

The Influence of Self-Adjustment and Social Support on Hardiness in Out-of-Town Students

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ABSTRACT

Objective: This study aimed to investigate the effect of self-adjustment and social support on the hardiness of out-of-town (overseas) students, who often encounter psychological challenges stemming from differences in lifestyle, language, and social norms in their new environment. **Method:** Employing a quantitative research design, data were collected from 204 overseas students using standardized questionnaires. Hypothesis testing was conducted through multiple linear regression analysis using SPSS 29 for Windows. **Results:** The findings revealed a significant simultaneous effect of self-adjustment and social support on hardiness, indicated by an F-value of 24.828 and a significance level of 0.001 ($p < 0.05$). The model accounted for 19.8% of the variance in hardiness, suggesting that the remaining 80.2% is explained by other unexamined variables. **Novelty:** This study contributes to the psychological literature by highlighting the joint predictive power of self-adjustment and social support in fostering resilience among overseas students, emphasizing the need for targeted interventions that strengthen these factors to support student well-being in cross-cultural academic settings.

INTRODUCTION

In general, students enter adulthood at the age of 18 to 25 years. In this case, students already have responsibility for their own development, including responsibility for the life they live into adulthood [1]. Students who have the determination to pursue education outside of their home area or what are called overseas students are usually required to have better abilities to adjust to the new environment they live in. Individuals who are able to adjust well will react to individuals and the environment in an efficient, healthy way, and can overcome inner conflicts and frustrations [2]. According to Santrock in Anggraini [3] out-of-town are students who do not come from the area with the aim of achieving success through a better quality of education in an effort to achieve their goals and a better life. An out-of-town students tends to face what is called psychological pressure [4]. This is because overseas students are often faced with various differences in terms of life, such as differences in lifestyle, customs, language, and social interaction [5]. In this case, an unyielding personality is needed so that overseas students are able to find the best solution to the problems they face in the hope that they can deal with the various pressures they experience.

Hardiness has an important influence on personal behavior, one of which is related to self-control [6]. According Kobasa [7] Personality resilience or hardiness is a personality characteristic that functions to deal with all the problems that occur in the surrounding environment. Someone who has high hardiness will have high

responsibility for themselves and also be responsible for others. In addition, the individual will feel that the unmet needs of others are their responsibility. This statement is in accordance with the words of Eschleman, Bowling, & Alarcon [8] that the responsibility for resilience does not solely lie with oneself, but many things are also a person's responsibility, including in this case is how the individual takes responsibility for the surrounding environment and others.

The aspects of personality hardiness according to Kobasa [9] It is divided into three aspects, namely commitment, control, and challenge. Commitment describes how far individuals believe and can survive something they are experiencing. Control involves an individual's self-belief that they are able to influence the events that occur in their life. Individuals who have strong control will always be confident and confident in dealing with things that happen to individuals, these individuals will usually tend to succeed in dealing with problems. In this case, challenge refers more to individuals who consider everything positively and optimistically. Individuals have self-belief that there will be changes that are common in life so that these changes are seen not as a threat to individual security but rather an opportunity to further enable them to develop and grow. Individuals who have a hardiness personality will tend to have the ability to fight stress. Rahardjo [10] stated that the benefits of hardiness for individuals are to help individuals adapt when going through stressful circumstances, reduce negative assessments of threatening events, be able to control circumstances and make decisions and learn from stressful circumstances. According to Florian [11] The factors that influence hardiness include the ability to make realistic plans, have self-confidence and a positive self-image, develop communication skills, and the capacity to manage strong feelings and the urge to act.

As for previous research conducted by Arisandi [12] regarding the hardiness of out-of-town students at Syiah Kuala University, the hardiness of out-of-town students who are female is higher at 58.98 than the average level of hardiness of out-of-town students who are male, namely 56.44. Research conducted by Berahmawati [13] also found that there were differences in hardiness in Karo female survivors higher than hardiness in Karo male survivors. Karo women are more resilient in facing a problem because in Karo culture, women are required to be stronger because of the many and heavy duties and responsibilities that must be carried out than the duties and responsibilities of a Karo man in everyday life.

