

The Influence of Patience and Hardiness Personality on Homesickness Behavior among out-of-town Students: an Islamic Psychology Perspective

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ABSTRACT

Leaving their nest creates a distance between students and their hometown, which can lead to homesickness. Prolonged homesickness can create various adverse effects. It is speculated that a hardiness personality can mitigate the impacts of homesickness behavior for out-of-town students. Another factor that is assumed to reduce the impact of homesickness behavior is patience. In the context of Islamic teachings, patience (*sabr*) and hardiness, which closely aligns with the concept of *istiqamah*, are highly valued virtues. This study aimed to examine the influence of patience and hardiness personality on homesickness behavior for out-of-town students. The respondents in this study were 102 out-of-town students. Purposive sampling method was used to select the respondents by setting specific criteria. Data were collected using scales. This study analyzed the data using the Partial Least Squares (PLS) method with the help of the smartPLS 3.0 software. The conclusion of this study was based on the path coefficient values, which showed a negative influence of hardiness personality on homesickness behavior with a coefficient of -0.313 and a significant effect with a value of 0.011. The path coefficient values also showed a negative influence of patience on homesickness behavior with a coefficient of -0.318 and a significant effect with a value of 0.006. Therefore, it can be interpreted that both patience and hardiness personality have an influence on homesickness behavior for out-of-town students.

INTRODUCTION

Education is a necessity for every individual to avoid being left behind in their life journey. The Indonesian government has established a mandatory education program for the nation's younger generation, who will continue the country's development. The provisions are outlined in Law Number 20 of 2003 concerning the National Education System (2003). Article 6, paragraph (1) stipulates that citizens aged seven to fifteen years are required to attend basic education. Although Indonesian students are not required to pursue higher education, this level of education can shape and develop individuals' abilities, thereby opening up career opportunities that better match their skills.

As times progresses, job institutions increasingly set higher qualifications for prospective employees, one of which is requiring at least a higher education level equivalent to a college graduate. Therefore, many students choose to continue their education to the higher education level. In 2022, Indonesia's Central Statistics Agency (BPS) recorded a total of 7,875,281 students enrolled in higher education institutions across Indonesia (BPS, 2022). The increasing number of university students in Indonesia indicates that students' interest in pursuing higher education is also rising. As mentioned in



the hadith, "Seek knowledge even if you have to go to China, because seeking knowledge is obligatory for every Muslim," many people are willing to live far from home and reside outside their hometowns to pursue knowledge. Based on the examination of the chain of transmission (sanad) and the text (matan) of the hadith above, it falls into the category of a hadith that is reliable for reference by Muslims (Abdurrohim, 2020).

Research has found that faith has a positive and significant influence on the patience of Muslim students at Islamic universities (Meisy & Hidayat, 2023). Similarly, piety also has a positive and significant impact on the patience of Muslim students at Islamic universities (Hidayat et al., 2024). A person who is pursuing higher education is referred to as a university student. Meanwhile, a new university student is an individual in the transition phase from late adolescence to early adulthood. The age range of 18 to 25 years is believed to be a transition period from high school life to college life, known as the emerging adulthood phase (Arnett, 2015). The characteristics observed during the emerging adulthood stage include an individual's desire to explore various possibilities in life, such as love, education, and employment (Halfon et al., 2018). One example is an individual who decides to continue their education far from their hometown.

Every individual needs to adapt when transitioning from their previous environment to a new one, including adaptation in communication, stress management, and adjusting to cultural changes and differences (Lestari, 2021). Stroebe et al. (2015), in their research on migration activities, mentioned that individuals perceive the new environment as different from their previous habitat, causing them to feel pressured because both the atmosphere and the people in it feel different. Living far from home and being in a new environment is not easy; the likelihood of experiencing homesickness increases significantly. The negative effects of prolonged homesickness can include feelings of loneliness, social alienation, depression, memory problems, weakened immune system, and even diabetes (Thurber & Walton, 2012). Furthermore, social factors such as anxiety and social support are also associated with homesickness (Urani et al., 2003).

