

The Relationship between Adversity and the Interpersonal Communication Effectiveness with Stress when Building A Scripture on UPI YAI Students

Bayu Ranu Putranto, S. Psi¹; Rr Arsyita Sri Wardhani, S. Psi²

^{1,2} Persada Indonesia Y.A.I of University, Master Program of Psychology Profession, Pangeran Diponegoro Street Jakarta, Indonesia

Abstract: *Common problems faced by students in writing thesis are, the number of students who do not have high fighting power or adversity, as well as anxiety in facing the supervisor, as well as communication between students with ineffective (interpersonal) lecturers. The population of students who are writing thesis in the 2011/2012 school year totaled 169. This study uses the accidental sampling method, which is the sampling method by choosing who happened to be present or encountered. Data collection methods in this study are adversity scale, stress scale, scale of effectiveness of interpersonal communication. Variable communication effectiveness of thesis supervisors and adversity with stress when composing thesis obtained correlation coefficient is 0,549 (with $p = 0,000$, ($p < 0,05$)) shows that there is a significant relationship between thesis supervisor student communication effectiveness variables and adversity with stress when writing a thesis.*

Keywords: stress, students, supervisors, adversity, communication effectiveness

1. Introduction

Almost every child in Indonesia goes to school, getting an education at a formal education institution recognized by state education institutions is something that must be done in Indonesia. The government launched a 9-year compulsory education program, starting from elementary to junior high school. Some people still think that going to school is for future life so that it can be more guaranteed. Some people still think the point of going to school is because they want to be smart or smart. Hearing community answers in school functions or uses is usually only for smart and not stupid, it is an abstract answer. It turns out that the true meaning or purpose of going to school to college is to raise the level of human life compared to other creatures, the development of human character itself and in the framework of creating a culture of human life.

In addition to the purpose of schools to universities is to raise the level of human life, another goal according to Cote and Levine (1997: 233) is first carrerr materialist, namely to get money, career status, success and a better life after graduation. Second is personal intellectual development, namely improving personal quality, learning a lot and understanding the world and the complexity of life. The third is humanitarian, which is to help people who are weak and unlucky, improve the quality of life and change the pattern of life in order to achieve a better life. The fourth default is to not be unemployed.

In tertiary institutions the educational process is different from primary, secondary and upper education, the college process requires students to be active and independent in determining the direction of education and to determine the choice of courses that are considered attractive or preferred and able to run it according to the semester credit system or SKS determined by each faculty. In the faculty of

psychology has many fields of specialty including social psychology, industrial and organizational psychology, educational psychology, experimental psychology, clinical psychology, applied psychology. At the level of undergraduate or undergraduate education students are required to attend all courses that represent every field of psychology specificity because the demands of the competence of S1 students are as a psychology scientist (Indonesian Psychological Code of Ethics 2003: 9). To be able to achieve a bachelor's degree in psychology at the Faculty of Psychology, Universitas Persada Indonesia Y.A.I, students must complete 146 credits. With details of courses that must be intake 140 credits and the remaining 6 credits is the preparation of a thesis. Making scientific papers or theses is mandatory for prospective psychology graduates to be able to complete lectures. In lecturing on student assessment with a GPA (Grade Point Average), students who get a good GPA can be accepted in a company and can develop their careers and get a lot of experience in work.

All universities and or faculties in Indonesia except medical faculties, are obliged for prospective graduates to carry out the final project, namely scientific work or often called a thesis. The preparation of the thesis is a proof of competence as a candidate for a legitimate bachelor in the State. In the preparation of the thesis, students must be demanded to think smartly and in making their sentences using the correct EYD (Spelling). There are two models or methods in the preparation of the thesis, namely qualitative research methods and quantitative research methods. Qualitative approach method, the data is descriptive, meaning that the data can be in the form of symptoms categorized or in other forms, such as photos, documents, artifacts and field notes at the time of the research, in contrast the research using quantitative approach data is quantitative / encoding numbers -the term which can later be quantified with a

certain size scale, for example nominal, ordinal, interval and ratio scale.

