

**BIMBINGAN KELOMPOK BERBASIS TEORI *HARDINESS* UNTUK
MENGEMBANGKAN RESILIENSI AKADEMIK PESERTA DIDIK**

TESIS

**diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
Magister Pendidikan Bidang Bimbingan dan Konseling**



Oleh

Eka Sanjaya

NIM 2003707

**PROGRAM STUDI MAGISTER BIMBINGAN DAN KONSELING
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS PENDIDIKAN INDONESIA
2024**

**BIMBINGAN KELOMPOK BERBASIS TEORI *HARDINESS* UNTUK
MENGEMBANGKAN RESILIENSI AKADEMIK PESERTA DIDIK**

Oleh
Eka Sanjaya
2003707

Sebuah tesis diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
Magister Pendidikan (M.Pd.) pada Fakultas Ilmu Pendidikan

© Eka Sanjaya
Universitas Pendidikan Indonesia
2024

Hak cipta dilindungi undang-undang.
Tesis ini tidak boleh diperbanyak seluruhnya atau sebagian, dengan dicetak ulang,
difotokopi, atau cara lainnya tanpa ijin dari penulis.

LEMBAR PENGESAHAN

EKA SANJAYA
2003707

**BIMBINGAN KELOMPOK BERBASIS TEORI *HARDINESS* UNTUK
MENGEMBANGKAN RESILIENSI AKADEMIK PESERTA DIDIK**

Disetujui dan disahkan oleh:

Pembimbing I,



Dr. Yusi Riksa Yustiana, M.Pd.
NIP. 19661115 199102 2 001

Pembimbing II,



Dr. Nandang Budiman, M.Si.
NIP. 19710219 199802 1 001

Diketahui Oleh:

Ketua Program Studi Bimbingan dan Konseling
Program Magister dan Doktor
Fakultas Ilmu Pendidikan
Universitas Pendidikan Indonesia



Dr. Ipah Saripah, M.Ed.
NIP. 19771014 200112 2 001

ABSTRAK

Eka Sanjaya (2024) – Bimbingan Kelompok Berbasis Teori Hardiness untuk Mengembangkan Resiliensi Akademik Peserta Didik.
ekasanjava22@gmail.com

Penelitian ini bertujuan untuk menguji efektivitas bimbingan kelompok berbasis teori hardiness dalam mengembangkan resiliensi akademik peserta didik. Subjek penelitian ini adalah peserta didik-siswi SMAN 4 Cimahi yang berjumlah 16 orang, terdiri dari 8 peserta didik dalam kelompok eksperimen dan 8 peserta didik dalam kelompok kontrol. Resiliensi akademik diukur menggunakan instrumen khusus yang dirancang untuk menilai ketahanan peserta didik dalam menghadapi tantangan akademik. *Quasi Experiment Design* dengan desain penelitian *Pretest-Posttest Non-Equivalent Group Design*. Kelompok eksperimen mendapatkan intervensi bimbingan kelompok berbasis teori hardiness, sementara kelompok kontrol tidak mendapatkan intervensi tersebut. Data yang diperoleh dianalisis menggunakan uji *Mann-Whitney*. Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan dalam resiliensi akademik pada kelompok eksperimen dibandingkan dengan kelompok kontrol. Hal ini menunjukkan bahwa bimbingan kelompok berbasis teori hardiness efektif dalam meningkatkan resiliensi akademik peserta didik. Temuan ini diharapkan dapat menjadi dasar bagi pengembangan program bimbingan dan konseling di sekolah untuk membantu peserta didik menghadapi tantangan akademik dengan lebih baik.

Kata kunci: bimbingan kelompok, teori hardiness, resiliensi akademik, penelitian eksperimen.

ABSTRACT

Eka Sanjaya (2024) – Group Guidance Based on Hardiness Theory to Develop Students' Academic Resilience. ekasanjaya22@gmail.com

This study aims to examine the effectiveness of group counseling based on the hardiness theory in developing students' academic resilience. The subjects of this research were 16 students from SMAN 4 Cimahi, consisting of 8 students in the experimental group and 8 students in the control group. Academic resilience was measured using a specific instrument designed to assess students' resilience in facing academic challenges. A quasi-experimental design with a pretest-posttest non-equivalent group design was used. The experimental group received group counseling based on the hardiness theory, while the control group did not receive this intervention. The data obtained were analyzed using the Mann-Whitney test. The results showed a significant increase in academic resilience in the experimental group compared to the control group. This indicates that group counseling based on the hardiness theory is effective in improving students' academic resilience. These findings are expected to serve as a basis for developing guidance and counseling programs in schools to help students better face academic challenges.