Leaving their nest creates a distance between students and their hometowns. This distance can be divided into three types: near, medium, and far. The distance is considered near if the university is located within the same city or district as the student's home. It is put into medium category if the university is located outside the student's home city or district. It is categorized as far if the university is in a different province, island, or country. The greater the distance between the new environment and the original environment, the higher the likelihood that an individual will experience homesickness. The negative effects of prolonged homesickness can include feelings of loneliness, social alienation, depression, memory problems, weakened immune system, and even diabetes.

The phenomenon of homesickness was observed when the researcher conducted a survey through an Instagram poll, asking followers to share their experiences of homesickness. Various reasons emerged as the main causes of homesickness, including missing home-cooked meals and feeling confused about what to eat daily while living away from home. Some individuals found it hard to leave their parents due to concerns about their parents' health. Others mentioned that homesickness worsens when they face problems or illness while away, as they believe no one can care for them as well as their parents. Most respondents also revealed that homesickness is most strongly felt during the early stages of their university life. This is supported by research from English et al. (2017), which found that 94% of first-year students experience homesickness.

Yasmin et al. (2017) also stated in their research results that showed that homesickness was felt by almost all new students, with 81.41% categorized as moderate, 4.87% as low, and 13.71% as high. This indicates that the majority of first-year university students who live far from home are more vulnerable to experiencing homesickness. Moreover, research by Burt (as cited in Thurber & Walton, 2012) suggested that students who experience homesickness are three times more likely to drop out of college compared to those who do not experience homesickness. Based on these findings, it can be said that homesickness behavior in students can disrupt their daily lives. This means that when a student faces a problem, they are more likely to experience academic and social stress, anxiety, and even depression.

To cope with the impacts such as stress, anxiety, and depression caused by homesickness behavior, an individual needs to have a resilient personality as a form of self-defense. In this regard, (Harrison & Brower, 2011) revealed that an individual requires a personality variable as a coping strategy to deal with conditions of stress, anxiety, and depression, namely, hardiness personality. Hardiness is one of the personality traits that can play a role in addressing issues that can cause stress, such as homesickness.

Menon dan Yogeswarie (2015) define hardiness as a resilient personality that helps individuals in facing challenging situations; an individual with hardiness tends to withstand stress when encountering problems. In the research by Kobasa et al. (1982), hardiness is described as several personality traits that can neutralize stress and is associated with a particular problem. These traits may include resilience and toughness with the ability to control stress, implement well-made plans, and view challenges as personality enhancers. According to Ayudhia dan Kristiana (2016), hardiness can provide assistance to individuals in terms of adaptation, enhancing stress tolerance, preventing adverse effects of stress, reducing the risk of stress, shielding individuals from stress-induced illnesses, and enabling individuals to make appropriate decisions even under stressful conditions. The relationship between hardiness and stress is linked to self-control, commitment perseverance, and facing challenges. In Widiatmoko (2022), hardiness correlates with a decrease in stress levels. Since stress is one of the conditions resulting from homesickness feelings, it can be assumed that the presence of hardiness personality traits in an individual can influence the reduction of students' risk of experiencing homesickness.

In addition to resilient personality traits (hardiness), handling stress, anxiety, depression, and loneliness due to homesickness can be addressed through problem-solving via religious coping. According to Abernethy et al. (2002), there is a negative relationship between religious coping and depression, whereby increased levels of religious coping lead to a decrease in individual depression. Furthermore, religiosity also plays a crucial role in minimizing individuals' experiences of loneliness (Hermawati & Hidayat, 2019).