Common problems faced by students in writing thesis are, the number of students who do not have the ability to write, there are inadequate academic abilities, and lack of student interest in research (Slamet, 2003). Obstacles, in the preparation of the thesis are also caused by the difficulty of students in finding thesis title, difficulty finding literature and reading material, limited funds, as well as the anxiety in facing the supervisor (Riewanto, 2003), as well as communication between students with (interpersonal) lecturers who ineffective.

Obstacles or problems above cause pressure in students so that it can cause stress in preparing theses for students.

Hans Selye defines stress as a response that is not specific to the body to each individual's demands. This stress can be triggered by several factors, namely physical factors, psychological factors and a combination of these two factors. According to Selye there are two terms to express stress based on its properties, the term is distress and eustress. Distress refers to destructive or disturbing stress. This stress creates a condition of fear, anxiety, disruption, or mental fatigue (fatigue). Eustress, represents a stressful experience that is positive and beneficial for us. Eustress appears in a variety of forms, from increasing awareness, performance, to the thinking power of a person. Eustress can empower ourselves to try to be more maximal, more passionate, even more creative.

In fact, each person or student has different levels of stress because every person who has a low level of stress usually has different adversity. According to Stoltz, the success of work and life is primarily determined by adversity is how to feel and connect with challenges. People who have higher adversity do not blame the other party for the setbacks or problems that occur and are responsible for solving the problems. According to Stoltz (2000), adversity intelligence is an ability to change barriers into an opportunity to achieve goals. adversity affects knowledge, creativity, productivity, performance, age, motivation, risk taking, improvement, energy, vitality, stamina, health, and success in the work at hand. According to Stoltz there are several factors that influence adversity, namely talent, willingness, intelligence, health, personality characteristics, genetics, education, beliefs.

Ineffective communication between students and lecturers triggers the stress level of students who are writing a thesis, because students who are writing their thesis do not understand what is being conveyed by the supervisor, and the supervisor does not want to do the discussion again until the guided students understand what is intended or be delivered. Effective communication between lecturers and students is very helpful in writing a thesis, because communication also helps individuals in the process of intellectual and social development, the formation of self-identity and identity, social comparison sources and determinants of mental health (Supratik, 1995, p. 10).

1.1 Understanding Stress

Every individual will experience stress in living his life, because life will not always run smoothly and well. There are times when individuals feel the pressure that comes from their lives. Simply put, Chaplin (2006) defines stress as a stressful state, both physically and psychologically. According to Seaward (2003) stress is the inability to overcome threats faced by mental, physical, emotional, and spiritual human beings which at one time can affect human physical health. According to Suprati (2007) stress is a situation that is felt by individuals as a perceived burden that is not commensurate with the ability to overcome the burden.

Feldman (1989) provides a definition of stress is a process that assesses events as threatening, challenging, or harmful and individuals respond to those events at physiological, emotional, cognitive and behavioral levels. Stress is the reaction of the human body to stressors. This reaction is an attempt to adjust to the disturbance of self balance which results in the occurrence of a homeostatic process, namely the process of keeping people healthy. The effort is made so that the body and soul can face danger. In each individual's daily life activities, especially in the face of work in the office, there are often obstacles or obstacles that must be passed and resolved, living now, how individuals deal with stress so that it does not cause negative impacts in life and of course in individual work.

1.2 Factors that influence stress

Factors that influence stress according to Atkinson is a condition that occurs when individuals :

- a) Frustration, that is, individuals are faced with an individual's event as a threat to physical and psychological health.
- b) Conflict, namely, the existence of individual uncertainty about the ability to deal with the incident. So stress here includes the occurrence of events, facts that are felt by individuals as a threat (stressor) and an individual's reaction to the stressor.

1.3 Symptoms of stress

Stress occurs in a number of ways. For example, an individual experiencing a high level of stress can suffer from high blood pressure, irritability, difficulty making decisions, loss of appetite, accidents, and the like. According to Schafer (1992) the visible stress symptoms are:

- a) Emotion. Includes anxiety, depression, anger, fear, sadness and frustration.
- b) Cognitive. Includes thinking disorders such as difficulty concentrating, confusion, easy forgetting, nightmares, thinking illogically, not being able to think well.
- b) Behavior. Includes easy shock, stuttering, interpersonal conflict, hitting, withdrawing from the environment, using illegal drugs, using tranquilizers or sleeping pills, consuming excessive cigarettes and coffee.
- c) Physical. Includes body disorders such as fatigue, trembling, diarrhea, constipation, back pain, headache, neck pain, chest pain, loss of appetite, esophagus and dry mouth, rapid heart palpitations.

