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THE EFFECT OF PATIENCE ON ACADEMIC HARDINESS IN
OVERSEAS STUDENTS AT THE FACULTY OF PSYCHOLOGY,
UNIVERSITAS ISLAM RIAU

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Abstract:

The phenomenon of going abroad for education can bring various difficulties in fulfilling a student's major task, specifically studying. So it requires academic hardiness to be able to survive the academic pressure. One of the factors that formed academic hardiness is patience. This research aims to analyze the effect of patience on academic hardiness in overseas students at the Faculty of Psychology, Universitas Islam Riau. The subjects in the research were 115 overseas students and the sampling technique used is purposive sampling technique. This research uses 3-FPQ scale to collect the data, with 11 items and the RAHS scale consists of 40 items. The data analysis method used in this research is Partial Least Square (PLS) with smartPLS 3.0 software. The result gained in this research is that patience has a positive and significant effect on academic hardiness with 0.333 of path coefficient value, 0.001 < 0.05 of p value and 3.210 of t value. It shows that the increase of patience can increase the academic hardiness in overseas students at the Faculty of Psychology, Universitas Islam Riau. Recommendations for further research are expected to examine other factors that may have a greater impact on academic hardiness and further expand the subject of research.

Keywords:

Academic Hardiness, Faculty Of Psychology Universitas Islam Riau, Overseas Students, Patience

Introduction

Education plays a role in increasing individual competence related to the development of the work system which is changing to an industrial system, so that the special abilities of prospective workers become one of the qualifications that must be met (Arini, 2021). This special competency is an effort to improve the quality of Human Resources (HR), one of whose contributions is obtained through Higher Education (Nulhaqim et al., 2016).

In 2021, the Central Statistics Agency (BPS) recorded an increase of 4.1% in the number of students from the previous year (Mahdi, 2022). This data shows an increase in student interest in continuing their education to higher education. However, the increase that occurred was not accompanied by an equal distribution of the quality of universities spread across Indonesia, there is a gap in the quality of public and private universities in cities and in regions, as well as universities in Java and outside Java due to differences in learning materials between universities which make the quality of university graduates vary (Fahlevi, 2020). This has resulted in many students from various regions choosing to migrate with the aim of studying in other cities.

Merantau is known as a movement from the area of origin to another area that is temporary with the aim of achieving success, knowledge and confidence (Zuriyani et al., 2021). Migrant students are prone to feeling homesickness (Prasetio et al., 2020). So that there are difficulties faced by overseas students, such as difficulties in terms of socio-cultural adjustment, which is a common problem experienced by a student who continues his education in an area with a different culture from his origin (Ward & Kennedy, 1993). The cultural differences that exist, make students feel isolated because they experience culture shock (Devinta et al., 2015). In addition, overseas students feel lonely (Pratiwi et al., 2019), so that it can cause anxiety for some people (Rohi & Setiasih, 2019).

Ramdani et al. (2018) mentioned that one of them arises because of academic pressure, namely difficulties in academic pressure in terms of adaptation to the university environment and academics. Pressure in the form of academic demands imposed on students every day is said to cause stress called academic stress (Putri & Sawitri, 2017).

A survey conducted by researchers on the 12 people involved found that they admitted that their lectures were messy, they did not go to class, and often left absences. This happened because they followed their friends and felt that no one would be angry because they did not live with their parents. This is in line with the phenomenon of migrating, which is described as a life without parental supervision, making an individual feel a sense of freedom and more vulnerable to being influenced by the surrounding environment (Purba & Yulianto, 2019).

Academic issues become a crucial problem for individuals regarding the fulfillment of their duties as students (Pramesti, 2019). Academic problems in overseas students must be addressed immediately, because Burt (in Thurber & Walton, 2012) assesses that stress due to feelings of homesickness can increase the risk of stopping student studies by three times greater. Harrison and Brower (2011) argue that an individual needs one of the personality traits that are believed to be a coping strategy in dealing with stressful conditions, namely through hardiness.

Hardiness is a character trait that can help people in recognizing stressful situations. Those who exhibit this trait will be more adept at recognizing stressful situations even when they are still

burdened by a particular problem (Menon & Yogeswarie, 2015). Hardiness is one of the ways we address a problem and actions that can help in turning stressful conditions into motivation to move forward and develop (Cerezo et al., 2015).