Keywords: group guidance, hardiness theory, academic resilience, experimental research.

DAFTAR ISI

LEMBAR PERNYATAAN KEASLIAN TESIS	iii
KATA PENGANTAR.....	v
UCAPAN TERIMA KASIH.....	vi
ABSTRAK.....	viii
ABSTRACT	ix
DAFTAR ISI	x
DAFTAR TABEL	xiii
DAFTAR GAMBAR.....	xiv
BAB I PENDAHULUAN	1
1.1 Latar Belakang	1
1.2 Identifikasi Masalah	5
1.3 Tujuan Penelitian.....	7
1.4 Manfaat Penelitian.....	7
1.5 Struktur Organisasi Tesis.....	8
BAB II KAJIAN TEORETIK TENTANG BIMBINGAN <i>HARDINESS</i> DAN RESILIENSI AKADEMIK	10
2.1 Resiliensi Akademik.....	10
2.1.1 Konsep Resiliensi	10
2.1.2 Konsep Resiliensi Akademik.....	18
2.1.3 Faktor Resiliensi Akademik.....	19
2.1.4 Aspek Resiliensi Akademik	21
2.2 Hardiness	21
2.2.1 Konsep Hardiness	22
2.2.2 Dimensi Hardiness.....	25
2.2.3 Pengukuran <i>Hardiness</i>	27
2.2.4 Tujuan <i>Hardiness</i>	29
2.2.5 Bimbingan Kelompok.....	29
2.2.6 Bimbingan Kelompok Berbasis <i>Hardiness</i>	30
2.2.7 Bimbingan Kelompok Berbasis Hardiness untuk Mengembangkan Resiliensi Akademik	31
2.2.8 Tujuan Bimbingan Kelompok Berbasis <i>Hardiness</i>	31
2.2.9 Tahapan Bimbingan Kelompok Berbasis <i>Hardiness</i>	33

2.2.10 Kegiatan Bimbingan Berbasis Hardiness	35
2.2.11 Kompetensi Konselor.....	40
2.3 Penelitian Terdahulu	41
2.4 Posisi Peneliti dalam Penelitian	41
2.5 Kerangka Pikir.....	44
BAB III METODE PENELITIAN	47
3.1 Paradigma Penelitian.....	47
3.2 Metode Penelitian.....	47
3.3 Subjek Penelitian.....	47
3.4 Definisi Konseptual	48
3.5 Definisi Operasional.....	50
3.6 Instrumen Penelitian.....	51
3.7 Prosedur Penelitian.....	56
3.8 Teknik Analisis Data	58
BAB IV HASIL PENELITIAN DAN PEMBAHASAN.....	58
4.1 Hasil Temuan Penelitian.....	58
4.1.1 Profil Resiliensi Akademik	58
4.1.2 Profil Umum Resiliensi Akademik Peserta Didik	58
4.1.3 Profil Resiliensi Akademik Berdasarkan Aspek	60
4.1.4 Profil Umum Peserta Didik Sebelum Pelaksanaan Intervensi.....	64
4.2 Rancangan Hipotesis Program Bimbingan Kelompok Berbasis Teori Hardiness untuk Mengembangkan Resiliensi Akademik Peserta Didik	69
4.3 Efikasi Program Bimbingan Kelompok Berbasis Teori <i>Hardiness</i> untuk Mengembangkan Resiliensi Akademik Peserta Didik	81
4.3.1 Uji Persyaratan Analisis.....	81
4.3.2 Dinamika Resiliensi Akademik Peserta Didik Setelah Intervensi	83
4.3.3 Gambaran Peningkatan Resiliensi Akademik Peserta Didik	87
4.4 Pembahasan Penelitian	90
4.4.1 Pembahasan Profil Resiliensi Akademik	91
4.4.2 Pembahasan Bimbingan Kelompok Berbasis Teori <i>Hardiness</i> untuk Mengembangkan Resiliensi Akademik Peserta Didik.....	92
4.4.3 Pembahasan Efikasi Bimbingan Kelompok Berbasis Teori <i>Hardiness</i> untuk Mengembangkan Resilensi Akademik	100
4.4 Keterbatas Penelitian	103
BAB V SIMPULAN DAN REKOMENDASI	104