1.4 Understanding adversity

Adversity was first introduced by Paul G. Stoltz which was compiled based on research results from more than 500 studies around the world. This adversity variable is an important breakthrough in understanding the things needed to achieve success. Stoltz (2000), said that the success of individuals in their work and life is determined by the high or low adversity. Then Stoltz (2005) defines adversity as a concept of a new framework for understanding and improving all aspects of success. In other words, adversity is a level that is individually owned or how good in overcoming obstacles and has the ability to experience obstacles / obstacles in life. According to Stoltz, there are individuals who have a high intelligence Quotient and impressive social skills and communication but fail to succeed because these individuals do not have high adversity.

High and low levels of individual success are influenced by factors managing adversity in each individual. Adversity is the ability of individuals to deal with difficulties and obstacles and at the same time able to turn them into opportunities that must be welcomed in order to achieve success (Charles R. Stoner & John F. Giligan, 2002). The ability to improve individual adversity can be done through programmatic understanding and training as needed, as the results of Kurt Penner's (1990) research.

1.5 Effectiveness of Interpersonal Communication

Interpersonal communication is a social process in which people are involved in influencing each other. As stated by Fisher & Adams (1994) "Interpersonal communication is defined as the process of creating a social relationship between acting in concern with another". This definition is a fundamental understanding of interpersonal communication. In interpersonal communication there must be at least two people who form a social relationship. The social relationship is basically an institution where the two individuals influence each other.

The above definition is supported by De Vito (1997) which states, interpersonal communication is the sending of messages from someone and received by another person or group of people with immediate effects and feedback. The definition emphasizes the process of interaction with direct responses. This information can be illustrated, if a communicator provides intervention and or stimulus in a verbal form, then the communicate must immediately respond to it.

1.6 Relationship between Adversity and Effectiveness of Interpersonal Communication with Stress

Adversity is a new framework concept to understand and improve all aspects of success. High and low levels of individual success are influenced by factors managing adversity in each individual. Adversity is the ability of individuals to deal with difficulties and obstacles and at the same time able to turn them into opportunities that must be welcomed in order to achieve success (Charles R. Stoner & John F. Giligan, 2002).

According to Stoltz (1997) adversity is a level that is owned by an individual or how good in overcoming obstacles / obstacles, which cause stress and has the ability to undergo obstacles / obstacles. Obstacles / obstacles experienced by students are that it is difficult to find literature, not have the ability to write, lack of academic ability. Students with high adversity level have the ability to deal with problems and difficulties that do not cause stress, students with low adversity level do not have the ability to overcome obstacles and the problems are good and smooth.

In interpersonal communication there must be at least two people who form a social relationship. The social relationship is basically an institution where the two individuals influence each other. Information it can be illustrated, if a communicator provides intervention and or stimulus in verbal form, then the communiqué must immediately respond to it. In compiling thesis, effective interpersonal communication is needed to provide maximum results in the thesis. De Vito (1997) states, interpersonal communication can be carried out effectively is the sending of messages from one individual and received by another individual or group of individuals with immediate effects and feedback. This understanding emphasizes the process of interaction with direct responses.

Difficulties experienced by students who are preparing a thesis majority are influenced by ineffective interpersonal communication and students do not have adversity (fighting power), so that the thesis runs smoothly without any problems, obstacles, obstacles that can become stressful when writing a thesis. This study will look for whether there is a relationship between adversity and the effectiveness of interpersonal communication with stress when writing a thesis.

1.7 Population and sampling method

One step that needs to be taken in carrying out a research is to determine the population and research sample. According to Sugiyono (2007) population is all generalization areas which consist of objects or subjects that have certain quantity and characteristics determined by researchers to be studied and then drawn conclusions.

In this study, the population is students who are undergraduate thesis at the Persada University of Indonesia, Faculty of Psychology. Based on the data obtained, the population of students who are writing their thesis in the 2011/2012 school year totaled 169. The characteristics of the population in this study were men and women who were preparing their thesis in semester 7 and semester 9.

