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The Importance of Hardiness For Students In 21st Century

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Abstract. 21st Century Learning is a learning process that integrates literacy skills, knowledge skills, skills and attitudes and also mastery of technology. Learning in the 21st Century has an impact on changing lives that are growing dynamic and complex. This very dynamic change in life also turns out to increase various complex problems for students, including those related to psychological problems, not just about academic problems. This study aims to examine the literature on the importance of hardiness for students in the 21st Century. Hardiness is important for students because students as teenagers have complex problems. Students are faced with life's challenges that are complex enough as they are prepare themselves to become physically and psychologically healthy. In addition to various complex problems faced by students, in the 21st century students as teenagers are also faced with intense competition so that young people are required to have high competitive power to be able to excel and succeed in actualizing themselves. These things can be a source of stress for students if they cannot cope with the stress they face. Hardiness is a personality characteristic that makes an individual have confidence that he can deal with various things and help to control the various effects of stress on life that occurs. The hardiness aspect consists of control, commitment and challenges.

Keywords: Hardiness, 21st century, Control, Commitment, Challenge

INTRODUCTION 21st Century skills are a consequence of the development of science and technology today and become a challenge for the world of education, especially learning. Traditional ways of learning must be shifted to modern learning models based on technology an d information to realize 21st Century skills.

To realize the challenges of the 21st Century, schools must change shape in ways that allow students to have creative thinking skills, flexible problem solving, collaboration and innovative skills that are ne eded to achieve success in work and life.

The 21st century then demands schools to develop more effective education models. The current education model has evolved compared to the previous system.

At present, the existence of the education system also focuses on the problem about empowering of people. This is due to a reality that the previous education system looked more at humans as objects of education. Thus the hope of education in further developing community thinking patterns. In addition, there is a change in educational orientation, which is education that leads to the world of work, which must be designed from the start. So education is not solely oriented on cognitive aspects. But precisely on matters related to personality that is in the form of affective and psychomotor elements (Muhson, Wahyuni, & Mulyani, 2012).

Hardiness is important to be owned by students because students as teenagers have complex problems. Students are faced with life's challenges that are complex enough and urge students to

prepare themselves to become adults which are physically and psychologically healthy. In addition to various complex problems faced by students, in the 21st century students are also faced with intense competition so that young people are required to have high competitive power to be able to excel, succeed in actualizing themselves. These things can be a source of stress for students if they cannot cope it.

This is reinforced by the opinion of Hardjana (1994) that hardiness can be defined as a state of self that makes individuals have endurance. Psychological resistance (psychological hardiness) can help individuals in managing stress (Nevid, et al, 2005). Individuals with high psychological endurance tend to be more effective in dealing with stress by using coping approaches that focus actively on problems (William et al., In Nevid et al., 2005, p.146). Hardiness can be one of the assets for individuals to be able to solve the problems they face positively and be able to cope with stress well.

According to Maddi & Kobasa (1984) the higher the level of hardiness personality, the greater the possibility of someone assessing a pressing situation not as a threat but as a challenge which means it will inhibit the stress on individuals. According to Maddi & Kobasa (1984) the higher the level of hardiness personality, the greater the possibility of someone assessing a pressing situation not as a threat but as a challenge.

METHOD

The method used in this article is the research library (library research), a series of studies relating to the method of data collection library, or research object of research explored through books, encyclopedias, journals, newspapers, magazines, and documents.

The research literature or review of the literature (literature review, literature research) is a research that examines or critically review the knowledge, ideas, or findings contained in the body of academic-oriented literature. The data used in this research is secondary data. Secondary data is data obtained not from direct observation. However, the data obtained from the research that has been done by previous researchers.

DISCUSSION

HARDINESS: DEFINITIONS, COMPONENTS AND FACTORS

The beginning of the concept of personality characteristics of hardiness was put forward by Maddi and Kobasa in 1979 as a variable to accept and face something that happens in individual's life. Hardiness is a personality characteristic that has a source of resistance when someone encounters something that can cause stress and can help protect someone from the influence of that stress (Kobasa, 1979).