One part of hardiness in the field of education to overcome academic problems, namely academic hardiness or academic Hardiness. Academic hardiness is a concept that refers to an individual's ability to cope with academic challenges with resilience and perseverance. It involves the development of mental attitudes and cognitive strategies that enable one to face, cope with, and grow through academic difficulties. Some researchers may use different terms or have slightly different approaches in describing and measuring academic hardiness due to the variety of definitions and concepts related to academic hardiness in the literature. Therefore, it is important to understand and clarify the definitions used in a particular research context.

Academic Hardiness is a combination of two theories of thinking, namely hardiness theory Kobasa et al. (1982) with the theory of academic motivation (Dweck & Leggett, 1988). These two theories are brought together to uncover differences in the ability of some students to deal well with academic pressure, but the same does not happen to other students. According to Benishek and Lopez (2001) academic Hardiness is described as a form of student Hardiness in dealing with academic problems that are believed to reduce motivation and even student achievement.

An individual who faces academic Hardiness problems is described as being able to continue to have the will to strive for academic achievement regardless of the difficulties that may be faced, have control over his emotions when experiencing academic difficulties, and be able to understand and take actions that might be an effort to improve the ability to overcome academic obstacles, and view academic challenges as one of the learning processes to improve self quality. This is in accordance with the four dimensions designed by Benishek et al. (2005) including commitment, control of affect, control of effort, and challenge.

Several researchers have examined academic Hardiness variables, such as Yuningsih and Nugraha (2023) who made academic Hardiness a mediator variable to see the effect of social support on academic distress. Trifiriani dan Agung (2017) examined the relationship between academic Hardiness and procrastination in college students. Hairina et al. (2022) also found a negative influence between academic Hardiness and academic stress. While Spiridon and Karagiannopoulou (2015) revealed that low academic Hardiness in students will result in increased stress. For this reason, academic Hardiness is believed to be able to reduce academic stress and provide additional motivation for achievement (Manzil, 2021).

Life experience, suffering, faith in God, and the level of religiosity of an individual can be factors that influence the personality of hardiness (Santana & Istiana, 2019). The ability of an individual to survive in difficult circumstances is inseparable from the contribution of the level of religiosity that the individual has. According to Prihastuti (2003) considers that high religiosity can be a better life guide and Hardiness to face problems.

One of the elements of religiosity studied in positive psychology is patience (Subandi, 2011). Al- Jauziyyah (in Yusuf, 2020) defines patience in the view of psychology as refraining from doing activities that can trigger stress, anxiety, despair, and stop complaining when experiencing trials. Yusuf (2020) mentions that there are main keys in patience, namely

firmness of stance, steadfastness when faced with a challenge, and perseverance in achieving desires, these three things are inseparable from morals and ethics.

Patience in the view of positive psychology is considered as a tendency to wait with a calm attitude when faced with difficult and frustrating situations and is correlated with personality traits and characteristics (Schnitker, 2012). Furthermore, Schnitker (2012) conceptualizes patience as an impact that occurs in several situations, which can be divided into patience when dealing with other people, patience in difficult circumstances, and patience with daily activities. Therefore, patience can be said to be a source of strength in dealing with problems that occur in life.

Several studies have confirmed the positive influence and relationship between patience and hardiness. Patience as a moral virtue is recognized to have a positive impact on mental health and education because it is able to cope with stress, control negative emotions, and achieve success in education, work, and social relationships (Kamari & Khormae, 2015). In line with this research Indria et al. (2019) found a decrease in academic stress levels if the level of patience in students increased. Yusuf (in Ramdani et al., 2018) also believes that patience has a correlation with student academic achievement so that through patience, academic pressure can be faced with a more balanced student psychology.

Other studies have also found that individuals with high spirituality through increased patience and feelings of empathy can generally be more psychologically resilient in overcoming problems, thus suggesting that the spirituality of patience is positively related to hardiness (Bahmani et al., 2015). In addition, it was found that there was a positive contribution of patience to academic Hardiness with the greatest influence on the dimensions of academic Hardiness, namely commitment (63.4%) (Wafa, 2022).

Based on the explanation above, the purpose of this research is to see the effect of patience on academic Hardiness in overseas students at the Faculty of Psychology, Universitas Islam Riau. Researchers also assume that there is a positive influence of patience on academic Hardiness in overseas students at the Faculty of Psychology, Universitas Islam Riau.