5.1 Simpulan.....	104
5.2 Rekomendasi.....	104
5.2.1 Rekomendasi Praktik Bimbingan dan Konseling	104
5.2.2 Rekomendasi Penelitian.....	106
DAFTAR PUSTAKA	108

DAFTAR TABEL

Tabel 3.1 Bobot Skoring Skala Resiliensi Akademik	50
Tabel 3.2 Kisi-kisi Instrumen resiliensi akademik.....	51
Tabel 3.3 Uji Reliabilitas Instrumen	51
Tabel 3.4 Kriteria Reliabilitas Instrumen Permodelan <i>Rasch</i>	52
Tabel 3.5 Validitas Konstruk	54
Tabel 4.1 Distribusi Frekuensi Responden Secara Umum.....	57
Tabel 4.2 Rumus Kategorisasi Resiliensi Akademik	57
Tabel 4.3 Data Deskripsi Kategorisasi	58
Tabel 4.5 Profil Umum Resiliensi Akademik Peserta Didik	59
Tabel 4.6 Profil Resiliensi Akademik Peserta Didik Perkelas	59
Tabel 4.7 Distribusi Frekuensi Berdasarkan Tiap Aspek Resiliensi Akademik	60
Tabel 4.8 <i>Person Statistics</i> Kelompok Eksperimen dan Kelompok Kontrol	64
Tabel 4.9 Profil resiliensi akademik peserta didik kelompok eksperimen.....	64
Tabel 4.10 Profil resiliensi akademik peserta didik kelompok Kontrol.....	65
Tabel 4.11 Karakteristik Peserta Didik Kelompok Eksperimen	65
Tabel 4.12 Rancangan Program bimbingan kelompok berbasis hardiness	77
Tabel 4.13 Hasil Uji Normalitas.....	80
Tabel 4.14 Hasil Uji Homogenitas	80
Tabel 4.15 Hasil Uji Rerata <i>Mann-Whitney Test</i>	82
Tabel 4.16 Hasil Uji <i>Mann-Whitney Test</i> Berdasarkan Pretest dan Posttest	83
Tabel 4.17 Hasil Pengujian <i>Mann-Whitney Test</i> pada Pretest dan Posttest Berdasarkan Aspek.....	84
Tabel 4.18 Hasil Uji Efektivitas Bimbingan Keloompok Pada Setiap Aspek.....	85
Tabel 4.19 Profil Resiliensi Akademik Peserta Didik Kelompok Eksperimen.....	85
Tabel 4.20 Profil resiliensi akademik peserta didik kelompok kontrol.....	87

DAFTAR GAMBAR

Gambar 2.1 Kerangka Pikir.....	44
Gambar 3.1 <i>Pola Pretest-Posttest Non-Equivalent Group Design</i>	46
Gambar 4.1 Grafik Distribusi Frekuensi Resiliensi Akademik Secara Umum.....	57
Gambar 4.2 Profil Umum Resiliensi Akademik kelas XI	60
Gambar 4.3 Profil Peserta Didik Per-aspek	63
Gambar 4.4 Profil Resiliensi Akademik Peserta Didik Kelompok Eksperimen ...	64
Gambar 4.5 Profil Resiliensi Akademik Peserta Didik Kelompok Kontrol.....	65
Gambar 4.6 Perbandingan Hasil pretest dan posttest kelompok eksperimen	86
Gambar 4.7 Perbandingan Pretest dan Posttest Kelompok Kontrol	87