Magfirah (2022) argues that patience is one aspect of coping with life's challenges in Islamic teachings (religious coping), along with other practices such as remembrance, prayer, fasting, and gratitude. Patience entails the meaning of preventing, restraining, or withholding. Thus, patience can be interpreted as restraining oneself from anxiety, holding back complaints, and refraining from wrongful actions. Patience is a quality that requires perseverance in facing difficult, challenging, and bitter situations with acceptance and full responsibility. From the perspective of religious adherents, patience is defined as self-restraint or self-limitation from desires and impulses in order to achieve betterment or improvement (Tajab et al., 2019).

In their research, Nihayah et al. (2023) found that patience can play a role in managing individual stress. According to Ibn Qoyyim (as cited in Putri & Supriatna, 2022), patience psychologically can mitigate feelings of despair, panic, stress, anxiety, and depression. Based on these explanations, it can be assumed that the attitude of patience correlates with a reduction in the risk of experiencing stress, anxiety, and depression caused by homesickness behavior. Based on the background outlined above, the researcher has not found specific studies discussing the influence of the variables of hardiness personality and patience on homesickness behavior. Homesickness variables are usually associated with variables such as self-adjustment and emotional maturity (Mariska, 2018), social support (Istanto & Engry, 2019), learning motivation (Putri, 2021), gratitude (Habiburrahman, 2022), and even depression (Ningtias, 2019). This study aims to explore homesickness behavior with several factors that can influence homesickness behavior in students, such as patience and hardiness personality. This research is expected to be beneficial in understanding the negative influence of patience and hardiness personality on homesickness behavior for students living away from home. The hypothesis assumed in this study is that there is a significant and negative influence of patience and hardiness personality on homesickness behavior.

METHODS

The research was conducted using a quantitative approach with the Partial Least Square (PLS) Structural Equation Modeling (SEM) method to analyze the influence between latent variables (Patience and Hardiness Personality) and manifest variables (Homesickness Behavior). The research data were analyzed using descriptive statistical data analysis, wherein the results of data analysis or displaying the obtained data do not lead to a conclusion. SmartPLS 3.0 is software utilizing Partial Least Square (PLS) analysis method used to analyze data in this study.

The research subjects were selected using purposive sampling technique, which is a sampling method based on the researcher's considerations or preferences, indicating that the researcher has specific criteria in determining the sample. Referring to this description, the researcher determined the sample in this study based on several criteria, including: Active students of the Faculty of Psychology, Islamic University of Riau (UIR), From outside the city of Pekanbaru (studying away from home at UIR).

Data Collection Method

The steps taken by a researcher in collecting data objectively are referred to as data collection methods, which serve as a tool to achieve a goal in conducting research and aim to find answers to research questions and test hypotheses. Data collection methods can be carried out in various ways, and one common method used in quantitative research is using scales.

Homesickness Behavior Scale

The measurement tool used to assess homesickness in this study is the Homesickness Questionnaire (HQ) developed by [Archer et al. \(1998\)](#). The Homesickness Questionnaire is structured based on two aspects: attachment to home and difficulty in adaptation. This measurement tool consists of 33 statements with a Likert scale with four response alternatives (strongly disagree, disagree, agree, strongly agree).

Hardiness Personality Scale

The Hardiness Scale utilized in this study is the Dispositional Resilience Scale (DRS-15) developed by Bartone in [Hystad et al., \(2010\)](#). This scale consists of three dimensions: control, commitment, and challenge. The Dispositional Resilience Scale comprises 15 items that have been adapted and translated into Indonesian. The Hardiness Scale employs a Likert scale model where each item consists of four response categories: Very Appropriate, Appropriate, Inappropriate, and Very Inappropriate.

Patience Scale

The patience scale utilized in this study is the 3-Factor Patience Scale consisting of 11 items developed by [Schnitker \(2012\)](#) and translated into Indonesian by [Putri and Hidayat \(2024\)](#). This scale comprises three aspects: (1) interpersonal patience, such as 'When someone struggles to learn something new, I can help them without feeling frustrated or annoyed,' (2) life hardship patience, such as 'I can endure through tough times,' and (3) daily hassles patience, such as 'Even though it's annoying, I don't get too upset when stuck in traffic.'