However, there is a difference with the initial survey that I have conducted on 30 out-of-town students at Muhammadiyah Sidoarjo University, the majority of whom are Javanese, which shows that the average hardiness in overseas students of the male gender, namely men at 63.6 and women at 58.6, which the initial survey results show that the level of hardiness in out-of-town students of the female gender is lower than that of men. Furthermore, another study from Putri and Sawitri [12] said that students who have a high hardiness attitude tend to be considered more capable of dealing with problems in their lives with the right attitude, compared to students who have a low hardiness

attitude, because individuals tend to feel unable to deal with a problem they have and easily give up on the problems they face.

According to Haber & Runyon [13] The process of self-adjustment is a process where individuals are able to place themselves in any situation. This requires adaptation to changing environmental conditions. Basically, self-adjustment will connect a person with the circumstances around the environment, self-adjustment is related to a person's behavior and mentality so that individuals will try to overcome all their needs starting from pressure, frustration, and inner problems and demands placed on individuals. The success of self-adjustment is measured through the ability of how individuals can face and adapt to changes in their lives [13]. This is in line with the research of Dodik and Astuti [14] that someone with a hardiness personality tends to have better self-adjustment, especially when individuals are in threatening events and conditions. As for some aspects of self-adjustment proposed by Schneiders [15] These are self-control of excessive emotions, minimal defense mechanisms, minimal personal frustration, rational consideration and the ability to direct oneself, the ability to learn and utilize past experiences, and a realistic and objective attitude.

In this case, the need for adaptation and understanding of the new environment is very important for overseas students. Social support has an important role during the period of individual adjustment to prevent loneliness and isolation [16]. Students need emotional, instrumental, informational, and affirmation support to build their psychological well-being [17]. According to Baron & Byrne [18] Social support is a form of physical and psychological comfort provided by family members or close friends. As according to Weiss, social support is a process of relationships formed from individuals with the perception that someone is loved and valued to provide assistance to individuals who experience pressure. Social support can be seen from how much social interaction is carried out in building or undergoing a relationship related to the surrounding environment. In addition, Santrock [19] argues that social support is getting information, comments, and so on from other people who are considered very important to these individuals who depend on each other. The aspects of social support according to Weiss [20] are emotional attachment, social integration, reassurance of worth, reliable alliance, guidance, opportunity for nurturance. Based on the results of research conducted by Rufaida & Kustanti [13], there is a positive relationship between peer social support and self-adjustment in out-of-town students. This shows that the higher the self-adjustment, the higher the social support and vice versa, the lower the peer social support score, the lower the individual's self-adjustment. Peer social support provides a value of 33.9% in influencing self-adjustment, while 66.1% is influenced by other factors. As for the results of previous research conducted by Istiqamah & Alwi [21] that social support can increase hardiness in students who are working on a thesis. The higher the social support, the higher the student's hardiness. Conversely, the lower the social support, the lower the student's hardiness.

Based on the above views, the researcher aims to test whether self-adjustment and social support affect hardiness in overseas students. The hypotheses proposed in this study, namely: 1) There is a significant influence between self-adjustment and social support on the hardiness of overseas students, 2) There is an influence of self-adjustment on hardiness, 3) There is an influence of social support on hardiness in overseas students.

RESEARCH METHOD

Type of research

This research uses quantitative research with a correlational approach. The method used in this research is a questionnaire survey as a data collection instrument. The research design used is explanatory research which aims to explain the position of the variables to be studied and the influence between one variable and another [22]. In this study using the independent variable (X), and the dependent variable (Y). The independent variable (X1) used, namely self-adjustment and the independent variable (X2) social support while the dependent variable (Y) used is hardiness.

Research sample population

This study uses non-probability sampling techniques, namely purposive sampling sampling techniques using certain considerations in accordance with the desired criteria to determine the number of samples [23]. In this study using a sample size of 204 overseas students. The criteria in this study, namely out-of-town students who are in Sidoarjo, active students of universities in Sidoarjo, do not live with parents, and do not commute.

