



## EXPLORING FACTORS THAT INFLUENCE ACADEMIC HARDINESS AMONG UNIVERSITY STUDENTS IN INDONESIA: A NARRATIVE LITERATURE REVIEW

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### Abstract

Academic hardiness is an essential characteristic that enables university students to cope with academic pressures that may lead to psychological difficulties. Various demands in higher education, ranging from learning transitions and academic workload to time and financial management, highlight the relevance of examining the factors that contribute to the development of academic hardiness. This study aims to identify and synthesize the contributing factors to academic hardiness among university students in Indonesia. Using a narrative literature review approach, the study analyzed seven empirical articles that met the inclusion criteria from a total of 421 articles identified between 2015 and 2025. The findings indicate two major categories of factors influencing academic hardiness: personal and environmental. Personal factors include religiosity, self-concept, optimism, and self-efficacy, all of which strengthen the dimensions of commitment, challenge, and control within hardiness. Environmental factors consist of social support, particularly peer support, and the transition of learning models, both of which shape students' adaptive capacities and sustain their resilience under pressure. These findings affirm that academic hardiness develops through the interaction between students' internal strengths and supportive external conditions. The implications of this study underscore the importance of integrated strategies that enhance intrapersonal resources while fostering a conducive learning environment, ensuring that academic hardiness functions effectively as a protective mechanism for students' well-being and academic success.

*Keywords: academic hardiness, academic pressure, higher education, students*

### Abstrak

Ketangguhan akademik merupakan karakter penting yang membantu mahasiswa menghadapi tekanan akademik yang berpotensi menimbulkan masalah psikologis. Berbagai tuntutan di perguruan tinggi, mulai dari transisi pembelajaran, beban akademik, hingga manajemen waktu dan finansial membuat pemahaman mengenai faktor-faktor yang memengaruhi ketangguhan akademik semakin relevan untuk dikaji. Penelitian ini bertujuan untuk mengidentifikasi dan mensintesis faktor-faktor yang berkontribusi terhadap pembentukan hardiness akademik pada mahasiswa di Indonesia. Dengan metode literatur naratif review, penelitian ini menganalisis tujuh artikel empiris yang memenuhi kriteria inklusi dari total 421 artikel yang teridentifikasi pada rentang tahun 2015–2025. Hasil kajian menunjukkan bahwa terdapat dua faktor utama yang mempengaruhi ketangguhan akademik, yaitu personal dan lingkungan. Faktor personal mencakup religiusitas, konsep diri, optimisme, dan efikasi diri, yang keseluruhannya memperkuat dimensi komitmen, tantangan, dan kontrol dalam hardiness. Sementara itu, faktor lingkungan mencakup dukungan sosial (terutama dari teman sebaya) dan transisi model pembelajaran, yang turut mempengaruhi kemampuan mahasiswa beradaptasi dan mempertahankan ketangguhan dalam situasi tertekan. Temuan ini menegaskan bahwa ketangguhan akademik terbentuk melalui interaksi antara kekuatan internal mahasiswa dan kondisi eksternal yang mendukung. Implikasi penelitian ini menunjukkan pentingnya pengembangan strategi terpadu yang menguatkan aspek intrapersonal sekaligus menciptakan lingkungan belajar yang kondusif, sehingga ketangguhan akademik dapat berfungsi sebagai mekanisme protektif dalam menjaga kesejahteraan dan keberhasilan akademik mahasiswa.

*Keywords: hardiness akademik, mahasiswa, tekanan akademik, perguruan tinggi*

## 1. Introduction

Education is a fundamental pillar for individuals, serving not only as a means of transmitting knowledge but also as a process that shapes their cognitive, affective, and social capacities. Through education, this process occurs systematically and continuously, especially at the university level. Higher education encompasses educational environments that often require students to demonstrate strong cognitive and non-cognitive resources, including adequate prerequisite knowledge, sustained motivation, and perseverance to meet academic demands and performance expectations. These demands may place substantial pressure on students during their university years (Kickert et al., 2022; González-Arias et al., 2025). These demands place a unique pressure on students during their higher education.