Measurement Model

Validity

Convergent Validity and Discriminant Validity are examined in the validity testing phase. Convergent validity criteria state that to measure a construct, there must be a strong relationship. The goal is to ensure that the measurement of the relationship between latent variables and manifest variables can be conducted with a reflective validity model. Loading factor values are used to assess convergent validity. The loading factor value must be greater than 0.5 to 0.6. To obtain an AVE value that meets the criteria, loading factors with values below 0.6 need to be removed. Discriminant Validity is reviewed based on the cross-loading values between each latent variable and manifest

variable. If the correlation between each indicator is greater than the correlation between other latent variables, it can be said that the latent variable can better predict its indicators compared to other latent variables.

Reliability

Reliability testing is one of the tests conducted with the outer model in SEM PLS, considering the values of Cronbach's alpha, Composite Reliability, and AVE. Reliability of latent variables can be considered good if Cronbach's alpha and composite reliability are above 0.7 and AVE is above 0.5.

Structural Model

The aim of the Structural model is to test the relationships between the calculated constructs, using t-tests from partial least squares. The R-Square value of the model is utilized to obtain the Inner model for measuring the magnitude of influence between variables. Furthermore, the assessment of path coefficients can determine the directional relationships in the structural model, whether they are positive or negative. The direction of these relationships is obtained through bootstrapping, which is deemed significant if the t-statistic value exceeds the critical t-value. For n=102, the critical t-value in this study is 1.96 for a significance level of 5% (two-tailed) and 1.65 for a significance level of 10% (one-tailed).

RESULTS AND DISCUSSION

Measurement Model (Outer Model)

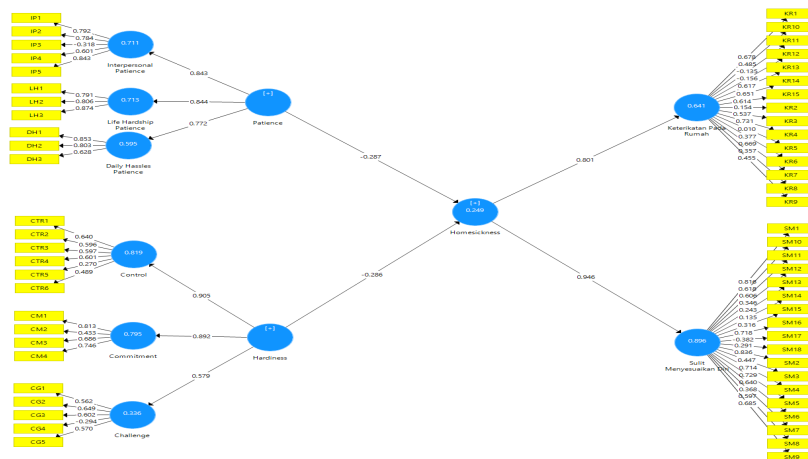


Figure 1. PLS Algorithm

The stages of model measurement testing are conducted through testing the validity and reliability of constructs. The validity testing stage is conducted by testing convergent validity and discriminant validity.

Convergent Validity

Table 1. Outer Loading Patience

Variable	Aspect	Indicator	First Order	Second order	AVE
Patience	Interpersonal Patience	4	0,601-0,843	0,839	0,587
	Life Hardship Patience	3	0,791-0,874	0,842	0,680
	Daily Hassles Patience	3	0,628-0,853	0,779	0,590

Based on the outer loading first-order table above, one indicator (IP3) has a value of -0.318, which is below < 0.5 and therefore must be removed from the model. Indicators with values above 0.5 meet the criteria. For the outer loading second-order, all three aspects of patience have values

above 0.5, thus meeting the criteria for convergent validity. The AVE values for all three aspects meet the criteria above 0.5. Below are the outer loading values for the hardiness personality.

