	.672**	.418**	1
	Sig. (2-tailed)	.618	.000	.000	
	N	89	89	89	89

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

5. DISCUSSION

5.1. Gender Relationship with Academic Hardiness of Accounting Education Students

Based on the results of correlation analysis in this study, it shows that there is no relationship between Gender and Academic Hardiness of Accounting Education Students. Descriptive results show that the respondents of this study were dominated by women. Women are basically more resilient and painstaking in completing thesis. The results of this study shows that there is a relationship and influence between gender on hardiness except in the aspect of commitment.

5.2. Relationship of Emotional Intelligence with Academic Hardiness of Accounting Education Students

The results of hypothesis testing indicate that there

5.3. Relationship of Social Support with Academic Hardiness of Accounting Education Students

Research shows that there is a relationship between social support and academic hardiness of accounting education students**.** Accounting education students who are taking their thesis need social support from friends in arms, parents, and supervisors. The average support felt by students taking theses is in the good category. Social support received can make individuals feel calm, cared for, loved, confident and competent. Socially supportive social relationships can also reduce the effects of stress, help people cope with stress and promote health. In addition, social support can be effective in overcoming psychological pressure in difficult and stressful times.

Hardiness as a constellation of personality has several factors that influence its development, namely physiological physical factors and experience factors [5]. Physiological factors are factors related to

physical conditions such as height-short, fat-thin, brain and glandular capacity. The experience factor consists of general experience and unique experience. General experience is an experience shared by all members of the community where the individual is located. Unique experiences are experiences that are only experienced and felt by the individual himself. Unique experiences can come from experiences with people around the teacher. Individuals as social beings cannot be separated from the influence of their social environment. Bonds and social relationships with others are considered aspects that can provide emotional satisfaction in life.

The results of this study are in line with the basic needs theory of Self Determination Theory (SDT) which postulates that there are three basic needs, namely, autonomy, competence, and relatedness. Autonomy refers to the need to feel that one's behavior and the resulting outcomes are self-determined, or self-inflicted, as opposed to being influenced or controlled by outside forces. Competence refers to the need to feel effective and able to perform tasks at various levels of difficulty. Connectedness refers to the need to feel connected to, supported by, or cared for by others. The results of this study that there is a positive relationship between social support and hardiness in orphanage adolescents.

6. CONCLUSIONS AND SUGGESTIONS

6.1. Conclusions

Conclusion that can be drawn based on the results and discussion are (1) there is no gender relationship with academic hardiness accounting education student, (2) there is a relationship between emotional intelligence and academic hardiness accounting education student, (3) there is a relationship between social support and academic hardiness of accounting education students

6.2. Suggestions

1. Students should improve their hardiness by setting targets for achievement during college, building a good personality and being able to control themselves.

2. For supervisors, according to the results of research that has been done, lecturers are expected to maintain the quality of relationships with students. Teachers are expected to help each other, be open, provide input and constructive criticism to each other.

3. Further researchers are advised to expand the object of research.

REFERENCES

[1] Albrecht, T and Adelman, M., Communicating Social Support. Newbury Park: Sage Chaplin, JP 2009, Dictionary of Psychology, (Translation. Kartini Kartono) Jakarta: PT. King. Grafindo. 1987.

[2] Cole, M., Feild, H., & Harris, S., Student Learning Motivation and Psychological Hardiness: *Academy of Management of Learning and Education*, Vol. 3/1, 2004, pp 64-85

[3] Dogaheh, Ebrahim Rezaei, Mohammad Khaledian, Ali Reza Mohammadi Arya., *The Relationship of Psychological Hardiness with Emotional Intelligence and Workaholism*. October 2013, Volume 1, Number 4 2013.

[4] Hadjam, et al., The Role of Resilience Personality in Somatization Disorder. Anima, Indonesian Psychological Journal. Vol. 19, No. 2, 2004, pp 122 – 135.

[5] Irwanto, et al., General Psychology. Jakarta: Prenhallindo. 2002.

[6] Hurlock, E., *Developmental Psychology*. Jakarta: PT Gramedia Pustaka. 2004.

[7] Goleman., *Emotional Intelligence: Why EI is more important than IQ (translator T. Hermaya)*. Jakarta: Gramedia Pustaka Utama. 2000.

[8] Kaveh, K., & Yazdi, SM, The Relationship Between Emotional Intelligence and Psychological Hardiness Comparison of Male and Female Students Working in Universities in Tehran. *Journal of Innovative Education*, 3(1-2), 2007, pp 35-50.

[9] Ministry of National Education No. 232/U/2000 and No. 045/2000

[10] Khaledian, M., The Relationship between Attachment Lifestyles with Depression and Life Expectancy and Emotional Intelligence. *Psychology and Social Behavior Research*, *1*(1), 2013, pp 1-8.

[11] King, LA, *General Psychology, An Appreciative View*. Book 1. Jakarta: Salemba Humanika Publishers, 2010.