Some of these demands include the transition from high school to university, which requires students to adjust to new learning processes and academic environments and may increase stress levels (Knoster & Goodboy, 2020). Another major challenge is the increased academic workload. Compared to previous educational levels, university students are often expected to engage with more complex and in-depth materials, which requires greater independence in learning and may elevate academic stress (Lubis et al., 2025). In addition to academic demands, students also face non-academic challenges, such as managing their time effectively (Ioannidi, 2025) and dealing with financial constraints (Medani et al., 2024). These challenges can contribute not only to heightened stress but also to broader mental health problems, including anxiety and depression.

Mental health concerns among university students require sustained attention, particularly in Indonesia. Salma et al. (2017) reported that 45.7% of Indonesian students were at risk of experiencing common mental health problems. Similarly, El-Matory et al. (2018) found that approximately one-quarter of students at a university in Indonesia experienced severe stress. In a more recent study, Setyanto (2023) reported that 29% of students experienced anxiety, while 25% reported depressive symptoms. These findings underscore the need for effective institutional support systems and preventive initiatives to promote student well-being and support academic adjustment.

Protective factors that may support students include possessing or developing a resilient personality trait commonly referred to as hardiness. Hardiness is a personality trait that may help individuals cope with stress and mitigate the negative impact of stressful situations (Kobasa, 1979). This trait is particularly relevant for students who face multiple academic and non-academic demands, as it may support stress management and psychological well-being. In an academic context, this concept is referred to as academic hardiness, which reflects consistent efforts to achieve academic success, courage in facing challenging academic tasks and experiences, and self-confidence in managing academic pressure (Benishek & Lopez, 2001). Conceptually, hardiness is commonly described as comprising three core dimensions, namely commitment, challenge, and control (Maddi, 2004; Sadeghpour et al., 2021).

The first dimension, commitment, refers to students' willingness to consistently make efforts and sacrifices to achieve academic success, regardless of the course's difficulty, personal interest in the material, or the lecturer's teaching methods. The second dimension, challenge, refers to students' tendency to accept and face challenging academic experiences as opportunities to hone their skills and deepen their understanding. The third dimension is control, which reflects students' belief that academic results can be influenced through personal effort, while also demonstrating their ability to regulate their emotional responses to academic pressure. These three dimensions play an important role in helping students navigate the demands of college, especially those related to mental health (Benishek & Lopez, 2001).

Academic hardiness has a buffering effect that allows students to protect themselves or recover from stressful experiences, thereby reducing vulnerability to mental health problems such as academic fatigue, stress, and psychological distress (Hamed et al., 2025). Academic hardiness is also associated with increased student engagement and academic achievement, which reflect students' active involvement and persistence in academic tasks (Meng & Jia, 2023). Through sustained engagement and adaptive coping, academic hardiness may indirectly support psychological well-being, while primarily functioning as a protective factor against mental health problems. Thus, students need to possess and develop hardiness personality traits, especially when pursuing higher education.

In addition to the three core dimensions of academic hardiness described above, empirical studies have also examined several correlates that may be associated with students' academic hardiness. These factors include self-efficacy (Zhang et al., 2023), perfectionism (Sepiadou, 2024), perceived social support (Zhang, 2024), sense of belonging (Yi et al., 2024), and quality of university life (Tho, 2019). However, most evidence on these correlates has been generated outside the Indonesian context, where cultural, educational, and social characteristics may shape how these factors relate to academic hardiness. Studies in the Indonesian higher education setting indicate that academic pressure and psychosocial factors constitute a substantial burden for students (Setyanto, 2023). These contextual conditions, including academic demands and broader psychosocial pressures, may influence how personal and environmental factors contribute to the development of academic hardiness among Indonesian students. Therefore, this narrative literature review aims to synthesize existing

evidence on factors associated with academic hardiness and to identify research gaps relevant to the Indonesian higher education context.

The research question in this study is what factors influence the level of academic hardiness among Indonesian university students. With this research question, the purpose of this study is to explore and identify factors that can influence the level of academic hardiness among Indonesian students. This study uses a narrative literature review approach to answer the research questions, because empirical studies on academic hardiness in the context of Indonesian higher education are still limited and conceptually heterogeneous. A narrative literature review is particularly appropriate when the field of research is still developing, the number of available studies is relatively small, and the studies included vary in terms of variables, theoretical frameworks, and measurement instruments (Snyder, 2019). In the context of academic resilience, existing Indonesian studies explore diverse personal and environmental correlations, which limits the feasibility of synthesis. Therefore, a narrative literature review allows for a flexible and integrative synthesis of findings, enabling the identification of recurring patterns, contextual influences, and research gaps relevant to the Indonesian higher education context (Ferrari, 2015).