In measuring each indicator in the study using a Likert scale in which there are indicators of each variable. The answer choices on the Likert scale are Strongly Agree (SS), Agree (S), Disagree (TS), Strongly Disagree (STS). In the likert scale there will be favorable and unfavorable statements. Favorable statements are statements that support while unfavorable are statements that are less supportive. The scoring on the likert scale on favorable statements is 4, 3, 2, 1. On unfavorable statements, the scoring is 1, 2, 3, 4.

Self-adjustment measurement

In this study using a self-adjustment scale adapted from Martvie [24] which has been compiled based on the theories put forward by Schneiders [25], which consists of several aspects, namely adaptation, conformity, mastery, individual variation. The scale has 28 items and the reliability result is ($\alpha=0.739$). After the researcher did a try out, the scale had 16 valid items and obtained reliability results ($\alpha=0.776$).

Social support measurement

The social support scale uses The Social Province Scale developed by Rusell & Cultrona [26] and adapted by Yuli [27] based on Weiss' dimensions, namely emotional attachment, social integration, reassurance of worth, reliable alliance, guidance, opportunity for nurturance. This scale consists of 24 items and the reliability result is ($\alpha=0.70$). After the researcher did a try out, the scale had 20 valid items and obtained reliability results ($\alpha=0.905$).

Hardiness measurement

The hardiness scale uses the Dispositional Resilience Scale: A Short Hardiness Scale (DRS-15) developed by Bartone [28] and adapted by Nadhifa [29] which is arranged based on Kobasa's [9] dimensions namely control, commitment and challenge. This scale consists of 15 items and the reliability result is ($\alpha=0.70$). After the researcher tried out, the scale had 10 valid items and obtained reliability results ($\alpha = 0.820$).

Data analysis technique

The data analysis method uses multiple linear regression analysis to identify the effect of self-adjustment and social support on hardiness in overseas students. To perform multiple linear regression analysis, classical assumption tests (normality test, linearity test, multicollinearity test, homoscedasticity test) and hypothesis testing are carried out using SPSS version 29 for windows.

RESULTS AND DISCUSSION

Results

1. Classic Assumption Test

a. Normality Test

According to Ghozali [30], the normality test is used in the regression model to test whether the independent and dependent variables are normally or abnormally distributed. If the significant value is more than 0.05, the data is normally distributed, while if the significant value is less than 0.05, the data is not normally distributed.

Table 1. Linearity Test Results of Self-Adjustment with Hardiness
One-Sample Kolmogorov-Smirnov Test

			Unstandar dized Residual
N			204
Normal Parameters ^{a,b}	Mean		.0000000
	Std. Deviation		3.07085193
Most Extreme Differences	Absolute		.028
	Positive		.028
	Negative		-.027
Test Statistic			.028
Asymp. Sig. (2-tailed) ^c			.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.		.969
	99% Confidence Interval	Lower Bound	.964
		Upper Bound	.973

- a. Test distribution is Normal.
- b. Calculated from data.

Based on the results of the normality test in (Table.1) above, it is known that the significant value is $0.969 > 0.05$, it can be concluded that the data from self-adjustment, social support, and hardiness are normally distributed.

b. Linearity Test

According to Ghozali [30] the multiple linear regression test is used to see the attachment between the independent variable and the dependent variable which is positive or negative. If the probability value > 0.05 then the relationship between the independent variable (X) and the dependent variable (Y) is linear. Meanwhile, if the probability value < 0.05 , the relationship between the independent variable (X) and the dependent variable (Y) is not linear.

Table 2. Linearity Test Results of Self-Adjustment with Hardiness
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Hardiness * Self- Adjustment	Between Groups	(Combined)	317.391	29	10.945	.920	.588
		Linearity	3.773	1	3.773	.317	.574
		Deviation from Linearity	313.618	28	11.201	.942	.555
	Within Groups		2069.839	174	11.896		
	Total		2387.230	203			

Based on the test results (Table 2) above, it is known that the Sig of Deviation from Linearity is $0.555 > 0.05$ and the Sig Linearity value is $0.574 > 0.05$, meaning that it has met the assumption requirements so that the Self-Adjustment variable (X1) has a linear relationship to Hardiness (Y). In addition, $0.574 > 0.05$ indicates that the relationship between Self-Adjustment and Hardiness is not statistically significant. This means that although the relationship between these two variables is linear, Self-Adjustment does not have a significant influence on Hardiness.