DAFTAR PUSTAKA

- Alfred, G. C., Hammer, J. H., & Good, G. E. (2014). Male student veterans: Hardiness, psychological well-being, and masculine norms. *Psychology of Men and Masculinity*, 15(1), 95–99. <https://doi.org/10.1037/a0031450>
- Atkinson, F., & Martin, J. (2020a). Gritty, hardy, resilient, and socially supported: A replication study. *Disability and Health Journal*, 13(1), 100839. <https://doi.org/10.1016/j.dhjo.2019.100839>
- Atkinson, F., & Martin, J. (2020b). Gritty, hardy, resilient, and socially supported: A replication study. *Disability and Health Journal*, 13(1), 100839. <https://doi.org/10.1016/j.dhjo.2019.100839>
- Barber, W., Kay, R., & Harvey, J. (2019a). Examining Grit, Growth Mindset, Hardiness and Resilience in Online Learning Environments: a Review of the Research. *EDULEARN19 Proceedings*, 1(June), 4510–4516. <https://doi.org/10.21125/edulearn.2019.1130>
- Barber, W., Kay, R., & Harvey, J. (2019b). Examining Grit, Growth Mindset, Hardiness and Resilience in Online Learning Environments: a Review of the Research. *EDULEARN19 Proceedings*, 1(July), 4510–4516. <https://doi.org/10.21125/edulearn.2019.1130>
- Bartone, P. (2013). Cross-cultural adaptation of the DRS-15 Dispositional Resilience Scale (psychological hardiness). *American Psychological Association Annual Convention, August*, 1–25.
- Bartone, P. T. (2012). Social and organizational influences on psychological hardiness: How leaders can increase stress resilience. *Security Informatics*, 1(1), 1–10. <https://doi.org/10.1186/2190-8532-1-21>
- Bartone, P. T., & Homish, G. G. (2020). Influence of hardiness, avoidance coping, and combat exposure on depression in returning war veterans: A moderated-mediation study. *Journal of Affective Disorders*, 265(January), 511–518. <https://doi.org/10.1016/j.jad.2020.01.127>
- Bartone, P. T., Hystad, S. W., Eid, C. J., & Brevik, J. I. (2012). Psychological hardiness and coping style as risk/resilience factors for alcohol abuse. *Military Medicine*, 177(5), 517–524. <https://doi.org/10.7205/MILMED-D-11-00200>
- Bartone, P. T., Johnsen, B. H., Eid, J., Laberg, J. C., Thayer, J., & Sommerfeldt-Pettersen. (2006). International Adaptation of a Brief Human Resiliency (Hardiness) Scale *. *Presented at Association of Military Surgeons of the U.S (AMSUS) Annual Meeting, San Antonio, Texas*.
- Bartone, P. T., Roland, R. R., Picano, J. J., & Williams, T. J. (2008). Psychological hardiness predicts success in US Army special forces candidates. *International*

- Journal of Selection and Assessment*, 16(1), 78–81.
<https://doi.org/10.1111/j.1468-2389.2008.00412.x>
- Bartone, P. T., Spinosa, T., Robb, J., & Pastel, R. H. (2008). Hardy - resilient style is associated with high - density lipoprotein cholesterol levels Hardy-*Synthesis*, 1–2.
- Bartone, P. T., Valdes, J., Spinosa, T., & Robb, J. (2009). *Biomarkers for hardiness-resilience : Psychological hardiness is linked to baseline cholesterol measures in healthy adults*. 2001, 2485.
- Block, J. H., & Block, J. (1993). *Ego-resilience through the lifespan*. In P. Baltes, D. Featherman, & R. M. Lerner (Eds.), *Life-span development and behavior* (Vol. 10, pp. 31-63). Hillsdale, NJ: Erlbaum.
- Chen, A. (2019). Stress resilience: Molecular and behavioral aspects. In *Stress Resilience: Molecular and Behavioral Aspects*. <https://doi.org/10.1016/C2016-0-03233-3>
- Creswell, J. W. (2012). *Educational Research* (M. Buchholtz, Ed.; 1st ed.). Pearson Education, inc.
- Farkas, D., & Orosz, G. (2015). The Link Between Ego-resiliency and Changes in Psychological Immune System Factors in High School Students. *Journal of Adolescence*, 45, 145-154.
- Georgoulas-Sherry, V., & Kelly, D. R. (2019a). Resilience, grit, and hardiness: Determining the relationships amongst these constructs through structural equation modeling techniques. *Journal of Positive Psychology and Wellbeing*, 3(2), 165–178.
- Georgoulas-Sherry, V., & Kelly, D. R. (2019b). Resilience, grit, and hardiness: Determining the relationships amongst these constructs through structural equation modeling techniques. *Journal of Positive Psychology and Wellbeing*, 3(2), 165–178.
- Grotberg, E. H. (1995). *A Guide to Promoting Resilience in Children: Strengthening the Human Spirit*. The Hague: Bernard van Leer Foundation.
- Hanson, E. M., & Maddi, C. P. (2010). The role of hardiness in academic and psychological success in college students. *Journal of College Student Development*, 51(1), 1-12.
- Hystad, S. W., Eid, J., Johnsen, B. H., Laberg, J. C., & Thomas Bartone, P. (2010). Psychometric properties of the revised Norwegian dispositional resilience (hardiness) scale. *Scandinavian Journal of Psychology*, 51(3), 237–245. <https://doi.org/10.1111/j.1467-9450.2009.00759.x>
- Kartika, P., Sari, P., & Indrawati, E. S. (2016). Hubungan Antara Dukungan Sosial Teman Sebaya Dengan Resiliensi Akademik Pada Mahapeserta Didik Tingkat

