



# The Influence of Academic Self-Efficacy on Academic Hardiness among Senior High School Students

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## ABSTRACT

This study aimed to determine the influence of academic self-efficacy on academic resilience among senior high school students. The study employed a quantitative, correlational research design. The population consisted of 402 tenth-grade students from 11 classes at SMAN 4 Tasikmalaya. A total of 190 students were selected as the sample using a simple random sampling technique with a 5% margin of error. Data were collected using academic self-efficacy and academic resilience instruments. The findings revealed that students' academic self-efficacy was categorised as high, while their academic resilience was categorised as moderate. The results of the simple linear regression analysis indicated that academic self-efficacy had a significant effect on academic resilience, accounting for 53.8% of the variance. This study concludes that higher academic self-efficacy is associated with greater academic resilience. The findings imply that guidance and counselling teachers should develop services to enhance students' academic self-efficacy and strengthen their academic resilience.

## KATA KUNCI

Efikasi Diri Akademik;  
Ketangguhan Akademik;  
Siswa SMA;

## ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh efikasi diri akademik terhadap ketangguhan akademik pada siswa SMA. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional. Populasi penelitian adalah siswa kelas X SMAN 4 Tasikmalaya sebanyak 402 siswa dari 11 kelas. Sampel penelitian berjumlah 190 siswa yang dipilih menggunakan teknik simple random sampling dengan taraf kesalahan 5%. Pengumpulan data dilakukan menggunakan instrumen efikasi diri akademik dan ketangguhan akademik. Hasil penelitian menunjukkan bahwa efikasi diri akademik berada pada kategori tinggi, sedangkan ketangguhan akademik berada pada kategori sedang. Analisis regresi linier sederhana menunjukkan bahwa efikasi diri akademik berpengaruh signifikan terhadap ketangguhan akademik dengan kontribusi sebesar 53,8%. Penelitian ini menyimpulkan bahwa semakin tinggi efikasi diri akademik siswa, maka semakin tinggi ketangguhan akademiknya. Hasil penelitian memberikan implikasi bagi guru bimbingan dan konseling untuk mengembangkan layanan yang dapat meningkatkan efikasi diri akademik guna memperkuat ketangguhan akademik siswa.

## 1. INTRODUCTION

Senior high school students are psychologically in adolescence, a transitional stage from childhood to adulthood characterised by rapid physical, emotional, social, and psychological changes (Hurlock, 2006). During this developmental phase, adolescents not only experience internal changes but also face increasingly complex academic demands, social expectations, and future-oriented challenges. In the school environment, students are responsible for completing academic tasks, achieving optimal learning outcomes, and meeting expectations from

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parents and their social environment (Rosanti & Wicaksono, 2022). These conditions often become sources of psychological pressure for students, particularly during adolescence when emotional regulation and self-adjustment abilities are still developing.

Various phenomena indicate that senior high school students are vulnerable to psychological pressure resulting from academic demands. Data from the Programme for International Student Assessment (PISA) revealed that 60% of students in Indonesia frequently experience anxiety, 26% feel distressed or miserable, 59% feel worried, and 53% often feel sad (Suprayitno, 2019). These negative emotions are generally associated with the school environment, including demands for high academic achievement, concerns about personal competence, and anxiety about future academic and career prospects. Furthermore, data from the 2018 Basic Health Research (Riskesdas) showed that the prevalence of adolescents aged over 15 years experiencing emotional disorders such as stress, depression, and anxiety disorders reached 9.8% (Kemenkes RI, 2018). These findings indicate that senior high school students are a group highly vulnerable to psychological problems in dealing with academic pressure.

One factor contributing to students' vulnerability to academic pressure is low academic hardiness. Maddi et al. (2006) explained that individuals with low hardiness are more susceptible to stress, anger, and depression when facing stressful situations. In the academic context, academic hardiness refers to students' ability to persist, adapt, and remain positively engaged when encountering various academic challenges (Lopez, 2009). Feldman (2021) stated that academic hardiness is an important aspect because students face numerous sources of stress, such as academic assignments, examinations, and pressure to achieve academic success. Students with low academic hardiness tend to experience academic stress more readily, procrastinate on assignments, lose motivation for learning, and even withdraw from academic activities (Sepiadou & Metallidou, 2022).