Table 1 Table for Summary

Research	Research Methods	Findings
Kamari & Khormae (2015)	Descriptive and Correlational Research	Patience as a moral virtue is recognized to have a positive impact on mental health and education as it is able to cope with stress, control negative emotions, and achieve success in education, work, and social relationships.
Ramdani et al. (2018)	Sequential Methods Approach	Patience has a correlation with students' academic performance so that through patience, academic pressure can be faced with a more balanced student psychology.
Bahmani et al. (2015)	Descriptive Correlational	High spirituality through increased patience and feelings of empathy can generally be more psychologically resilient in overcoming problems, thus suggesting that the spirituality attitude of patience is positively related to a resilient personality.

Wafa (2022)	Quantitative- Regression	The influence of patience on academic resilience also obtained a positive influence, with the greatest influence found in the academic resilience dimension, namely commitment (63.4%).
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Literature Review

Academic Hardiness

According to Kobasa et al. (1982) *hardiness* is an individual character that shapes a person under stressful conditions to be stronger, stable, and optimistic while reducing the negative effects of the stress they experience. Hardiness is a character trait that can help people recognize stressful situations. Those who exhibit this trait will be more adept at recognizing stressful situations even when they are still burdened by certain problems (Menon & Yogeswarie, 2015). *Hardiness* is one of the ways we address a problem and actions that can help in turning stressful conditions into motivation to move forward and develop (Cerezo et al., 2015).

Along with the development of science, several researchers began to develop *hardiness* into various fields, one of which is the field of education. Until Benishek et al. (2005) coined the term academic resilience theory. Academic resilience is a combination of two theories of thinking, namely *hardiness theory* (Kobasa et al., 1982) with academic motivation theory (Dweck & Leggett, 1988). These two theories are put together with the aim of uncovering differences in the ability of some students to deal well with academic pressure, but the same thing does not happen to other students. Benishek et al. (2005) defined academic resilience as students' resilience in facing academic challenges and perceiving challenges as one of the processes in self-improvement.

There are several researchers who have studied academic resilience variables, such as Yuningsih dan Nugraha (2023) who made academic resilience a mediator variable to see the effect of social support on academic distress. Trifiriani dan Agung (2017) examined the relationship between academic resilience and procrastination in college students. Muhammad (2022) found differences in the characteristics of academic resilience of students with different cultural backgrounds. Hairina et al. (2022) also found a negative influence between academic resilience and academic stress. While Spiridon & Karagiannopoulou (2015) revealed that low academic resilience in students will result in increased stress.

Benishek et al. (2005), adapted aspects of academic *resilience* from Kobasa's *hardiness* theory consisting of commitment, control, and challenge, then divided the focus of the control aspect into control over emotions and control over effort as follows:

1. *Commitment*, is the ability of students to carry out completed tasks and sacrifice leaving activities that may be favored to achieve academic achievement.
2. *Control of Affect*, is the control over emotions that allows students to calm themselves when facing academic challenges.
3. *Control of Effort*, is the control over the efforts made related to students' ability to understand and apply behavior to improve their ability to overcome academic difficulties.
4. *Challenge*, is the determination of students who deliberately take on difficult tasks in an

effort to improve themselves through experience infacing challenges.

So, it can be concluded that the aspects of academic resilience consist of 4 components, namely commitment, control over emotions, control over actions and challenges. The four components must be owned by individuals to achieveacademic resilience.

Patience

Patience is a conceptualization based on the Islamic concept (*Shabr*), so that to formulate the psychological construct of patience it needs to be based on the Qur'an and Hadith as a reference (El Hafiz et al., 2013). In terms, patience is defined as the behavior of holding back and controlling oneself when faced with a problem, only hoping to get the pleasure of Allah (Sutarman, 2014).

Meanwhile, according to positive psychology expressed by Schnitker (2012) patience is correlated with personality traits and characters, but patience is more defined as the tendency of individuals to wait with a calm feeling whenfaced with difficult situational conditions to frustrate and suffer. Therefore,patience can be said to be a source of strength in dealing with problems(Istiningtyas, 2013) because it is considered to have a positive influence in various fields such as overcoming stress, success in education, work and social relationships, controlling emotional anger and so on (Kamari & Khormae, 2015).