Table 3. Linearity Test Results of Social Support with Hardiness
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Hardiness * Social Support	Between Groups	(Combined)	979.460	33	29.681	3.584	<.001
		Linearity	463.270	1	463.270	55.944	<.001

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
	Deviation from Linearity	516.190	32	16.131	1.948	.004
	Within Groups	1407.771	170	8.281		
	Total	2387.230	203			

Based on the test results in (Table. 3) above, it is known that the Linearity Sig value is 0.004 which means <0.05 and the Linearity Sig value is 0.001 <0.05 , meaning that it has met the assumption requirements so that Social Support (X2) has a linear relationship to Hardiness (Y).

c. Multicollinearity Test

According to Ghazali [30] the multicollinearity test aims to test whether the regression model found a correlation between the independent variables. To observe the presence of multicollinearity in the regression relationship, it can be seen from the tolerance number and VIF number, if the tolerance value > 0.10 and the VIF value < 10 then there is no multicollinearity, if the tolerance value < 0.10 and the VIF value > 10 then there is multicollinearity.

Table 4. Multicollinearity Test Results

		Coefficients ^a						Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients				Tolerance	VIF
Model		B	Std. Error	Beta	t	Sig.			
1	(Constant)	15.806	2.796		5.654	<.001			
	Self-Adjustment	.040	.040	.065	1.006	.315	.947	1.056	
	Social Support	.216	.031	.456	7.018	<.001	.947	1.056	

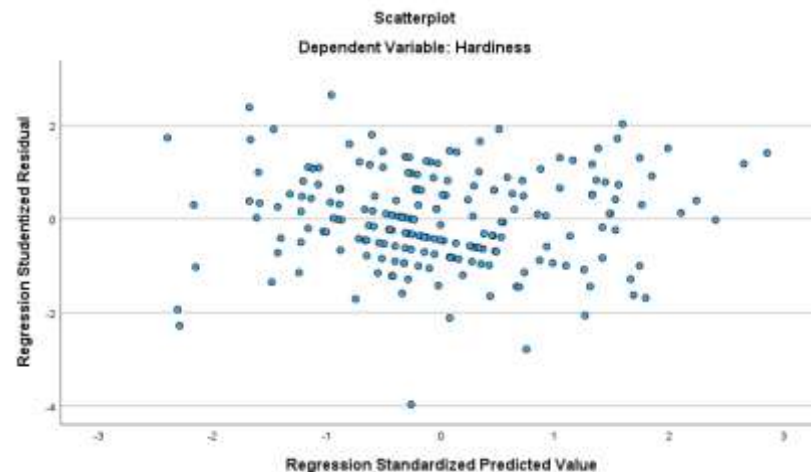
a. Dependent Variable: Hardiness

Based on the multicollinearity test results in (Table. 4), it is known that the tolerance value of X1 and X2 is $0.947 > 0.10$ and the VIF value is $1.056 < 10.00$ with a value, it can be concluded that there is no relationship between the two variables.

d. Homoscedasticity Test

According to Ghozali, the heteroscedasticity test aims to test whether in a regression model there is an inequality of variance from residuals in one observation to another, if the variance is different it is called heteroscedasticity. If there is no certain pattern and does not spread above or below the number 0 on the Y axis, it means that the data does not occur heteroscedasticity or homoscedasticity [30].

Figure 1. Homoscedasticity Test Results

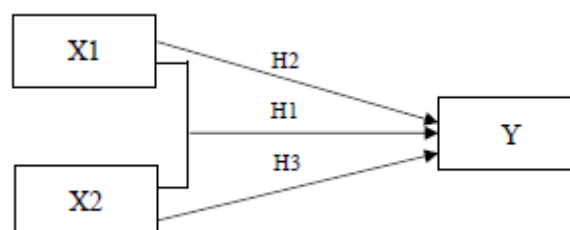


Based on the results of the homoscedasticity test in (Fig. 1) above, it is known that there is no clear pattern and the points are above and below the number 0, it can be concluded that between variables there is an inequality of variance from residuals in one observation to another.