In contrast, students with high academic hardiness tend to cope with pressure more adaptively. Benishek et al. (2005) argued that individuals with high hardiness are more likely to confront stressful situations actively rather than avoid them. Subramanian and Vinothkumar (2009) also explained that resilient individuals perceive academic challenges as opportunities for growth rather than obstacles. Kobasa et al. (1982) stated that hardiness is a personality characteristic functioning as a source of resistance to stress, enabling individuals to become stronger and more stable when facing life pressures. In the academic environment, hardiness enables students to regulate emotions, adapt to learning demands, and employ effective coping strategies (Muhajirin, 2022).

To develop strong academic hardiness, support from other psychological factors is required, one of which is academic self-efficacy. Shekarey et al. (2010) explained that self-efficacy is one of the important factors influencing individual hardiness. Boyer et al. (2006) also stated that self-efficacy helps individuals deal with the difficulties and pressures they encounter. Maddi et al. (2009) further emphasised that high academic hardiness is closely associated with academic self-efficacy and individuals' positive attitudes toward challenges.

Bandura (1997) defined self-efficacy as an individual's belief in their capability to perform actions necessary to achieve specific goals. In the academic context, academic self-efficacy refers to students' beliefs in their ability to complete academic tasks, regulate their learning processes, and achieve expected academic goals (Bandura, 1997). Baron and Byrne (2003) explained that students with high academic self-efficacy tend to have greater confidence in their ability to complete tasks and face academic demands. Pajares et al. (1994) also argued that self-efficacy underlies motivation, positive behaviour, and academic achievement.

Theoretically, academic self-efficacy can influence academic hardiness because students who have strong confidence in their abilities are better able to handle pressure, persist through difficulties, and continue striving toward academic goals. Jerusalem and Mittag (2009) explained that individuals with high self-efficacy tend to perceive problems as challenges that can be overcome. Mukhoiyaroh (2019) stated that self-efficacy helps students develop positive attitudes toward their abilities, making them more persistent and diligent learners. Furthermore, students with high self-efficacy tend to be more active, exert greater effort, and persist longer when facing academic obstacles compared to students with low self-efficacy (Bandura, 1997). Conversely, students with low self-efficacy tend to feel incapable of dealing with problems and easily give up when encountering learning difficulties (Florina & Zagoto, 2019). Therefore, academic self-efficacy is considered an important psychological factor that can help students develop academic hardiness.

Several previous studies have demonstrated a positive relationship between self-efficacy and academic hardiness. Research conducted by Mardiyah and Ramadhani (2019) found a positive and significant relationship between self-efficacy and hardiness among second-year cadets at the Semarang Merchant Marine Polytechnic. Cheng et al. (2019) also found that academic self-efficacy is positively related to academic hardiness among postgraduate students. These findings indicate that students with high self-efficacy tend to cope better with academic pressure.

Nevertheless, studies concerning the influence of academic self-efficacy on academic hardiness are still predominantly conducted within university or higher education contexts. Research specifically examining the influence of academic self-efficacy on academic hardiness among senior high school students, particularly within the Indonesian context, remains relatively limited. In fact, senior high school students possess developmental characteristics distinct from those of university students, as they are at a stage of identity exploration, undergoing emotionally unstable development, and exposed to complex academic and social pressures. Moreover, few studies have examined the predictive influence of academic self-efficacy on academic hardiness among senior high school students. Therefore, further research is needed to understand the extent to which academic self-efficacy influences academic hardiness among senior high school students.

The novelty of this study lies in its focus on examining the influence of academic self-efficacy on academic hardiness among senior high school students within the Indonesian educational context. This study also positions senior high school students as the primary research subjects, who have received relatively less attention compared to university students in studies of self-efficacy and academic hardiness. Furthermore, this study contributes to the field of guidance and counselling, particularly by highlighting the importance of developing school-based services that enhance students' academic self-efficacy and academic hardiness.

This study aims to identify the characteristics of academic self-efficacy and academic hardiness among first-grade students at SMAN 4 Tasikmalaya and to analyse the influence of academic self-efficacy on students' academic hardiness. Based on theoretical foundations and previous research, this study hypothesises that academic self-efficacy positively influences academic hardiness among senior high school students. This study is expected to make theoretical contributions as a reference for future research on academic self-efficacy and academic hardiness. Practically, the findings are expected to provide guidance and counselling for teachers and school administrators in designing services, programs, and interventions that enhance students' academic self-efficacy and academic hardiness, enabling them to face various academic demands in a more adaptive, healthy, and positive manner.

