

## THE RELATIONSHIP BETWEEN HARDINESS AND SOCIAL ANXIETY IN ADOLESCENTS

Patrisia Shiela Wardani<sup>1\*</sup>, Rudangta Arianti Sembiring<sup>2</sup>  
Universitas Kristen Satya Wacana, Salatiga

### Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara *hardiness* dengan kecemasan sosial pada remaja. Sebanyak 48 remaja berusia 13–15 tahun dipilih sebagai partisipan dengan menggunakan teknik accidental sampling. Pengukuran dilakukan dengan menggunakan skala "SAS-A (*Social Anxiety Scale for Adolescents*)" oleh La Greca dan Lopez (1993) serta DRS-15 oleh Bartone yang kemudian dimodifikasi oleh penulis. Analisis data menggunakan teknik korelasi *Spearman's Rho*. Berdasarkan hasil penelitian, dapat diketahui bahwa *hardiness* tidak memiliki hubungan yang signifikan dengan kecemasan sosial. Implikasi hasil penelitian ini perlu dilakukan penelitian lebih lanjut tentang faktor lain yang lebih berperan terhadap kecemasan sosial.

**Kata Kunci:** Hardiness; Kecemasan Sosial; Remaja

### Abstract

This study aims to determine the relationship between hardiness and social anxiety in adolescents. A total of 48 adolescents were selected as participants with an age range of 13-15 years and using accidental sampling techniques. Measurements were made using the "SAS A (*Social Anxiety Scale for Adolescents*)" scale by La Greca and Lopez (1993) and DRS-15 by Bartone which was later modified by the author. Data analysis used the Spearman's Rho correlation technique. Based on the results of the study it can be seen that hardiness does not have a significant relationship with social anxiety. The implication of the result of this study require further research on other factors that play a greater role in social anxiety.

**Keywords:** Adolescents; Hardiness; Social Anxiety

---

**\*Corresponding Author:**  
**Patrisia Shiela Wardani**  
Universitas Kristen Satya Wacana, Salatiga  
Email: [patrisiashiella@gmail.com](mailto:patrisiashiella@gmail.com)

---

*Article History*  
*Submitted: 31 July 2025*  
*Accepted: 3 September 2025*  
*Available online: 15 September 2025*

## **INTRODUCTION**

Adolescence is a transitional period where individuals experience a transition from childhood to adulthood. Adolescence comes from the Latin word *adolenscence*, which means growing or becoming an adult (Hurlock, 2008). The social experience of adolescents is characterized by increasing social demands, peer pressure, and a desire to be free from parents. In adolescence, they tend to focus on building relationships and building identity. Adolescence is the most vulnerable period for anxiety to arise. social (Rapee & Spence 2016).

Adolescents are more likely to use subjective rather than objective assessments to assess themselves, which can lead to social anxiety (Wittchen, 1999). Adolescents often experience rejection from peers or society, which prevents them from being independent in social relationships. Everyone has experienced social anxiety in certain situations, Researchers have found several influencing factors such as meeting new people, not being confident in their opinions, and fear of others' judgments of them. Social anxiety can be defined as a situation that can reduce a person's quality of life caused by negative views and fears of themselves.

In contrast to the results of previous studies, the results of this study are the results of new research, which show that the results of this study do not show any relationship between variables caused by several factors. Research conducted by Amanda (2023) shows that there is a negative relationship between hardiness

personality and anxiety about leaving family in members of the TNI-AD Infantry Battalion Raiders 400 Semarang. This means that the higher the hardiness personality, the lower the anxiety about leaving family.

The results of the study show that individuals who have a hardiness personality tend to be able to control emotions, situations, and conditions experienced by first thinking positively so as to avoid anxiety. In line with research conducted by Huda (2019) shows that there is a hardiness personality that has a negative relationship with student anxiety in dealing with the interpersonal communication style of student teachers at SMK Semen Gresik. The results of previous research conducted by Daneshamooz and Alamolhodaei (2012) also found that there was a significant negative relationship between math anxiety and 7 academic toughness.