## 2. Research Method

This study is a literature review using a narrative literature review approach. A literature review is an activity of searching and reviewing literature through reading and analyzing various journals, books, and other publications relevant to the research topic, to produce a paper that focuses on a specific issue or theme (Marzali, 2017). The stages of conducting a literature review include review design, implementation, analysis, and compilation of review results (Snyder, 2019).

The databases involved are Google Scholar and Garuda. In literature searches, each database has its own keywords. With Google Scholar, the keywords used are (“academic hardiness” OR “academic resilience” OR “academic endurance” OR “student hardiness” AND “students” AND “university” AND ‘Indonesia’). In contrast, for Garuda, the keywords used are (“academic hardiness” AND “students”). The inclusion criteria for this study were literature published between 2015 and 2025, research articles written in Indonesian or English, freely accessible, empirical research using quantitative/qualitative methods, and focusing on students in Indonesian universities. Meanwhile, the exclusion criteria were limited to literature review articles and articles focusing on school students. The inclusion and exclusion criteria in this study were applied to clarify the limitations of relevant articles. The inclusion and exclusion criteria are described in **Table 1**.

**Table 1. Research Inclusion and Exclusion Criteria**

Criteria	Inclusion	Exclusion
Year	2015-2025	Articles published outside of that year
Type	Research article	Literature other than research articles
Language	Indonesia or English	Articles other than those in Indonesia or English
Access	Open access	Closed access
Focus	Empirical research using quantitative or qualitative methods	Literature review research
	Research with Indonesia university students as subjects	Research with school students as subjects

After the literature search was conducted, the following screening process was implemented. The literature search began on May 2025, with 403 results from Google Scholar and 18 from Garuda, for a total of 421 articles gathered. Screening based on publication date within the last decade (2015-2025) left 376 articles. Further screening was based on document type, title, and abstract. In this case, the researchers excluded books and theses and focused only on research articles with relevant titles and abstracts. This screening resulted in 10 research articles written in Indonesian and freely accessible. The final stage of screening involved reading the entire articles to ensure that the focus of the research articles was relevant to the objectives of this study. The final result of the screening resulted seven articles to proceed to the analysis stage.

## 3. Result and Discussion

Based on the seven selected articles, each has different characteristics in terms of the variables studied, research objectives, and results obtained. However, there is an important similarity all articles use quantitative

methods with academic hardiness as the dependent variable. In addition, not all studies were conducted at universities: two articles were conducted at colleges and polytechnics. Another difference is apparent in the concept of hardiness used. This study focuses on academic hardiness, but due to the limited number of articles that can be reviewed, the researcher also included articles that use the concept of general hardiness. This inclusion remains relevant considering that the concepts of general hardiness and academic hardiness both cover three main dimensions, namely commitment, challenge, and control, and all studies were conducted in the context of higher education. Thus, the inclusion of articles that examine general hardiness remains relevant to the objectives of this review. A summary of the reviewed articles can be seen in **Table 2**.

**Table 2. List of Selected Articles**

<b>Author and Year</b>	<b>Variable</b>	<b>Methods</b>	<b>Instrument</b>	<b>Sample and Locations</b>	<b>Results</b>
Cahyasari et al. (2022)	Religiosity and hardiness	Quantitative	Religiosity scale 40-item (construction based on Stark and Glock (in Kristiani & Susilo, 2021)) and hardiness scale 24-item (construction based on Kobasa et al. (1982))	91 university students in Surabaya (not specified)	Religiosity is positively related to hardiness ( $r=0.555$ , $p<0.05$ ).
Carine et al. (2023)	Academic self-concept and hardiness	Quantitative	Academic self-concept scale 20-item (Basith et al., 2021) and multidimensional hardiness inventory 18-item (Octavia et al., 2021)	204 students from Lambung Mangkurat University	Academic self-concept has a positive effect on hardiness ( $R^2=0.229$ ).
Hardianty et al. (2022)	Optimism and hardiness	Quantitative	Hardiness scale 42-item (construction based on Maddi (2013)) and optimism scale 13-item (construction based on Seligman (2006))	226 students from Malikussaleh University	Optimism has a strong positive relationship with hardiness ( $r=0.693$ , $p<0.05$ ).
Juliana et al. (2022)	Transition of learning models and academic hardiness	Quantitative	Transition of learning models questionnaire and academic hardiness questionnaire (not specified)	74 students from Nani Hasanuddin Health Sciences College	The transition of learning models effectively increases academic hardiness ( $p=0.002$ ).
Mardliyah and Rahmandani (2019)	Self-efficacy and hardiness	Quantitative	Self-efficacy scale 48-item (construction based on Bandura (in Maddux, 2013) and hardiness	101 cadets at Semarang Maritime Polytechnic	Self-efficacy is positively correlated with hardiness ( $r=0.731$ , $p<0.001$ ).