## 2. METHOD

### 2.1 Research Design

This study employed a quantitative approach. The quantitative approach was used because the research data consisted of numerical data analysed using statistical techniques to test the research hypothesis. Meanwhile, the research design applied was correlational. The correlational design aimed to determine the relationship and influence between two variables: academic self-efficacy (independent) and academic hardiness (dependent). Through this design, the researchers determined the extent to which academic self-efficacy influences academic hardiness among senior high school students.

### 2.2 Research Participants

This study was conducted at SMAN 4 Tasikmalaya. The population consisted of all first-grade students at SMAN 4 Tasikmalaya in the 2024/2025 academic year, totalling 402 students across 11 classes. The selection of this population was based on the consideration that adolescents face numerous changes and demands from various sources, which may become sources of pressure for students. Adolescents also tend to experience emotional instability and identity crises that may affect their attitudes and behaviours in dealing with academic demands. In addition, first-grade students are in a transitional period from junior high school to senior high school, which requires adjustment in academic, social, and psychological aspects. These conditions make first-grade students relevant subjects for examining how academic self-efficacy contributes to enhancing students' academic hardiness.

The sampling technique used in this study was simple random sampling. According to Sugiyono (2018), this type of sampling is commonly used to select samples at random, without stratification within the research population. The sample size was determined using the Isaac and Michael Table (1981), as this calculation was predetermined and considered the error rate (Sugiyono, 2018).

### 2.3 Data Collection

Data collection in this study used two scales. The researchers developed the academic self-efficacy instrument based on Albert Bandura's (1997) theoretical construct, consisting of 32 valid statement items. The academic self-efficacy instrument employed a Likert scale with four response options: strongly appropriate (SA), appropriate (A), inappropriate (IA), and strongly inappropriate (SIA). Based on the

reliability test results, the academic self-efficacy instrument demonstrated excellent reliability (coefficient = 0.849).

Meanwhile, the academic hardiness instrument was adapted from the academic hardiness scale developed by Muhammad Muhajirin (2022), which is based on the theoretical construct proposed by Maddi (2013) and consists of 32 valid statement items. The academic hardiness scale also used a four-point Likert scale: strongly agree (SA), agree (A), disagree (DA), and strongly disagree (SDA). Based on the reliability test results, the academic hardiness instrument demonstrated excellent reliability (coefficient = 0.806). Data were collected using an online questionnaire distributed through Google Forms.

#### 2.4 Data Analysis

The data analysis techniques used in this study included descriptive statistics and classical assumption tests for normality, linearity, and homogeneity. To test the hypothesis, simple linear regression analysis and coefficient of determination analysis were conducted. The collected data were analysed using simple linear regression techniques in SPSS version 22 for Windows. This technique was used to examine the influence of academic self-efficacy on students' academic hardiness. Simple linear regression was selected because it is appropriate for assessing the extent to which the academic self-efficacy variable (X) predicts the academic hardiness variable (Y). The results of this analysis were expected to provide a clear understanding of the magnitude of academic self-efficacy's influence on academic hardiness among senior high school students.

#### 2.5 Data Analysis

The research procedure consisted of several systematic stages conducted by the researchers to obtain accurate and relevant data aligned with the research objectives. First, the researchers identified the research problem and prepared the research proposal. Next, research instruments were developed to construct measurement tools appropriate for the research variables and to facilitate data collection. After the instruments were completed, validity and reliability tests were conducted to assess their validity and consistency and ensure their feasibility.

Subsequently, the population and research participants to be used as the sample were determined. After the population and sample were established, the researchers collected data according to the planned methods. Once the data had been collected, data analysis was performed using the predetermined analytical methods and techniques in accordance with the research objectives. The final stage involved interpreting the data analysis results and preparing the research report, including the findings, discussion, and conclusions of the study. Therefore, the entire research procedure was systematically organised to ensure that the results were valid and accountable.

### 3. RESULTS AND DISCUSSION

#### 3.1 Results

Based on the descriptive statistical analysis, each variable included data from 190 respondents. The academic self-efficacy variable ranged from 32 to 128, with a mean of 80 and a standard deviation of 13. Meanwhile, the academic hardiness variable had a maximum score of 128, a minimum score of 32, a mean score of 80, and a standard deviation of 13.

Table 1. Descriptive Data of the Academic Self-Efficacy Variable

No.	Score Category	Frequency	Percentage
1.	High (80-128)	182	95.78%
2.	Low (32-79)	8	4.21%

The results in Table 1 indicate that most students had a high level of academic self-efficacy. A total of 182 students (95.78%) were categorised in the high academic self-efficacy group, while only 8 students (4.21%) were categorised in the low group. These findings suggest that most first-grade students at SMAN 4 Tasikmalaya had strong confidence in their academic abilities, including their capacity to complete academic tasks, manage learning activities, and achieve academic success.