Table 2. Outer Loading Hardiness Personality

Variable	Aspect	Indicator	First Order	Second order	AVE
Hardiness	Control	4	0,596-0,640	0,893	0,650
	Commitment	3	0,686-0,813	0,813	0,606

Based on the outer loading first-order table above, four indicators (CTR5 with a value of 0.270, CTR6 with a value of 0.489, CM2 with a value of 0.433, and CG4 with a value of -0.294) are below 0.5 and therefore must be removed from the model. Indicators with values above 0.5 meet the criteria. For the outer loading second-order, all three aspects of the hardiness personality have values above 0.5, thus meeting the criteria for convergent validity. However, the AVE value for the challenge aspect is 0.362, which is below 0.5, meaning it does not meet the criteria. After eliminating items with the lowest loading values, the AVE for the challenge aspect still remains below 0.5, so the challenge aspect is removed from the model. The AVE values for the control and commitment aspects meet the criteria above 0.5. Below are the outer loading values for homesickness.

Table 3. Outer Loading Homesickness

Variable	Aspect	Indicator	First Order	Second order	AVE
<i>Homesickness</i>	Attachment to Home	5	0,537-0,731	0,716	0,511
	Difficulty Adjusting	9	0,597-0,836	0,944	0,528

Based on the outer loading first order table, outer loading second order, and AVE values in the table above, they all have values above 0.5 after eliminating several indicators, including eliminating one aspect of the hardiness variable, namely the challenge aspect, because it has a value less than 0.5. Therefore, it can be stated that the aspects of the three variables listed in the table above have met the criteria for convergent validity.

Discriminant Validity

Based on the discriminant validity table, the loading factor values for each indicator on the latent variables do not show any indicator having a higher loading value compared to other latent variables. This indicates that the discriminant validity of each latent variable is good.

Reliability

Table 4. Reliability

Variable	Aspect	Cronbach's Alpha	Composite Reliability
<i>Patience</i>	<i>Daily Hassles Patience</i>	0,663	0,810
	<i>Interpersonal Patience</i>	0,760	0,848
	<i>Life Hardship Patience</i>	0,763	0,864
<i>Hardiness</i>	<i>Control</i>	0,471	0,787
	<i>Commitment</i>	0,675	0,821
<i>Homesickness</i>	Attachment to Home	0,761	0,837
	Difficulty Adjusting	0,886	0,908

Based on the table above, the Cronbach's alpha values for the patience aspect range from 0.663 to 0.763, and the composite reliability ranges from 0.810 to 0.864, thus meeting the criteria as they are above 0.6. The Cronbach's alpha values for the hardiness aspect range from 0.471 to 0.675, which is considered reasonably reliable, and the composite reliability ranges from 0.787 to 0.821, meeting the criteria as they are above 0.6. The Cronbach's alpha values for the homesickness aspect range from 0.761 to 0.886, and the composite reliability ranges from 0.837 to 0.908, meeting the criteria as they are above 0.6

Structural Model:

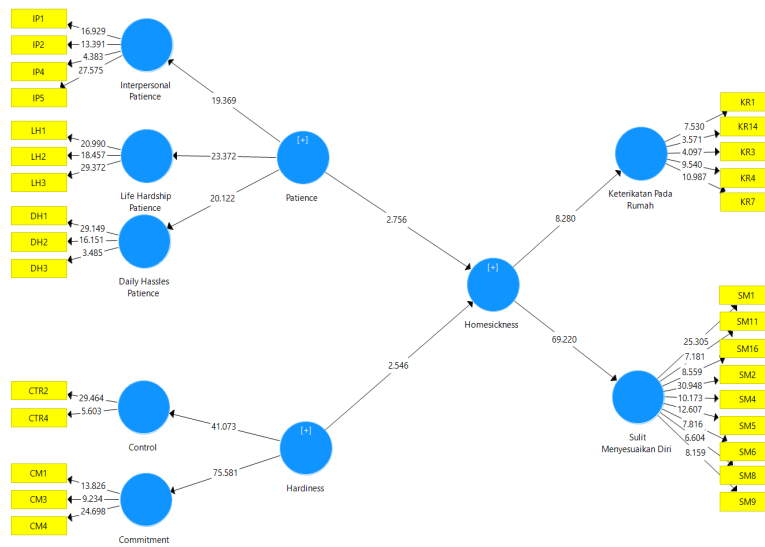


Figure 2. Boostraping

Table 5. Inner Model

	Original Sample	Sample Mean	STDEV	T Statistics	Values
<i>Hardiness -> Homesickness</i>	-0,313	-0,303	0,123	2,546	0,011
<i>Patience -> Homesickness</i>	-0,318	-0,331	0,115	2,756	0,006

Based on the table above, the path coefficient value of the influence of hardiness personality on homesickness is -0.313, with a t-value of 2.546, which is greater than the critical t-value of 1.96, and a significance value of 0.011. This means that hardiness personality has a negative influence on homesickness. In other words, the higher the level of hardiness an individual possesses, the lower the level of homesickness they experience. Hardiness, which encompasses mental resilience and the ability to cope with stress, can help individuals feel more stable in the face of homesickness. The t-value is 2.546, which is greater than the critical t-value of 1.96. In statistical testing, this indicates that the result is significant at the 0.05 (5%) significance level. In other words, the influence of hardiness on homesickness is significant.

According to [Mundzir \(2020\)](#), Istiqamah encompasses the meaning of directing all efforts to realize predetermined goals, refusing to give up despite facing numerous challenges. The concept of Istiqamah in the perspective of Islamic psychology, when compared with the concept of psychology regarding hardiness as elaborated above, shares proximity. In general, their similarity lies in the principles of sincerity, hard work, and unwavering spirit until the goal is achieved, even when faced with many challenges and obstacles. However, Istiqamah has a spiritual dimension, namely Allah's involvement in every endeavor undertaken by humans, which will result in the emergence of a sense of security and tranquility throughout the process.

Nevertheless, it is important to understand the differences between resilience, grit, and hardiness, as each construct has slightly different focuses and characteristics. Resilience refers to an individual's ability to recover and adapt, grit describes the drive and perseverance within individuals, and hardiness refers to an individual's ability to remain strong and perform well amidst the pressures and stresses of life ([Georgoulas-Sherry, 2022](#); [Georgoulas-Sherry & Kelly, 2019](#)).

These research findings are consistent with the findings of [Eschleman and Bowling \(2010\)](#) regarding resilience as follows: (a) it is positively associated with other expected personality traits that are believed to protect individuals from stress, (b) it is negatively associated with personality traits that are expected to exacerbate the effects of stress, (c) it is negatively associated with stress triggers, tension, and regressive coping, and (d) it is positively associated with social support, active coping, and performance. Resilience is directly related to many positive personal characteristics that can help maintain health and enhance productivity ([Kornilova, 2021](#)). Hardiness personality views

change as an opportunity for personal growth rather than a threat to security, thus considering migration as an exciting opportunity to discover new findings rather than lamenting what they might miss in their native environment (Harrison & Brower, 2011).

Resilience is not only the capacity of students to overcome difficulties but also the capacity of the student environment to provide access to health enhancement resources in culturally relevant ways (Jianping et al., 2023). Eight themes related to homesickness in migrant students were identified, including feelings, activities, routines, food, pets, family and friends, home atmosphere, and rooms. Other findings reveal two meanings of home for migrant students, namely "home is a feeling" and "home is family" (Prasetio et al., 2020). The study by Yasmin dan Duryati (2022), found that hardiness and patience together contributed 14.6% to homesickness among first-year boarding school students.