Patience can form a hardiness in responding to problems. Patience as a moral virtue is recognized to have a positive impact on mental health and education because it is able to overcome stress, control negative emotions, and achieve success in education, work, and social relationships (Kamari & Khormae, 2015). In line with this research, Indria et al. (2019) found a decrease in academic stress levels if the level of patience in students increases. Yusuf (in Ramdani et al., 2018) also believes that patience has a correlation with student academic achievement so that through patience, academic pressure can be faced with a more balanced student psychology.

Schnitker (2012) formulates the principle of patience based on the impact of situational factors, which is divided into the following three criteria:

1. *Interpersonal Patience*, is remaining calm when dealing with otherpeople with varying emotional states.
2. *Life Hardship Patience*, is the ability to see the good side of life'sdifficulties.
3. *Daily Hassles Patience*, which is enduring negative emotions due to delays or annoyances that are common in everyday life.

It can be concluded that patience is differentiated and assessed on three aspects including, *interpersonal patience*, *life hardship patience*, and *daily hassles patience*. These three aspects are conceptualizations of patience as a state relatedto the impact of situational factors.

Overseas Student

An individual who is continuing his or her education at the college level is referred to as a student. In the first year, a student experiences a period of crisis towards the changing phase of life from adolescence to adulthood. According to (Arnett, 2012), the transition period from high school to university education in the age range of 18-25 years is generally referred to as

the emerging adulthood period. Individuals at this time tend to be interested in trying new things, one of which is by living apart from parents by continuing their education to a place far from their home area.

This phenomenon is commonly referred to as merantau. The word merantau comes from the basic word rantau, which is defined in the Big Indonesian Dictionary (KBBI) as an area that is outside the original area. Meanwhile, merantau itself is defined as an activity of moving in search of a new life, knowledge, and so on to a new area outside the original area. There are various reasons that cause someone to want to migrate, one of which is for reasons of obtaining a better quality of education (Hediati & Nawangsari, 2020).

The phenomenon of migrating can cause anxiety for some people, especially for a woman who hormonally influences feelings of anxiety (Rohi & Setiasih, 2019). Overseas students are also required to be able to adjust to an environment that is still considered foreign. However, the phenomenon that occurs is not in accordance with the demands given, difficulties in terms of socio-cultural adjustment are a common problem experienced by a student who continues his education to an area with a different culture from his origin (Ward & Kennedy, 1993). Differences in social and cultural life can be one of the obstacles for overseas students to be able to develop socially and academically in a new environment. This difference again requires students to be able to adapt, through communication, stress control, and adaptation to cultural changes and differences (Lestari, 2021).

Faculty of Psychology Universitas Islam Riau

BPS data recorded that Riau Province has 82 universities with the majority located in Pekanbaru City. One of the private universities in Pekanbaru City is Universitas Islam Riau (UIR). UIR is under the auspices of Yayasan Lembaga Pendidikan Islam (YLPI) Riau which has been established since 1962 and is named as the oldest campus in Riau Province. Some regional students set UIR as one of their destinations to continue their education. Of the total 9 faculties that UIR has, Faculty of Psychology is also a faculty that is in demand by students. Currently recorded in the Simfokom Bureau, the number of active students in the Faculty of Psychology is 1,362 people, of which 929 people come from outside Pekanbaru City. This shows that students of the Faculty of Psychology are dominated by students who are willing to leave their home areas to study and do migration activities.

Research Methodology

Participants

The research was conducted on overseas students studying at the Faculty of Psychology, Universitas Islam Riau, totaling 115 participants. The sample was determined using purposive sampling method with the following criteria: (1) Active students of the Faculty of Psychology, Universitas Islam Riau; (2) Overseas students who come from outside Pekanbaru City.

Research Procedure

The research methodology employed in this study is a quantitative method. Descriptive statistical analysis was used to analyze and present the acquired data without drawing any conclusions (Sugiyono, 2018). Data analysis in this study was conducted using smartPLS 3.0 software with the Partial Least Square (PLS) analysis method. Data collection for this research utilized a Likert scale format. The scale was distributed to participants through the digital

application Google Forms. For determining the minimum sample size in the SEM Partial Least Square (PLS) data analysis, the recommended sample size guidelines by Hair et al. (2013) were followed, resulting in a minimum required sample size of 70 respondents. However, referring to the statement made by Hair et al. (2014), which suggests that using a larger sample size increases the consistency of PLS-SEM estimation, this study opted for a sample size of 115 participants, based on specific criteria determined by the participants' identities.