Author and Year	Variable	Methods	Instrument	Sample and Locations	Results
Salma and Sawitri (2021)	Peer social support and academic hardiness	Quantitative	scale 44-item (construction based on Kobasa (in Southwick et al., 2011) and Maddi (2011)) Peer social support scale 40-item and academic hardiness scale 34-item (not specified)	127 students at Diponegoro University	Peer support is positively associated with academic hardiness ( $r=0.305$ , $p<0.001$ ).
Susanto and Kiswantomo (2020)	Social support and hardiness	Quantitative	Social support scale 20-item (construction based on Cohen (2000)) and hardiness scale 28-item (construction based on Maddi et al. (2006))	204 students from University X (not specified)	All types of social support significantly contribute to hardiness; the largest being tangible support (20.9%).

The selection of articles presented in **Table 2.** was guided by several substantive and methodological indicators to ensure adequacy despite the limited number of studies. First, all selected articles explicitly examined academic hardiness or hardiness within higher education contexts and employed theoretical frameworks consistent with the core dimensions of hardiness (commitment, challenge, and control). Second, the articles represented a variety of personal and environmental correlates, allowing for thematic variation in the analysis rather than redundancy of findings. Third, although the number of studies was limited, the variation in variables, samples, and institutional settings provided sufficient breadth to support a narrative synthesis of factors influencing academic hardiness among Indonesian university students.

As explained earlier, each article has different variables. In this case, each independent variable can be identified as a factor that influences the level of academic hardiness in college students. These factors include personal (internal) factors and environmental (external) factors. Personal factors consist of religiosity, academic self-concept, optimism, and self-efficacy. Meanwhile, environmental factors consist of learning model transition and social support (including social support from peers).

### Religiosity

Religiosity is one of the personal factors that play a role in shaping students' academic hardiness. Religiosity refers to the degree to which individuals internalize and practice religious beliefs and values in their daily lives (Glock & Stark, 1965). In academic contexts, religiosity may support students' endurance under pressure by shaping meaning-making processes and encouraging adaptive coping when facing academic difficulties (Pargament, 1997). Cahyasari et al. (2022) showed that religiosity and hardiness have a positive relationship. Although this study primarily focused on Catholic students, the results indicated no significant differences in hardiness levels between Catholic and non-Catholic students. This relationship may be explained by the role of religiosity as a coping resource that provides a spiritual foundation and helps students interpret academic pressure not only as a burden but also as part of a meaningful life journey. Through religious beliefs and practices, students may experience greater calmness and manage academic pressure more adaptively, which supports their psychological well-being (Cholili et al., 2024). In this way, religiosity may function as a coping strategy that supports emotional regulation and strengthens students' commitment to completing academic responsibilities.

Religiosity may also foster optimism and acceptance of academic challenges. A spiritual relationship with God and others can help students develop a perspective that academic difficulties are part of a meaningful learning process, which may encourage them to remain consistent in their academic efforts (commitment), approach challenges as opportunities for growth (challenge), and maintain confidence in their ability to

influence outcomes through personal effort and self-regulation (control) (Ramdani et al., 2024). This is consistent with the study by Linuhung and Yusuf (2019), which suggests that individuals with higher levels of religiosity may interpret religious activities as a resource for coping with stress, thereby supporting the dimensions of commitment, challenge, and control. In addition, recent evidence also indicates that religiosity is associated with hardiness and academic hardiness in student populations (Angreni et al., 2025; Na'imah et al., 2025). Therefore, religiosity may not only strengthen students' internal psychological resources but also expand their social and emotional capacities, thereby supporting academic hardiness more broadly.