Table 2. Descriptive Data of the Academic Hardiness Variable

No.	Score Category	Frequency	Percentage
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1.	High (94–128)	77	40.52%
2.	Moderate (67–93)	113	59.47%
3.	Low (32–66)	0	0%

The results in Table 2 indicate that students' academic readiness is generally moderate. A total of 113 students (59.47%) were categorised in the moderate academic hardiness group, 77 (40.52%) in the high group, and none in the low group. These findings indicate that although students generally demonstrated adequate resilience in facing academic challenges, most of them had not yet reached an optimal level of academic hardiness. Therefore, efforts to strengthen students' resilience in dealing with academic pressure remain necessary, particularly by developing psychological factors such as academic self-efficacy.

### 3.2. Discussion

The results of this study indicated that academic self-efficacy positively and significantly influenced academic hardiness among first-grade students at SMAN 4 Tasikmalaya. These findings suggest that the higher the students' academic self-efficacy, the higher their academic hardiness. Conversely, low academic self-efficacy tends to be associated with lower ability to cope with academic pressure and challenges. These results indicate that students' beliefs in their own abilities are important factors in helping them cope with learning demands, academic pressure, and various learning difficulties at school.

Psychologically, academic self-efficacy shapes students' perceptions of control over the academic situations they encounter. Students with high academic self-efficacy tend to perceive academic tasks and pressures as challenges that can be managed rather than threats that should be avoided. This condition enables students to maintain learning motivation, actively seek solutions when encountering difficulties, and persist in stressful academic situations. In contrast, students with low academic self-efficacy tend to feel less capable, lack confidence, and give up more easily when facing academic obstacles.

The findings of this study are consistent with Bandura's (1997) theory, which holds that self-efficacy refers to individuals' beliefs in their ability to organise and execute the actions required to achieve specific goals. In the academic context, such beliefs influence how students think, make decisions, regulate their emotions, and address learning difficulties. Students with high academic self-efficacy tend to be more confident in their ability to complete school assignments, apply effective learning strategies, and maintain effort when facing academic challenges.

The results of this study also support Maddi's (2013) hardiness theory, which posits that hardiness comprises three primary aspects: control, commitment, and challenge. The control aspect relates to individuals' ability to regulate themselves and the situations they face; commitment refers to individuals' willingness to remain engaged and continue striving despite demands; and challenge refers to individuals' ability to perceive change and pressure as opportunities for growth. Students with high academic self-efficacy tend to develop these three aspects more easily, enabling them to persist and adapt better under academic pressure.

Consistent with Boyer et al. (Bandura, 2006), self-efficacy is one of the factors influencing individuals' hardiness in facing difficulties. Bandura (Schunk & Pajares, 2005) also explained that the higher an individual's self-efficacy, the greater their effort and persistence in dealing with obstacles. Furthermore, Schunk and Meece (2005) argued that academic self-efficacy also determines students' activity choices. Students with high academic self-efficacy are more willing to engage in challenging academic tasks than those with low self-efficacy. This indicates that academic self-efficacy not only influences students' confidence in their abilities but also affects their psychological resilience in coping with academic pressure.

The findings of this study are also supported by previous research conducted by Mardiyah and Ramadhani (2018), which found a positive and significant relationship between self-efficacy and hardiness. The study showed that individuals with higher self-efficacy had higher hardiness. Self-efficacy helps individuals enhance their adaptive abilities and perform actions in line with their capabilities to achieve goals. Another study by Maddi (2013), conducted with senior high school students rather than university students or workers alone, emphasised that the concept of academic hardiness is also relevant to study during adolescence. In addition, research by Rasyid and Rusmawati (2023) also found a positive relationship between academic hardiness and academic self-efficacy among migrant university students. The consistency of these findings indicates that academic self-efficacy is an important factor in helping individuals cope with academic pressure across educational levels.

Nevertheless, this study differs from previous studies in that it focuses on senior high school students in the adolescent developmental stage. During this stage, students are in the process of identity exploration and

experience emotional development that is not yet fully stable. These conditions make students more vulnerable to both academic and social pressures. Therefore, confidence in one's own abilities becomes an important aspect that helps students maintain academic engagement and cope with various learning demands more adaptively.