1.8 Collection Method

Data collection method in this study uses a scale method, namely the method of disclosure of attitudes by using a list of statements that must be answered by individuals. The scale method is used to reveal the data that contains a number of statements that are arranged as a stimulus that is directed at the behavior indicator in order to provoke answers that are reflections of the subject's self-state which is usually not realized by the subject concerned. The

response given to the psychological scale was given a score, then processed to reveal the attributes that were measured, namely Adversity, effectiveness of interpersonal communication, and stress when writing a thesis.

In making a scale to measure the effectiveness of interpersonal communication and stress when composing a thesis using a Likert scale model and a scale to measure adversity using adversity scale. Likert model scale is an instrument whose problem is in the form of statements using five alternative answers. There are favorable statements that are statements that measure the object of attitudes that are measured, and unfavorable statements that do not really measure the object of the attitude being measured. Subjects are asked to give a cross (X) to one of the answers that best suits their condition.

2. Analysis of Research Results Data

Data analysis of this study aims to see whether there is a relationship between independent variables, namely the effectiveness of communication and adversity with the dependent variable, stress. Data analysis was performed using SPSS version for Windows version 20, and the statistical program used was bivariate and multivariate correlation techniques.

The correlation coefficient between adversity and stress when composing a thesis is equal to -0.493 with $p = 0.000$ ($p < 0.05$), so H_0 is rejected, thus there is a relationship between adversity and stress when writing a thesis.

The correlation coefficient between the effectiveness of communication with stress when composing a thesis is equal to -0.439 with $p = 0.000$ ($p < 0.05$) then H_0 is rejected, in other words there is a relationship between the effectiveness of communication with stress when writing a thesis.

Based on research communication effectiveness variables of thesis supervisors and adversity with stress when compiling thesis obtained the correlation coefficient was 0.549 (with $p = 0.000$, ($p < 0.05$)) indicating that there was a significant relationship between the variables of student-lecturer communication effectiveness thesis supervisor and adversity with stress when writing a thesis.

Rsquare of 0.301 shows that the forecasting of each variable is obtained by the regression equation which contributes as follows; adversity contribution to stress when composing a thesis $0.243 \times 100\% = 24.3\%$; the contribution of effectiveness to stress when composing a thesis $0.058 \times 100\% = 5.8\%$, while $0.699 \times 100\% = 69.9\%$ is another independent variable that is unknown. Based on the normality test, the adversity variable was obtained $p = 0.236$ ($p > 0.05$) which means that the sample came from the population with normal distribution. The normal test of the effectiveness of interpersonal communication, obtained $p = 0.496$ ($p > 0.05$) which means that the sample means that the population is normally distributed. Normal stress test when composing a thesis, obtained $p = 0,000$ ($p < 0,05$) which means the sample is not normally distributed.

Based on the categorization test on adversity variables, the mean is 84.62 in high categorization. Categorization test on

the variable of effectiveness of interpersonal communication, obtained a mean of 86.97 in high categorization. Test on stress categorization when writing a thesis, obtained a mean of 100.45 in the moderate categorization.

3. Conclusion

Based on the results of data analysis that has been explained in the previous chapter, it can be concluded that the variables between adversity and stress when compiling the thesis obtained the correlation coefficient is -0.493 with $p = 0.000$ ($p < 0.05$), then H_0 is rejected, thus there is a relationship between adversity and stress when composing a thesis, with a negative direction.

Variables between the effectiveness of communication with stress when writing a thesis the correlation coefficient is -0.439 with $p = 0.000$ ($p < 0.05$) then H_0 is rejected, in other words there is a relationship between the effectiveness of communication with stress when composing a thesis, in a negative direction.

Variable communication effectiveness of thesis supervisors and adversity with stress when composing thesis obtained correlation coefficient is 0,549 (with $p = 0,000$, ($p < 0,05$)) shows that there is a significant relationship between thesis supervisor student communication effectiveness variables and adversity with stress when writing a thesis.

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Author Profile



Bayu Ranu Putranto, Date of Birth: December 10th 1988, Affiation: master Psychology Proffesion of Persada Indonesia Y.A.I University, Jakarta Indonesia



Rr Arsyita Sri Wardhani, Date of Birth : Mei 10th 1987, Affiation : master Psychology Proffesion of Persada Indonesia Y.A.I University, Jakarta Indonesia