According to Bonnano (in Maddi, 2013, p.9) hardiness is defined as a pathway to

resilience under stress. Resilience is often regarded as a phenomenon of maintaining performance and health in a state of stress, so that hardiness brings an individual developing under stressful conditions and can still improve his performance and mental health (Bonnano in Maddi, 2013, p.9).

Maddi (2013) revealed that hardiness is a personality characteristic that makes individuals stronger, resistant, stable and optimistic in dealing with stress and reducing the effects of stress experienced, hardiness will also view life as something that must be faced.

Hardiness is a pattern of attitudes and strategies that together make it easy for individuals to change stressful situations as opportunities for growth and ability to turn that into profit (Maddi, 2013). Individuals with high hardiness have the motivation and courage to do hard work so that individuals can turn stressful situations into opportunities for growth (Maddi, 2013). Hardiness can develop at any time in an individual's life span because hardiness can be learned (Khoshaba and Maddi; Maddi, 2013). Individuals with hardiness have the ability to protect themselves from psychological pressure and resist the pressure even though it can be detrimental to the individual (Skomorovsky and Sudom, 2011).

The concept of hardiness has its roots in the theory of existentialism (Frankl, 1959; Gendlin, 1966; Kierkegaard, 1954 in Sheard, 2009, p.190). According to this theory, hardiness is something that is made based on decisions and is applied by people consciously with joint efforts (Maddi, 2002, p.175).

Hardiness consists of three integrated assessment processes, namely commitment, challenge and control (Maddi, 2013, p.8). Commitment refers to an individual's tendency to get involved, have goals, find meaning in one's activities and environment. Challenge is the perception that change is an expected part of life and an essential element for personal development. Control is the perception that individuals can manage important life events through the use of imagination, knowledge, skills and choices.

Commitment is one's belief in various things that should be done, it makes someone confident, even if a bad event is happening, someone will still survive in the situation (Maddi, 2013). That is, someone with this commitment will have confidence that the life has a purpose and meaning. Commitment can be said as a defensive attitude and bound individuals to the situation that is happening no matter how difficult it is (Maddi, 2013).

Control is a person's belief that he himself can influence and encourage to believe that no matter how bad events that occur in life, still have to try to change the potential of stress into an opportunity to develop, bad events also become one of the opportunities for learning (Maddi, 2013). Kobasa (in Kinder, 2008) revealed

that control is a belief that he has full influence in ongoing activities.

Control is something that directs trust to keep trying to turn pressure into an opportunity to grow into a wise person. Individuals who have control can control themselves to believe and act like they have an influence on the situation that occurs to help individuals try to achieve goals.

The dimension of control is students' belief that they have the ability to achieve the desired educational outcomes of personal effort, through effective emotional self-regulation while facing academic pressure and disappointment (Benishek et al, 2005). This opinion is reinforced by Rooter (Munsterteiger, 2005, p.1) which states that if individuals have high control then they will have a strong ability to cope with stress better, because they perceive their future as something that can be predicted and controlled.

Challenges are perceptions received by someone in accepting life that happens well even though it is full of pressure. A stressful thing is considered as a challenge that must be faced or to make an opportunity to be even better (Maddi, 2013).

If someone has a strong aspect of challenge they will see the state of stress become a normal state in his life and make it an opportunity to learn, develop and grow wisdom (Vijayalakshmi, Mohanasundaram & Ramganesh, 2016).

Challenge is helping someone to become aware of various situations and stressful events is natural (Maddi, 2013). Feeling challenged will make the individual see change as an opportunity to grow as someone who is wise, the individual will accept and view changes that can make him depressed as an opportunity to learn from failure as he can also learn to turn a failure to be success. Efforts to change potentially stressful things into benefits is a satisfaction for individuals who have hardiness (Maddi, 2013). Feeling challenged will trigger individuals to be brave and motivated so that it will bring up good efforts to turn potentially destructive things into individuals into opportunities to become stronger individuals (Maddi, 2013).

21ST CENTURY LEARNING AND ITS EFFECT FOR SCHOOL COUNSELING

In the 21st century, the role of education is becoming increasingly important in preparing the next generation who have the skills to learn and innovate, skills in using technology and media information, and be able to work, and survive by using skills for life (life skills).