Research Instruments

This study used two scales as research instruments to collect data consisting of: (1) Patience Scale compiled from the translation of The Three-Factor Patience Questionnaire (3-FPQ) by (Schnitker, 2012) which measures patience in dealing with situational problems, including Interpersonal patience, Life hardship patience, and Daily hassles patience. The Three-Factor Patience Questionnaire (3-FPQ) uses a type of Likert scale with 5 alternative answers, namely very unsuitable = 1, unsuitable = 2, neutral = 3, suitable = 4, very suitable = 5; (2) Academic Hardiness Scale prepared based on the translation of the Revised Academic Hardiness Scale (RAHS) measuring instrument developed by (Benishek et al., 2005) by combining hardiness theory with learning motivation theory to measure students' Hardiness in facing academic problems. The preparation of this scale is guided by the four dimensions of academic Hardiness including commitment, control of affect, control of effort, and challenge. The RAHS scale uses a Likert scale type with 4 alternative answers, namely very unsuitable = 1, unsuitable = 2, suitable = 3, very suitable = 4.

Data Collection

Data collection in this study was carried out by questionnaires distributed online through the google form digital application. The challenges in distributing and collecting data through google forms are low participation rates, so it is necessary to follow-up with respondents who have not filled out the form or by providing incentives to respondents who have participated. In addition, the author could not monitor that only overseas students filled out the questionnaire, even though the required respondent characteristics were attached. So that the author is required to sort back based on the origin of the filler area contained in the respondent's identity section to obtain more appropriate data.

Data Analysis

This study uses descriptive statistical data analysis. Descriptive statistics are used to analyze data or describe the data obtained without making conclusions (Sugiyono, 2018). In this study using the Partial Least Square (PLS) approach analysis method with smartPLS 3.0 M3 software. At the measurement model or outer model test stage, namely testing the validity and reliability of the construct. The validity testing procedure is carried out testing convergent validity and discriminant validity. One of the evaluations for the outer model in SEM PLS is the reliability test. Latent variables that have good reliability if the Cronbach's alpha and composite reliability values are above 0.7 and the AVE value is above 0.5 (Sarwono & Narimawati, 2015). The path coefficient assessment which aims to see the directional relationship in the structural model obtained by bootstrapping where the value is said to be significant if the t statistical value is greater than 1.98 with a significance level of 5% or greater than 1.65 (with a significance level for each path relationship).

Result And Discussions

The purpose of this study was to determine the effect of patience on academic Hardiness in overseas students at the Faculty of Psychology, Universitas Islam Riau. The results of the descriptive analysis conducted show the participants' responses on both research variables, which are presented in table 1 below:

Table 2 Categorization of Participants by Variable

Category	Patience		Academic Hardiness	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Very High	11	9.6	5	4.3
High	61	53	44	38.3
Medium	38	33	66	57.4
Low	5	4.3	0	0
Very Low	0	0	0	0
Total	115	100	115	100

Table 1 shows that the patience variable has the majority of participants with a high level of patience, namely 61 respondents (53%), then for the low category there are 38 respondents (33%), the very high category is 11 respondents (9.60%), and the low category is 5 respondents (4.30%), and there are no participants who have a level of patience with a very low category. Whereas the academic Hardiness variable has the majority of participants with a moderate level of academic Hardiness, namely 66 respondents (57.40%), in the high category there are 44 respondents (38.30%), the very high category is 5 respondents (4.30%), and there are no participants who have a level of academic Hardiness in the low and very low categories.