This finding confirms previous research that reported a negative relationship between toughness and anxiety. While the results of this study indicate that social anxiety is in the moderate category, not high. Therefore, the results obtained are a positive relationship.

Data from basic health research (Risikesdas) in 2018 showed that 6% of the Indonesian population aged 15 years and over experienced anxiety disorders. This proves that social anxiety increases in adolescence, this occurs because of the transition from childhood

to adulthood where adolescents are searching for their identity.

From these data, it turns out that there are several factors that cause teenagers to experience social anxiety, including age, physical condition, personality, and internal and external factors according to Davison (2014). The personality characteristics that are appropriate for dealing with social anxiety are toughness hardiness. With a tough personality, teenagers can consider social anxiety as one of the stressors for learning in order to become a developing person (Clarabella, Hardjono, & Setyanto, 2015).

According to Kobasa (1982), hardiness is a personality characteristic that functions as a source of resistance when someone faces an event that causes stress and can help protect someone from the effects of anxiety. Research conducted by Huda (2019) shows that hardiness personality has a negative relationship with students' anxiety in facing the interpersonal communication style of student teachers at Semen Gresik Vocational School shows that individuals who have a hardiness personality tend to be able to control emotions, situations, conditions experienced by first thinking positively so as to avoid anxiety.

Based on the description above, adolescents who have low hardiness personality can cause quite serious impacts, namely social anxiety, it can be seen that if an adolescent experiences social anxiety, they will feel inferior and lose their identity. Therefore, researchers want to conduct research on "The

relationship between hardiness and social anxiety in adolescents".

## **METHOD**

This research design uses a quantitative approach. which was held on February 8 – February 9, 2025. Quantitative approach according to (Abdullah, 2015) is a research design conducted to determine the relationship between 2 or more variables as seen from the correlation coefficient. A sample of 48 male and female adolescents aged 13-15 years was taken using the accidental sampling technique or the number of participants was obtained according to the number of google form entries.

The sample was mostly female (65%) with an average age of 13 years. Data collection was carried out using a google form. The social anxiety scale used the original "SAS A (Social Anxiety Scale for Adolescents)" from La Greca and Lopez (1993), but was modified and translated into Indonesian to meet the needs of researchers in 18 items. SAS-A has three components: fear of negative evaluation (FNE), second is social avoidance and distress in new situations/relating to strangers/new (SAD-N), and third is social avoidance and distress experienced in general or with people known (SAD-G). The SAS-A item correlation index ranged from 0.47 to 0.74, and the reliability of the intended scale with an Alpha coefficient of 0.91 indicated that the anxiety scale was suitable for use. The hardiness scale used the DRS-15 by Bartone (2007) which

# THE RELATIONSHIP BETWEEN HARDINESS AND SOCIAL ANXIETY IN ADOLESCENTS

Patrisia Shiela Wardani, Rudangta Arianti Sembiring

consists of three aspects, namely control, commitment and challenge with 15 item.

Data analysis method used by researchers quantitatively to determine the relationship between hardiness and social anxiety in adolescents using normality test analysis, linearity test and hypothesis test. Normality test is conducted to determine whether the data is normally distributed or not, a good regression model has a residual value that is normally distributed. Then the linearity test is intended to determine whether the data used in the study is linear or not. While the correlational hypothesis test is conducted to

determine the direction of the relationship of the variables studied, this correlation analysis uses the Spearman's rho correlation test assisted by the IBM SPSS Statistic 29 Software program.

## RESULTS

The hypothesis testing technique used is a statistical test.*non-parametric* Spearman's Rho. The results of the correlation test showed can be seen in table 3. From table 2, it can be seen that there is no significant relationship between the variable hardiness and social anxiety ( $r_s = .013$ ,  $p > .05$ ).