- Akhir Jurusan X Fakultas Teknik Universitas Diponegoro. *Jurnal Empati*, 5(April), 177–182.
- Lambert, S. F., McCreary, B. T. (2004). Resilience and academic success in early childhood. *Journal of Educational Psychology*, 96(4), 702-709.
- Leong, F. (2008). Positivist Paradigm. *Encyclopedia of Counseling*, 2(Pat 2), 45523. <https://doi.org/10.4135/9781412963978.n249>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Sage.
- Mackenzie, N., & Knipe, S. (2006). Research dilemmas: Paradigms, methods and methodology. *Issues In Educational Research*, 16(1), 1–15.
- Maddi, S. R., & Kobasa, S. C. (2002). *The Hardy Executive: Health Under Stress*. Dow Jones-Irwin.
- Maddi, S. R., & Khoshaba, D. M. (2005). *Resilience at Work: How to Succeed No Matter What Life Throws at You*. AMACOM.
- Maddi, S. R. (2013a). *Hardiness Turning Stressful Circumstances into Resilient Growth* (S. R. Maddi, Ed.). Springer Dordrecht Heidelberg. <https://doi.org/10.1007/978-94-007-5222-1>
- Maddi, S. R. (2013b). *Hardiness: Turning Stressful Circumstances into Resilient Growth*. Springer Dordrecht Heidelberg.
- Maddi, S. R. (2013c). *Hardiness: Turning Stressful Circumstances into Resilient Growth*. Springer Dordrecht Heidelberg.
- Maddi, S. R., Khoshaba, D. M., Harvey, R. H., Fazel, M., & Resurreccion, N. (2011). The personality construct of hardiness, v: Relationships with the construction of existential meaning in life. *Journal of Humanistic Psychology*, 51(3), 369–388. <https://doi.org/10.1177/0022167810388941>
- Maddi, S. R., Khoshaba, D. M., Persico, M., Lu, J., Harvey, R., & Bleecker, F. (2002). The personality construct of hardiness. II. Relationships with comprehensive tests of personality and psychopathology. *Journal of Research in Personality*, 36(1), 72–85. <https://doi.org/10.1006/jrpe.2001.2337>
- Martin, A. (2002). Motivation and academic resilience: Developing a model for student enhancement. *Australian Journal Of Education*, 46(I), 34–49.
- Martin, A. J., & Marsh, H. W. (2003). Academic Resilience and the Four Cs: Confidence, Control, Composure, and Commitment. *Theory Into Practice*, 41(2), 156-164.
- Martin, A. J., & Marsh, H. W. (2006a). Academic resilience and its psychological and educational correlates: A construct validity approach. *Psychology in the Schools*, 43(3), 267–281. <https://doi.org/10.1002/pits.20149>