Measurement Model (Outer Model)

The results of the PLS Algorithm of the effect of patience on academic Hardiness can be seen in Figure 1 below:

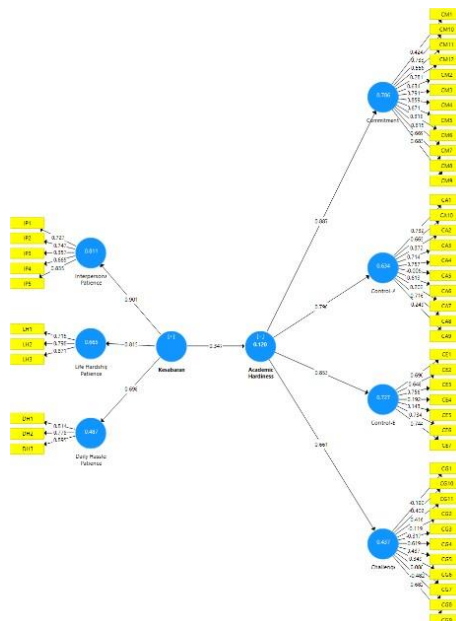


Figure 1 Outer Model

Furthermore, the measurement model test stage can be seen based on the outer loading value, Cronbach's alpha, composite reliability, and AVE which are presented in table 2 below:

Table 3 Measurement Model

Variables	Dimensions	Indicator	Outer Loading	Cronbac's Alpha	Composite Reliability	AVE
Patience	<i>Interpersonal Patience</i>	4	0.665-0.835	0.745	0.840	0.569
	<i>Life Hardship Patience</i>	3	0.715-0.871	0.711	0.838	0.635
	<i>Daily Hassles Patience</i>	3	0.778-0.895	0.772	0.869	0.690
Academic Hardiness	<i>Commitment</i>	8	0.615-0.859	0.865	0.895	0.519
	<i>Control-A</i>	6	0.613-0.757	0.803	0.859	0.504
	<i>Control-E</i>	5	0.648-0.756	0.764	0.841	0.515

It can be seen in table 2 above that the overall outer loading value is greater than 0.6 so that it can be stated that it has met the construct validity requirements, after eliminating indicators with an outer loading value of less than 0.6 (Chin in Ghozali, 2013). Then at the Cronbach's alpha value, composite reliability can be said to be qualified if it has a value greater than 0.7 and AVE greater than 0.5 (Sarwono & Narimawati, 2015). The challenge dimension in the academic Hardiness variable must be eliminated in its entirety because it does not meet the requirements for the outer loading value and Cronbach's alpha. While the remaining dimensions in the table above have met the reliability requirements.

Table 4 Discriminant Validity

Indicator	CA	CE	CM	DH	IP	LH
CA1	0.720	0.506	0.412	0.073	0.245	0.193
CA10	0.664	0.506	0.344	0.041	0.067	0.131
CA3	0.734	0.427	0.438	0.281	0.353	0.314
CA4	0.768	0.454	0.325	0.307	0.183	0.212
CA6	0.636	0.319	0.197	0.108	0.120	-0.027
CA8	0.729	0.458	0.372	0.049	0.069	0.155
CE1	0.507	0.709	0.309	0.056	0.134	0.127
CE2	0.365	0.640	0.419	0.167	0.188	0.173
CE3	0.493	0.768	0.430	0.129	0.187	0.080
CE6	0.419	0.723	0.615	0.129	0.168	0.180
CE7	0.485	0.743	0.505	0.100	0.260	0.264
CM10	0.330	0.476	0.739	0.171	0.247	0.287
CM2	0.288	0.404	0.627	0.150	0.127	0.079
CM3	0.336	0.536	0.806	0.194	0.140	0.178
CM4	0.375	0.564	0.869	0.177	0.170	0.206
CM5	0.330	0.362	0.681	0.059	0.110	0.070

Indicator	CA	CE	CM	DH	IP	LH
CM7	0.346	0.413	0.641	0.009	0.172	0.209
CM8	0.422	0.475	0.684	0.085	0.206	0.290
CM9	0.452	0.446	0.681	0.123	0.217	0.194
DH1	0.086	0.016	0.093	0.816	0.368	0.213
DH2	0.231	0.187	0.154	0.775	0.381	0.309
DH3	0.186	0.191	0.178	0.895	0.358	0.298
IP1	0.210	0.202	0.173	0.165	0.751	0.429
IP2	0.142	0.169	0.045	0.301	0.755	0.531
IP4	0.163	0.220	0.209	0.448	0.660	0.340
IP5	0.235	0.206	0.289	0.408	0.841	0.620
LH1	0.229	0.169	0.196	0.241	0.407	0.709
LH2	0.098	0.116	0.137	0.216	0.495	0.800
LH3	0.252	0.256	0.291	0.325	0.625	0.873

Table 3 above shows that there is no loading factor value that is greater in each latent variable for each indicator when compared to the loading factor values found in other latent variables. It can be concluded that each latent variable has met the ideal discriminant validity value.