Learning 21st century skills should be centered to learner, team collaboration, and learning related to everyday life context learners (Mayasari, 2016). The 21st century is characterized as the century of openness or the age of globalization, means human life in the 21st century experienced fundamental changes that

are different order of life in the previous century.

21st century also affect the role of the school counselors. Theobald suggested that we need to envision the society we really want and to "create methods by which we can move from the present future into the conditional future that we choose" (as cited in Maples, 1984, p. xiii). More than 20 years ago, Inbody (1984) identifed six basic premises that were critical to the future of school counseling:

1. What the school counseling profession does today will have an impact on the quality of the field of school counseling and educational environments in which school counselors and students must live.
2. Scientifc methods of researching school counseling can be used for anticipating the various futures school counselors could create unknowingly.
3. There is no longer just one future that awaits the school counseling profession, but many different possible futures, depending on what school counselors and the profession choose today.
4. School counselors assume a moral urgency in their responsibility to future generations of students and school counselors.
5. Technology continues to serve as a powerful tool for school counselors;

however, school counselors are responsible for technology integration and use in the future in a way that may have been inconceivable twenty years ago.
6. Prior to unleashing the power of an idea on the school counseling profession and students, an extensive study of the future impact of that idea must be mounted.
(adapted from Inbody, 1984, pp. 216–217)
7. 21st-century school counselors are in a powerful and pivotal position to effectively demonstrate how the complement of academic rigor and affective development is the formula to student success (Stone & Dahir, 2006). They recognize and embrace the critical part they play as key members of the educational leadership team and rise to the challenge to share in the responsibility of preparing students to meet the expectations of higher academic standards while assisting them to become productive and contributing members of society.
8. Counselor educators, practitioners, and future school counselor candidates for degrees have established a new way of work as leaders, collaborators, advocates, and systemic change agents in concert with the dynamics of the educational landscape, the globalization of society and

economics, and the plethora of diverse student needs.

9. This next generation of school counselors will have acquired the attitudes, knowledge, and skills to collaborate with teachers, administrators, families, community resource networks, and others to promote educational equity and success for all children and youth (Stone & Dahir, 2006).

10. Standards, competencies, and models offer guidance and provide individuals and groups of students with the knowledge and skills in academic, career, and personal-social development. School counselors attend to the mental health and social-emotional needs of students through individual and group counseling, school counseling curriculum, and consultation and bring the idiosyncrasies of human growth and development to life in their schools.

Hardiness can help individuals facing problem arise in 21st century more effective as Schultz and Schultz (2010) suggested that one of the differences between individual attitudes in dealing with their problems is to have hardiness. Individuals with high hardiness are better able to deal with problems in their lives. Conversely, individuals with low hardiness see themselves unable to overcome the problem, in the sense that individuals give up on the problems they face.

Hardiness that is owned makes students to face various challenges in life by reducing stressful situations. Hardiness will make students stronger, more resistant, stable, optimistic in dealing with stress, and reduce the negative effects when facing life (Kobasa, Maddi, & Khan, 1982).

Kobasa (1979) suggested that hardiness personality is a pattern of personality characteristics that serves as a source of resistance when individua ls face stressful and stressful situations. Kobasa (Kreitner, 2005, p.375) identifies that hardiness personality can neutralize work-related stress, involving the ability to point of view or actually change negative stressors into positive challenges. When individuals have strong hardiness personalities, they will have attitudes that make them better able to fight stress (Schultz and Schultz, 2002, p. 358).

CONCLUSION

Education is not solely oriented on cognitive aspects. But precisely on matters related to personality that is in the form of affective and psychomotor elements.

Hardiness is important for students because students as teenagers have complex problems. Students are faced with life's challenges that are complex enough as they are prepare themselves to become physically and psychologically healthy. In addition to various complex problems faced by students, in the 21st century students as teenagers are also faced with intense competition so that

young people are required to have high competitive power to be able to excel and succeed in actualizing themselves. These things can be a source of stress for students if they cannot cope with the stress they face. Hardiness consists of three integrated assessment processes, namely commitment, challenge and control.

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