### **Self-Concept**

Academic self-concept refers to students' perceptions of their academic abilities, competencies, and self-worth in educational contexts (Shavelson et al., 1976). It reflects how students evaluate their academic capability and value themselves as learners, which can influence persistence and adaptive functioning during academic demands. In the Indonesian context, Carine et al. (2023) found a positive relationship between academic self-concept and students' hardiness personality. Students with a positive academic self-concept tend to appraise themselves as competent individuals who are capable of managing academic requirements, including completing a thesis. When students feel confident in their academic abilities, they are less likely to withdraw when facing obstacles and are more inclined to use constructive problem-solving strategies. This pattern is consistent with findings indicating that academic self-concept is closely related to how students experience stress and utilize coping strategies in demanding academic environments (Maynor et al., 2022). Therefore, academic self-concept may act as an internal psychological resource that supports students' endurance in academic settings by sustaining confidence and persistence when academic challenges arise.

A positive academic self-concept is also associated with stronger commitment and engagement in the learning process. Students with a positive academic self-image are more likely to participate actively in lectures and maintain learning efforts even when encountering difficulties. Belief in one's academic ability may strengthen the control dimension of hardiness because students perceive that academic outcomes can be influenced through their own effort and strategies. In addition, a strong academic self-concept may promote a challenge-oriented stance by encouraging students to approach demanding academic tasks as manageable opportunities for growth rather than as threats. This interpretation is supported by evidence showing that academic self-concept is positively related to resilience-related outcomes in university students, including academic resilience (Fitra et al., 2021) and resilience among specific student populations during challenging academic conditions (Dara, 2022). This is also consistent with the study by Miškolciová and Ďuricová (2015), which highlights that self-concept plays an important role in strengthening students' resistance in terms of hardiness. Thus, academic self-concept can be understood as an important factor underlying academic hardiness, as it provides a psychological foundation for confidence, motivation, and persistence in dealing with academic demands.

### **Optimism**

Optimism refers to individual's generalized positive expectations about future outcomes, which shapes how they interpret difficulties and regulate effort when facing challenges (Scheier & Carver, 1985). Hardianty et al. (2022) found that optimism and hardiness have a strong positive relationship among university students, indicating that optimistic students tend to evaluate academic difficulties as temporary and manageable rather than as permanent failures. This positive outlook may reduce feelings of helplessness and strengthen students' willingness to continue investing effort, which is consistent with evidence that optimism is associated with more adaptive coping and greater persistence during demanding situations (Scheier et al., 2018). Therefore, optimism can be understood as a cognitive-motivational framework that helps students maintain endurance under pressure while sustaining motivation to achieve academic goals.

Optimism strengthens the three dimensions of hardiness, namely commitment, challenge, and control. Optimistic students find it easier to maintain their commitment to their studies despite facing obstacles because they believe that their efforts will yield positive results. They are also more willing to see challenges as opportunities for growth, rather than simply threats to be avoided. This is in line with the findings of Tyas and Cahyadi (2022), which explain that individuals with a hardiness personality exhibit an optimistic attitude, enabling them to view changes and obstacles as opportunities that can be faced constructively and produce positive impacts. An optimistic attitude makes students feel more capable of controlling their academic situation because they believe that difficulties can be overcome through the right strategies. In other words, optimism is not just a passive attitude of hope, but a psychological strength that reinforces students' resilience in facing academic demands.

### **Self-Efficacy**

Self-efficacy refers to an individual's belief in their capability to organize and execute courses of action required to manage prospective situations and achieve desired outcomes (Bandura, 1997). In academic contexts, self-efficacy is critical because it influences students' willingness to engage in difficult tasks, sustain effort under pressure, and persist when encountering setbacks. Mardiyah and Rahmandani (2019) reported a significant positive relationship between self-efficacy and hardiness, suggesting that students with stronger efficacy beliefs are more likely to respond adaptively to academic demands. This finding is consistent with evidence from other student populations indicating that academic self-efficacy is strongly associated with academic hardiness, as students who perceive themselves as capable tend to evaluate academic challenges as manageable and controllable through personal effort (Jang & Liang, 2016). Through this belief, students are less likely to disengage when facing obstacles and are more inclined to adjust their strategies in order to stay aligned with academic targets. Therefore, self-efficacy can be understood as a key psychological foundation that supports the development of academic hardiness by sustaining persistence and adaptive coping in academic settings.