Table 5 2nd-Order Reflective Construct

	<i>Mean</i>	<i>STDEV</i>	<i>T Statistics</i>	<i>P Values</i>
<i>Patience -> Interpersonal Patience</i>	0.897	0.021	42.089	0.000
<i>Patience -> Life Hardship Patience</i>	0.825	0.040	20.615	0.000
<i>Patience -> Daily Hassles Patience</i>	0.695	0.076	9.170	0.000
<i>Academic Hardiness -> Commitment</i>	0.884	0.024	37.002	0.000
<i>Academic Hardiness -> Control-A</i>	0.811	0.048	16.931	0.000
<i>Academic Hardiness -> Control-E</i>	0.868	0.030	28.675	0.000

Table 4 above shows that the patience and academic Hardiness variables as a whole have a positive and significant effect on their respective dimensions with p values of $0.000 < 0.05$. So, it can be said that each dimension on the patience and academic Hardiness variables qualifies and proves feasible to be a dimension of each variable.

Path Analysis

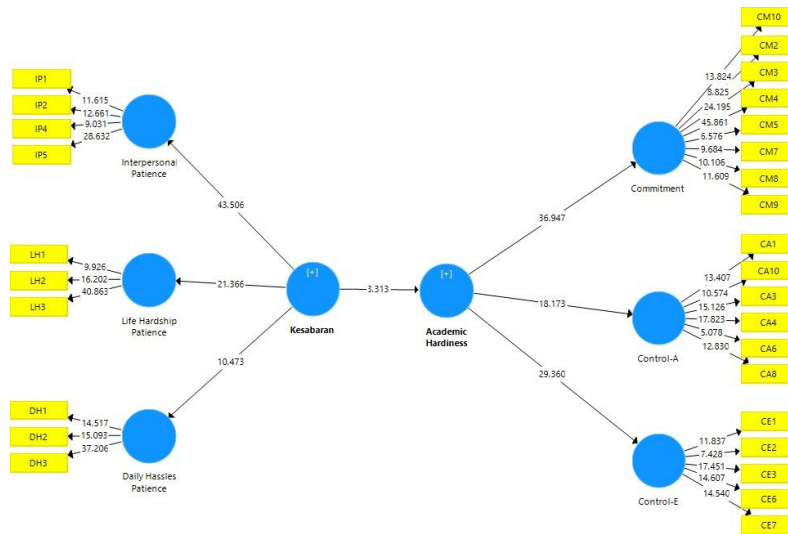


Figure 2 Bootstrapping

Table 6 Direct Effect Path Analysis for Hypothesis-Testing

Variables	Sample Mean	STDEV	T Statistics	P Values
Patience -> Academic Hardiness	0.334	0.104	3.210	0.001

Table 5 above shows that the path coefficient value of the effect of patience with academic Hardiness is 0.334 with a p value of 0.001 <0.05 and a calculated t value of 3.210. Thus, it can be stated that patience has a positive and significant effect on academic Hardiness.

Table 7 R Square

	R Square	Adjusted R Square
Patience -> Academic Hardiness	0.111	0.103

The R Square value in the table above shows that the effect of patience on academic Hardiness has a value of 0.111 with an adjusted R square value of 0.103. So it can be concluded that all exogenous constructs (patience) simultaneously affect academic toughness by 0.111 with a weak category.

Discussion

The results of data analysis to reveal the effect of patience on academic Hardiness, obtained the results of the path coefficient value of 0.334 with a p value of 0.001 which is smaller than 0.05 and a calculated t value of 3.210. Thus, it is concluded that patience has a positive and significant effect on academic Hardiness in overseas students at the Faculty of Psychology, Universitas Islam Riau. So it is stated that the hypothesis proposed in this study is confirmed to be acceptable. So, it can be interpreted that the higher the level of patience, the higher the level of academic Hardiness in overseas students at the Faculty of Psychology, Universitas

Islam Riau. Conversely, the lower the level of patience, the lower the level of academic Hardiness in overseas students at the Faculty of Psychology, Universitas Islam Riau.