- Martin, A. J., & Marsh, H. W. (2006b). Academic resilience and its psychological and educational correlates: A construct validity approach. *Psychology in the Schools*, 43(3), 267–281. <https://doi.org/10.1002/pits.20149>
- McLeod, J. (2003). *Doing Counselling Research* (Second Edi). Sage Publications, Inc.
- Muslim. (2016). Varian-Varian Paradigma, Pendekatan, Metode, dan Jenis Penelitian dalam Ilmu Komunikasi. *Wahana*, 1, No.10(10), 77–85. <https://journal.unpak.ac.id/index.php/wahana/article/view/654>
- Nursanti, M. I., Lukmantoro, T., & Ulfa, N. S. (2013). Descriptive analysis of k-pop fans as media audience in consuming and constructing meaning. *Interaksi Online*, 1(2). <https://ejournal3.undip.ac.id/index.php/interaksi-online/article/view/2259>
- Pasiali, V., Schoolmeesters, L., & Engen, R. (2016a). Mapping resilience : Analyses of measures and suggested uses in music therapy. *Approaches: An Interdisciplinary Journal of Music Therapy, First View, Advance on*(September 2016), 1–25.
- Pasiali, V., Schoolmeesters, L., & Engen, R. (2016b). Mapping resilience : Analyses of measures and suggested uses in music therapy. *Approaches: An Interdisciplinary Journal of Music Therapy, First View, Advance on*(September 2016), 1–25.
- Peterson, C., & Seligman, M. E. P. (2004). *Character Strengths and Virtues: A Handbook and Classification*. New York: Oxford University Press.
- Plotka, I., Shaplavska, J., Blumenau, N., & Gajevska, T. (2015). Research in hardiness of security guards with implicit association test and self-evaluation procedures. *Engineering for Rural Development*, 14(January), 735–741.
- Richards, T. D. (2018). The role of self-care and hardiness in moderating burnout in mental health counselors. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 78(11-B(E)). <https://doi.org/10.25777/pecg-7t97>
- Rojas F., L. F. (2015). Factors Affecting Academic Resilience in Middle School Students: A Case Study. *GiST Education and Learning Research Journal*, 11(11), 63–78. <https://doi.org/10.26817/16925777.286>
- Romanova, A. V., Salakhova, V. B., Ganova, T. V., Nalichaeva, S. A., Nazarova, L. S., & Dolzhenko, A. I. (2019). Hardiness as a component for sustainable development of a person's personality: Ecological and psychological aspect. *EurAsian Journal of BioSciences*, 13(2), 1833–1840.
- Siebert, A. (2005). *The Resiliency Advantage: Master Change, Thrive Under Pressure, and Bounce Back from Setbacks*. San Francisco, CA: Berrett-Koehler Publishers.

- Tadayon, M., Dabirizadeh, S., Zarea, K., Behroozi, N., & Haghhighizadeh, M. H. (2018). Investigating the relationship between psychological hardiness and resilience with depression in women with breast cancer. *The Gulf Journal of Oncology*, 1(28), 23–30.
- Taylor, M. K., Pietrobon, R., Taverniers, J., Leon, M. R., & Fern, B. J. (2011). Relationships of hardiness to physical and mental health status in military men: A test of mediated effects. *Journal of Behavioral Medicine*, 34(4), 308-318. doi:10.1007/s10865-010-9315-8
- Van Dyk, G. (2015). Hardiness as predictor of work readiness: a preliminary exploratory study. *Journal of Psychology in Africa*, 25(1), 80–82. <https://doi.org/10.1080/14330237.2014.997031>
- Wahyudin, Herul. (2022). *Konseling Kelompok Pendekatan Solution Focused Brief Counseling (Sfbc) Untuk Mengembangkan Resiliensi Akademik Peserta Didik Di Masa Pandemi Covid-19. S2 Thesis, Universitas Pendidikan Indonesia.*
- Wu, G., Feder, A., Cohen, H., Kim, J. J., Calderon, S., Charney, D. S., & Mathé, A. A. (2013). Understanding Resilience. *Frontiers in Behavioral Neuroscience*, 7, 10.
- Yilmaz, K. (2013). Comparison of quantitative and qualitative research traditions: Epistemological, theoretical, and methodological differences. *European Journal of Education, Research Development and Policy*, 48(2), 311–325.