Self-efficacy may strengthen each dimension of hardiness commitment, challenge, and control by shaping how students interpret academic demands and regulate their performance. In the commitment dimension, confidence in one's ability supports students in remaining consistent with coursework responsibilities even during periods of heavy workload. In the challenge dimension, students with high self-efficacy are more likely to approach new academic demands as opportunities to develop competence, rather than as threats to be avoided. Meanwhile, in the control dimension, self-efficacy supports the perception that academic outcomes can be influenced through intentional effort and effective learning strategies. This explanation aligns with Jang and Liang (2016), who emphasized that self-efficacy is significantly related to all three dimensions of academic hardiness. Moreover, evidence from graduate student populations also suggests that academic self-efficacy and academic hardiness are closely related, highlighting the relevance of efficacy beliefs in sustaining endurance under higher academic demands (Cheng et al., 2019). Ultimately, self-efficacy is not only a protective factor against academic stress but also a psychological catalyst that strengthens students' resilience and persistence in navigating academic life.

### **Transition of Learning Models**

The transition of learning models, such as shifts between online, face-to-face, and blended learning modalities, represents an environmental demand that requires students to continuously adjust their academic routines, learning strategies, and patterns of interaction with lecturers and peers. These shifts can be understood as changes in the teaching and learning environment, which may increase adaptation demands and trigger academic stress when students are not adequately prepared. In the Indonesian context, Juliana et al. (2022) reported that learning model transitions affect students' academic resilience, suggesting that changes in instructional delivery require students to recalibrate how they manage academic demands and cope with new learning conditions. This finding is consistent with broader evidence indicating that academic resilience supports students in ability to maintain functioning and academic performance despite stressors in higher education contexts (Carsone et al., 2024). Therefore, learning model transitions may function as contextual pressures that can either hinder students' adjustment or provide opportunities for strengthening resilience-related capacities, depending on the resources available and students' readiness to adapt.

The transition to new learning modalities can also shape students' perceptions of academic challenges and influence the development of academic hardiness. A learning system that is perceived as structured, supportive, and manageable may strengthen students' confidence in handling academic demands, thereby supporting the control dimension of hardiness. Conversely, uncertainty arising from system changes, such as limited access to online facilities, inconsistent learning expectations, or difficulties in adjusting to face-to-face demands, may weaken students' adaptive functioning when it is not balanced with adequate coping resources. Evidence from Wang et al. (2025) suggests that students who engage in more active learning activities and receive clear goals and standards from instructors are more likely to demonstrate resilience. This indicates that supportive teaching and learning environments can function as external protective factors by strengthening students' sense of agency, self-regulation, and perceived academic control. Therefore, the experience of adapting to learning model transitions may either strengthen or weaken students' academic hardiness, depending on how students interpret the change, regulate their learning behaviors, and receive support from their academic environment.

### **Social Support**

Social support is an environmental factor that plays an important role in shaping students' academic hardiness. Susanto and Kiswantomo (2020) found that social support has a positive relationship with students' academic hardiness. The study explains that social support comes in various forms, such as emotional support, information, and even tangible material support. The presence of this support makes students feel that they are

not alone in facing academic pressure, thereby reducing the psychological burden they experience. When students receive help in the form of advice, motivation, or even just a calming presence, they are better able to maintain their academic commitment. Social support also helps students develop the perception that difficulties can be overcome, thereby strengthening the control dimension of resilience.

This explanation aligns with the findings of Salma and Sawitri (2021), who specifically highlight the role of peer support in student academic hardiness, where the two have a strong positive relationship. In everyday college life, peers are the closest social group where students can share experiences, challenges, and strategies for dealing with academic pressure. The support provided by peers serves a dual function: on the one hand, it provides a sense of connection that strengthens the emotional aspect, and on the other hand, it provides a space for collaborative learning that strengthens academic skills. This condition enables students to manage pressure better and view academic challenges as part of a collective process, rather than a burden that must be borne alone.