These findings are in line with research by Bahmani et al. (2015) which states that spirituality through patience can form a resilient personality in overcoming problems, including academic problems. Related research was also found by Ginting (2015) that students show a calm attitude when faced with academic demands. The calm attitude in question is a manifestation of patience. Schnitker (in Lavelock, 2015) assesses that individuals with a high level of patience are said to not neglect to always be patient, but still understand certain situations when their patience must be used.

In migrating, individuals will be faced with various demands, such as in terms of independence, responsibility, demands for lecture activities, and academic demands related to the ability of the students themselves (Fitri & Kustanti, 2018). Islam teaches that one way to deal with life's problems is with patience (Magfirah, 2022). Hood and Swanson (2016) said that patience refers to the psychological and religious aspects that are part of human strength. Patience is formed from an individual who shows closeness to the creator as a moral and spiritual principle when faced with life's problems (Das et al., 2018). Individuals with the ability to explore and understand religious concepts, especially patience, are believed to be easier to go through various life obstacles that may occur (Townes et al., 2018).

Increased patience in overseas students is believed to occur because students are able to face difficult situations with calmness so that they can form a more resilient personality (academic Hardiness). This calmness can be formed on individual beliefs in the help of Allah Swt, which can increase a person's ability to think positively and be able to rise from difficult situations so that they can find problem solving more easily (Lubis, 2018). The individual's ability to solve problems is one of the characteristics that overseas students have academic Hardiness.

Based on the research that has been conducted, it is found that research respondents, namely overseas students, have a high level of academic Hardiness. There is an assumption that the high level of academic Hardiness is due to the fulfillment of the psychological needs of overseas students (Rahmawati, 2014). In addition, the ability of overseas students to show a calm attitude when facing academic demands is also believed to be one of the causes of the high level of individual academic Hardiness (Ginting, 2015). Thus, this is in line with research by Wafa (2022) which states the contribution of patience to the formation of academic Hardiness, which means that high levels of patience can increase students' academic Hardiness.

Patience as a moral virtue can have a positive impact on mental health and education because it can overcome stress, control negative emotions, and achieve success in education, work, and social relationships (Kamari & Khormae, 2015). Related to this, Indria et al. (2019) found a decrease in academic stress levels if the level of patience in students increased. Then, patience can also affect student achievement (Ramdani et al., 2018).

Based on the description above, it can be said that overseas students with a high level of patience will be better able to be calm and survive in difficult situations when dealing with a problem. So it is concluded that patience has a positive influence on academic Hardiness in overseas students at the Faculty of Psychology, Universitas Islam Riau.

Conclusion

The purpose of this study was to determine the effect of patience on academic Hardiness in overseas students at the Faculty of Psychology, Universitas Islam Riau. Based on the results of statistical calculations on the research that has been done, it can be concluded that patience has a positive and significant influence on academic Hardiness in overseas students at the Faculty of Psychology, Universitas Islam Riau with a path coefficient value of 0.333 with a p value of $0.001 < 0.05$ and t count of $3.210 > t$ table 1.98. Which then means that increasing patience in dealing with academic problems will increase academic Hardiness in overseas students. Which then can be interpreted that increasing patience in dealing with academic problems will increase academic Hardiness in overseas students. Vice versa, a low level of patience affects the decline in the level of academic Hardiness in overseas students at the Faculty of Psychology, Universitas Islam Riau. It can be said that the hypothesis that suspects a positive influence of patience on academic Hardiness in overseas students at the Faculty of Psychology, Universitas Islam Riau is proven to be accepted.

This study has several limitations, such as a research sample that is only limited to overseas students at the Faculty of Psychology, Riau Islamic University, so generalization of findings needs to be done with caution. In addition, the measurement of patience and academic hardiness uses existing scales, so there may be limitations in the measurement of these variables. It is hoped that future studies can expand the scope of this research by involving more representative samples and using more comprehensive measurement instruments. In addition, qualitative research can also be conducted to gain a deeper understanding of the experiences of overseas students and how patience plays a role in the development of their academic hardiness.

Given the limitations and suggestions for future research, this conclusion makes an important contribution to our understanding of the importance of patience in developing academic hardiness in overseas students.

Implications

Overseas students are expected to be able to address problems in fulfilling their duties as a student with a patient attitude so that academic Hardiness is formed to be able to deal with academic pressure better. Then for further research can examine other factors that may have a greater influence on academic Hardiness and further expand the research subjects.

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