For the path coefficient value of the influence of patience on homesickness, which is -0.318 with a t-value of 2.756 larger than the critical t-value of 1.96 and a significant value of 0.006. This means that the higher the level of patience someone has, the lower the level of homesickness they experience. In other words, patience can help reduce feelings of homesickness. The significance value of 0.006 indicates that this result is statistically significant at the commonly used confidence level (e.g., $p < 0.05$). This means that the likelihood of the found influence being a chance event alone is low, but truly reflects the existing relationship between patience and homesickness.

These research findings are in line with the concept of patience in Western positive psychology. Discussions about patience in the West began with Matthew Hale in 1675, who described patience in relation to difficulties. Furthermore, Schnitker (2012) referred to it as patience in dealing with difficulties. Schnitker (2012) expanded on two aspects of patience, namely patience in facing daily difficulties and patience in interpersonal relationships (Lavelock, 2015). The term homesickness is described as a common experience of distress among individuals who leave their families, homes, and reside in unfamiliar environments. Due to strong longing, individuals find themselves in a prolonged state of pressure, defined by a yearning for their hometown or commonly known as homesickness (Rathakrishnan et al., 2021).

Entering adulthood or reaching the age of 25, individuals usually experience Quarterlife crisis, which is related to the socio-emotional developmental stage of humans. During this phase, individuals stepping into adulthood face numerous questions from society, such as when they will graduate, get married, find a job, and so on, seemingly endless (Herawati & Hidayat, 2020). Quarterlife crisis among students living away from home is inevitably associated with many negative personal characteristics that lead to an increase in feelings of homesickness among them if not addressed properly. Fisher and Hood defined homesickness as a "complex cognitive-motivational-emotional state related to grief, longing, and preoccupation with home" (Ferrara, 2020).

The coping strategies used by adolescents in dealing with homesickness towards their hometown include problem-focused coping strategies and emotion-focused coping strategies. More importantly, seeking social support is the most common way young people cope with homesickness (Ting et al., 2020). In the context of Islam, patience is taught as a coping strategy for dealing with life's challenges (Magfirah, 2022). Individuals with strong concepts of religion, such as the importance of sabr, are more capable in coping with the hardships of life (Townes et al., 2018).

Research shows that patience can enhance academic resilience in students living far from home, as observed in the Faculty of Psychology at Islamic University of Riau (Putri & Hidayat, 2023). Additionally, in Islamic psychology, factors such as academic resilience, self-control, hardiness, and self-acceptance have a significant influence on an individual's level of patience (Hidayat et al., 2024). Shafira dan Ari (2021) found that patience can help students find solutions to problems with a calm attitude, as students are also prone to experiencing homesickness. Furthermore, Abid et al. (2019) found that students with good psychological hardiness are able to reduce homesickness behavior. The influence found in this study is not merely coincidental but truly reflects the strong relationship between patience and hardiness personality traits on homesickness behavior among students living away from home.

CONCLUSION

In the context of Islamic teachings, patience (sabr) and steadfastness (istiqamah) are highly valued virtues. In the Qur'an, Allah SWT reminds His people to be patient in facing the trials and tribulations of life. Patience is also taught as a commendable trait in dealing with various situations, whether joyful or difficult. A Muslim with high patience tends to cope better with life's challenges. On the other hand, steadfastness refers to the firmness of heart and consistency in obeying Allah's commands. Steadfastness is an essential part of strengthening faith and maintaining spiritual stability. A Muslim who is steadfast remains firm in the principles of his religion, without being influenced by temptations or pressures from the surrounding environment.

In the context of the research conclusion, it is evident that students with high levels of patience and steadfastness tend to experience lower homesickness. This may be linked to the concepts of patience and steadfastness in Islam. By possessing these qualities, individuals become more resilient in facing life's challenges and better able to adapt to new environments, resulting in less significant homesickness. Therefore, this research conclusion can be understood as a confirmation of the values of patience and steadfastness taught in Islamic teachings. In the future research, predictors of patience such as self-control, resilience, and self-acceptance can be hypothesized to be negatively correlated with homesickness behavior among students living away from home, which can be further investigated.

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