When viewed more broadly, the findings of the two studies show that social support is not only protective but also transformative. Support from various sources, including peers and the wider social environment, encourages students to remain actively committed to academic activities. They are also encouraged to accept change or difficulties as opportunities for growth (challenge) and believe that they can influence outcomes through joint efforts (control). These two findings are also in line with the findings of Widhi et al. (2023), which confirm that social support in study groups helps students share experiences and provide support to each other, thereby strengthening their interest and hardiness in facing academic pressure. Thus, social support is an external foundation that complements personal factors, thereby synergistically forming a strong academic hardiness in students.

This study shows that personal factors contribute significantly to the formation of academic hardiness. Religiosity, as found by Cahyasari et al. (2022), strengthens students' ability to interpret academic challenges through their spiritual values. This finding is in line with the role of academic self-concept as proposed by Carine et al. (2023), where a positive perception of one's abilities encourages students to be more consistent in facing academic pressures. Hardianty et al. (2022) also emphasize that optimism plays a role in building confidence in better outcomes even in difficult situations, while self-efficacy (Mardiyah & Rahmandani, 2019) strengthens students' self-control in facing academic difficulties. Overall, these personal factors form internal resources that support the dimensions of commitment, challenge, and control in academic hardiness.

In addition to personal factors, the social and academic environment also plays a significant role. Juliana et al. (2022) highlight the transition of learning models as a factor that influences students' adaptation levels, where the ability to cope with changes in the learning system is an important indicator of academic resilience. Meanwhile, social support has been proven to provide external reinforcement. Susanto and Kiswantom (2020) emphasize the role of peer support, while Salma and Sawitri (2021) highlight family and lecturer support as pillars of academic success. These findings show that a conducive learning environment and adequate social support can strengthen students' resilience in facing pressure, complementing the internal strengths they already possess.

These findings indicate that academic hardiness is not only determined by personal factors but is also greatly influenced by interactions with the social and academic environment. The commonality among various studies is that these factors function as protectors against the effects of stress. However, the approaches used differ, with some emphasizing intrapersonal strengths and others highlighting external support. The implication of these findings is the need for a more integrative approach in developing student hardiness, namely by strengthening internal resources such as religiosity, optimism, self-efficacy, and academic self-concept, while also creating an educational environment that supports adaptation and provides ongoing social support. In this way, academic hardiness can function optimally as a buffer against academic stress, thereby maintaining students' mental health.

#### **4. Conclusion**

This study confirms that academic hardiness is an important characteristic needed by Indonesian university students to cope with academic demands that cause stress and potentially disrupt mental health. Through a literature review of seven research articles, it was found that personal factors such as religiosity, academic self-concept, optimism, and self-efficacy, as well as environmental factors such as learning model transition and social support, play a significant role in strengthening academic hardiness. The synergy of these two factors not only helps students manage the demands of higher education but also functions as a protective mechanism against stress, anxiety, and depression, which students commonly experience. Therefore, developing academic hardiness is a strategic step that supports academic success while maintaining the mental well-being of students in higher education.

Despite its contributions, this study has several limitations. First, this review employed a narrative literature review approach, which does not allow for quantitative estimation of effect sizes or the strength of relationships between variables. Second, the number of empirical studies on academic hardiness in the Indonesian higher education context remains limited, which may restrict the generalizability of the synthesized findings. Third, variations in conceptual definitions, measurement instruments, and sample characteristics across the reviewed studies may influence the consistency of interpretations. Therefore, the findings of this review should be interpreted cautiously.

Based on the findings of this study, several recommendations can be proposed. First, students need to develop personal factors such as religiosity, optimism, and self-efficacy through reflective activities, coping skills, and strengthen their academic self-concept in order to be more resilient to academic pressure. Second, educational institutions need to create an adaptive and supportive learning environment, for example, by providing learning models that are responsive to student needs and strengthening social support through counselling services, student organizations, and academic communities. Third, for future researchers, it is recommended to expand the scope of the study by conducting a meta-analysis or bibliometric analysis of academic hardiness to obtain a more comprehensive understanding of the trends, directions, and strength of empirical evidence in this research, both in Indonesia and in an international context. In addition, further research should also focus on developing instruments and interventions that are appropriate for Indonesian culture, so that the results not only have academic validity but also practical relevance in supporting student resilience in higher education. Thus, the results of this study are expected to form the basis for the development of practical strategies and further research focused on improving student academic hardiness in a broader and more in-depth manner.

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