2. Hypotesist Test

This test is carried out intending to reveal whether there is a simultaneous influence between self-adjustment and social support on the hardiness of overseas students, then whether there is an effect of self-adjustment on hardiness, and whether there is an effect of social support on hardiness as in (Figure 2) below.

Figure 2. Hypothesis Test Results



a. First Hypotesis Test

The first hypothesis to be tested is "there is an influence between self-adjustment and social support on hardiness in overseas students". If the Sig F value < 0.05 , then H^0 is rejected and H^1 is accepted [30]. Based on the results of hypothesis

testing in (Table. 5) below, it is known that the value of $R = 0.441$ and in (Table. 6) below, it is known that the value of $F = 24.828$ with $\text{Sig } 0.001 < 0.05$. This means that the first hypothesis in this study can be accepted, so it can be concluded that there is a significant influence between self-adjustment and social support on hardiness in out-of-town students.

Table 5. R-Square Results in the First Hypothesis Test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.445 ^a	.198	.190	3.086

a. Predictors: (Constant), Social Support

b. Dependent Variable: Hardiness

Table 6. F Test Results on the First Hypothesis

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	472.914	2	236.457	24.828	<.001 ^b
	Residual	1914.317	201	9.524		
	Total	2387.230	203			

a. Dependent Variable: Hardiness

b. Predictors: (Constant), Social Support, Self-Adjustment

b. Second and Third Hypothesis Test

The second hypothesis to be tested is "there is an effect of self-adjustment on hardiness in out-of-town students". And the third hypothesis to be tested is "there is an effect of social support on hardiness in out-of-town students".

Table 7. Second and Third Hypothesis Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.806	2.796		5.654	<.001
	Self-Adjustment	.040	.040	.065	1.006	.315
	Social Support	.216	.031	.456	7.018	<.001

a. Dependent Variable: Hardiness

Based on the results of hypothesis testing in (Table. 7) above, it is known that self-adjustment (X1) has a significance value of $(0.315) > (0.05)$. So it can be concluded that the hypothesis H0 is accepted and H1 is rejected, meaning that there is no strong enough evidence to state that self-adjustment (X1) has a significant influence on hardiness (Y).

Meanwhile, the social support variable (X2) is known to have a significant value of $(0.001) < (0.05)$. So it can be concluded that H0 is rejected and H1 is accepted, meaning that there is a significant influence between social support on hardiness (Y).

c. Regretion Equation

After calculating the research data using SPSS software, the results of the regression equation with path analysis are obtained as follows:

$$Y = A + b^1X^1 + b^2X^2 \quad Y = 15,806 + 0,40X^1 + 0,216X^2$$

15.806 is a constant value, meaning that if the variables of self-adjustment and social support = 0, then the predicted value of hardiness is 15.806. 0.40 (X1) is the regression coefficient value of the self-adjustment variable on hardiness. This shows that every one unit increase in self-adjustment will increase hardiness by 0.40, meaning that there is a significant positive correlation between the two variables.

Then the regression coefficient value of the social support variable on hardiness is 0.216 (X2). This shows that if the social support variable increases by one unit, hardiness will increase by 0.216, meaning that there is a significant positive correlation between the two variables.

d. Effectiveness Contribution of Independent Variables in Research

To find out this aims the effective contribution of each independent variable to the dependent variable, in this study it can be seen in (Table. 8) below. The self-adjustment variable provides an effective contribution of 0.26% and the social support variable provides an effective contribution of 20.11%. Based on these results it can be concluded that the social support variable provides the largest contribution to hardiness in out-of-town students.