The findings of this study suggest that academic self-efficacy can be understood as a psychological resource that shapes students' academic hardiness. Academic self-efficacy is not only related to confidence in learning abilities but also associated with students' ability to manage pressure, maintain motivation, and develop psychological resilience when facing academic difficulties. Thus, students with high academic self-efficacy tend to be better able to sustain academic engagement and cope with learning pressure more effectively than students with low academic self-efficacy.

However, this study still has several limitations, as it was conducted at only one school, limiting the ability to generalise the findings to all senior high school students. In addition, this study focused solely on one psychological variable. In contrast, academic hardiness may also be influenced by various other factors such as social support, learning motivation, resilience, coping strategies, and the school environment. Therefore, future studies are expected to examine other factors influencing academic hardiness by involving broader research populations to obtain a more comprehensive understanding.

#### **4. RESEARCH IMPLICATIONS**

The findings of this study may expand knowledge and serve as a foundation for guidance and counselling teachers in developing guidance and counselling service programs to strengthen students' academic self-efficacy and academic hardiness. Guidance and counselling teachers may integrate classroom or group guidance services with learning skills training activities and strategies to overcome obstacles that focus on enhancing level, generality, and strength to improve students' academic self-efficacy. In addition, hardiness training activities may be implemented by emphasising the development of control, commitment, and challenge. Furthermore, the results of this study are also important for parents to pay greater attention to the development of children's self-efficacy and hardiness from an early age through providing support, appreciating children's efforts, and establishing positive relationships and communication patterns. For students, understanding the importance of academic self-efficacy and academic hardiness may motivate them to develop more positive self-perceptions, enabling them to be better prepared to face academic demands and challenges.

For school management, including principals and school administrators, the findings of this study provide important insights into the importance of creating a conducive and supportive school environment for the development of students' academic self-efficacy and academic hardiness. Schools may develop self-development programs to help students build self-confidence and resilience in handling academic tasks and demands. In addition, school management may equip teachers with training to support students' academic self-efficacy during the learning process, which is considered an important step in fostering academic hardiness.

Methodologically, this study demonstrates that simple linear regression is effective for analysing the influence of academic self-efficacy on academic hardiness in adolescent populations. However, this study is still limited to a quantitative correlational design. It therefore has not been able to reveal the longitudinal dynamics of changes in academic self-efficacy and academic hardiness. Consequently, future research is recommended to employ longitudinal designs to examine changes in academic self-efficacy and academic hardiness across different time periods. In addition, the use of mixed-methods approaches may provide deeper insights into students' subjective experiences regarding academic self-efficacy and the contextual factors influencing academic hardiness.

#### **5. CONCLUSIONS**

Based on this study's findings, academic self-efficacy significantly influences academic hardiness among first-grade students at SMAN 4 Tasikmalaya in the 2024/2025 academic year. The results of the simple linear regression analysis showed that academic self-efficacy had a positive regression coefficient, indicating that higher academic self-efficacy was associated with higher academic hardiness, and vice versa. These findings are consistent with the theoretical framework discussed previously, particularly Bandura's theory, which emphasises the important role of self-efficacy in helping individuals generate the actions necessary to cope with pressure and challenges. Bandura stated that self-efficacy refers to individuals' beliefs in their own abilities, and that individuals with high self-efficacy tend to be better able to meet demands and challenges. This finding strengthens the understanding that confidence in one's own abilities is an important factor in enhancing academic hardiness.

Thus, academic self-efficacy may be one factor that helps students develop and strengthen their academic hardiness. The findings of this study are also consistent with those of Mardiyah and Ramdani (2018). Therefore, fostering academic self-efficacy and academic hardiness among students is an important aspect that educators and counsellors should consider as part of efforts to prevent psychological problems in the school environment. This is intended to support students' mental health and academic success.

This study provides an important contribution to understanding academic self-efficacy as a factor influencing academic hardiness in the senior high school educational setting. Future studies may expand this research by including mediating or moderating variables such as resilience, social support, and emotion regulation to provide deeper insights into the dynamics of academic hardiness. In addition, expanding the sample by involving students from various grade levels may produce more comprehensive findings and strengthen the generalizability of the results.

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## AUTHOR CONTRIBUTION STATEMENT

The author is fully responsible for the entire research process, including formulating the research problem, conducting the literature review, designing the research, collecting and analysing data, interpreting the findings, developing the conclusions and recommendations, and preparing this scientific article. All contributions were carried out independently without the involvement of other authors.

## DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this study.

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