Table 8. Effectiveness contribution

Variable	<i>Standarized Coefficient (Beta)</i>	Correlation Coefficient	R-Square	Effectiveness Contribution
Self-Adjustment (X ₁)	0,065	-0,040	19,8%	0,26%

Social Support (X_2)	0,456	0,441	20,11%
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Discussion

Based on the results of the analysis of the variables in the study in the normality test, it is known that the Sig value is $0.969 > 0.05$, it can be concluded that the data is normally distributed. In the linearity test of the effect of self-adjustment on hardiness, it is known that self-adjustment (X_1) has a significance value of $(0.315) > (0.05)$. So it can be concluded that the hypothesis H^0 is accepted and H^1 is rejected, meaning that there is no strong enough evidence to state that self-adjustment (X_1) has a significant influence on hardiness (Y). Based on the effective contribution, it states that the contribution of the influence is 0.26%, which indicates that the contribution of self-adjustment variables to hardiness is very small and tends to be negative. This shows that increasing self-adjustment does not contribute significantly to hardiness and there is an unequal relationship between self-adjustment and hardiness, so that when self-adjustment increases hardiness actually tends to decrease. This also reflects that individuals who appear to be self-adjusted do not necessarily have high levels of hardiness. One possible cause is the dominant role of social support in influencing hardiness. The research conducted by Purba et al. [33] showed that social support can reduce burnout in teachers, which indicates that external support can play a role more than internal factors such as self-adjustment. In addition, research conducted by Tuwanakotta and Kristinawati [34] found that self-adjustment has a significant negative relationship with academic stress in out-of-town students. This indicates that self-adjustment is not always positively correlated with all psychological aspects.

The effect of social support on hardiness based on the results of the study shows that the social support variable (X_2) is known to have a significant value of $(0.001) < (0.05)$. So it can be concluded that H^0 is rejected and H^1 is accepted, meaning that there is a significant influence between social support on hardiness where the higher the social support, the higher the level of hardiness in out-of-town students. Based on the effective contribution, it states that the contribution of the influence is 20.11%. These results are supported by research conducted by Istiqamah & Alwi [23] that social support affects hardiness by 10.2%. This shows that the higher the social support, the higher the hardiness of students. Conversely, the lower the social support, the lower the student hardiness. Meanwhile, research conducted by Salma & Sawitri [35] found that there is a positive relationship between social support and hardiness in college students. In this case, social support has an important role. Students who live away from their families are prone to stress because they have to adjust to a new environment and bear the academic burden independently. Social support is proven to be an effective source of coping to deal with this pressure [36].

Simultaneously self-adjustment and social support contribute to hardiness in out-of-town students. This is reinforced by the R-Square value of 0.194 or 19.4%, it can be

seen that it can be concluded that self-adjustment and social support affect hardiness by 19.4% and the remaining 80.6% is influenced by other variables. Previous research conducted by Maddi [37] states that hardiness is also influenced by aspects, such as self-control, commitment to goals, and perception of life challenges. Thus, it can be concluded that the better the ability of students to adjust and the higher the social support received, the higher the level of hardiness they have. The results show that both internal factors (self-adjustment) and external factors (social support) have an important role in shaping the hardiness of out-of-town students. Good self-adjustment allows individuals to respond adaptively to challenges and environmental changes, so they are not easily depressed in the face of difficulties [21]. In addition, social support functions as an external resource that provides a sense of security, acceptance, and emotional assistance that can increase self-confidence and individual endurance in dealing with stress [36].

Based on the results of data analysis from the study, there are several limitations. First, data collection using a self-report-based questionnaire allows for subjectivity bias from respondents. Second, the sample in the study was only limited to out-of-town students in one particular region so that the results of the study could not necessarily be generalized to out-of-town students in other regions with different cultural or social backgrounds. Third, the variables used are limited so that they have not been able to fully explain the factors that affect hardiness.

CONCLUSION

Fundamental Finding : This study demonstrates that while self-adjustment alone does not significantly influence hardiness, social support has a positive and significant effect, and together both variables contribute 19.8% to the variance in hardiness among out-of-town students. **Implication :** These findings underscore the critical role of social support in enhancing psychological resilience, suggesting that institutions should prioritize support systems to strengthen student well-being during transitional periods. **Limitation :** However, the explanatory power of the model remains limited, with 80.2% of the variance in hardiness attributed to other unmeasured factors, indicating that additional psychological, environmental, or personal variables may be influential. **Future Research :** Subsequent studies should explore other potential predictors such as coping strategies, personality traits, or academic stressors, and adopt mixed-method approaches to capture the nuanced experiences of out-of-town students in adapting to new social and academic environments.

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