**Table 1**  
**Results of Social Anxiety Categorization**

Interval	Category	N	Presentation
$X < 28.2185$	Low	15	31%
$28.2185 \leq X < 37.5815$	Currently	29	61%
$X \geq 37.5815$	Tall	4	8%

**Table 2**  
**Hardiness Categorization Results**

Interval	Category	N	Presentation
$X < 50,921$	Low	17	36%
$50,921 \leq X < 54,459$	Currently	16	33%
$X \geq 54,459$	Tall	15	31%

**Table 3**  
**Correlation Test Results**

	r
Hardiness Social anxiety	.013

## DISCUSSION

Based on the analysis results, it can be concluded there is no relationship between hardiness and social anxiety, these results indicate that the hypothesis in this study is rejected. The results of this study differ from the

results of previous studies conducted by Daneshamooz and Alamolhodaie (2015) who found that there was a significant negative relationship between math anxiety and 7 academic toughness.

In the results of the hardiness categorization, it is in the low category with a percentage of 36% with a total of 17 respondents. This shows that most teenagers are not yet aware of the pattern of attitudes and skills that provide courage and strategies to change social anxiety into growth opportunities in Maddi (2007). Hardiness personality in adolescents can consider social anxiety as one of the stressors for learning in order to become a developing person in Clarabella, Hardjono, & Setyanto (2017). Social anxiety begins in mid-adolescence and interferes in the family, academic and personal spheres Breidel (2001), which is mentioned in Lopez (2008). Ofcourse this has an impact on the developmental stages of children and adolescents Rapee (2009).

Factors that cause no relationship between hardiness and social anxiety include the limitations of subjects in filling out the form, the correlation test is not significant, other factors are that respondents have a less dominant hardiness personality, which is evidenced by the categorization of social anxiety being in the moderate category with a percentage of 61%, while the categorization of hardiness is in the low category with a presentation of 36%. In line with Wittchen's theory (1998) that adolescents are more likely to use subjective rather than objective assessments to assess themselves, which can cause social anxiety.

Adolescents who have a high hardiness personality can also experience social anxiety as evidenced in this study. Other

factors that cause no relationship between hardiness and social anxiety include the limitations of subjects in filling out the form, the correlation test is not significant, other factors are that respondents have a less dominant hardiness personality, as evidenced by the categorization of social anxiety in the moderate category with a percentage of 61%, while the categorization of hardiness is in the low category with a presentation of 36%. In line with Wittchen's theory (1998) that adolescents are more likely to use subjective rather than objective assessments to assess themselves, which can cause social anxiety. The results of this study are not in line with the results of the study by Rhodewalt et al. (in Cole et al., 2004, p.66), which found that individuals who show low hardiness cause increased signs of depression, and high anxiety, as well as psychological stress.

In this study, of course, it is not free from limitations, where researchers only use google forms and are distributed via WhatsApp social media. Although this method is efficient and allows access to a wide range of participants, there is a risk of inconsistent participants and varying data quality.

## **CONCLUSION AND IMPLICATIONS**

Based on the results of the research that has been conducted, it can be concluded that there is no relationship between hardiness and social anxiety in adolescents. The higher the social anxiety, the higher the hardiness personality.

## THE RELATIONSHIP BETWEEN HARDINESS AND SOCIAL ANXIETY IN ADOLESCENTS

Patrisia Shiela Wardani, Rudangta Arianti Sembiring

Suggestions for further researchers, hoping that further researchers can develop research in other places with large populations so as to obtain good results. Suggestions for adolescents for adolescents, hoping that adolescents can be more accepting of new social environments as opportunities for self-development and provide support to children regarding information about hardiness and social anxiety.

In this study, of course, it is not free from limitations, where researchers only use Google forms and are distributed via WhatsApp social media. Although this method is efficient and allows access to a wide range of participants, there is a risk of inconsistent participants and varying data quality.

### BIBLIOGRAPHY

- Abdullah. (2015). Quantitative Research Methodology. Yogyakarta: AswajaPressindo.
- Amanda, P. (2021). The relationship between hardiness personality and anxiety about leaving family in members of the Indonesian Army Infantry Battalion Raiders 400 Semarang (Doctoral dissertation, Sultan Agung Islamic University Semarang)
- Azwar, S. (2021). Reliability and validity (4th ed.). Student Library.
- Bartone, PT (2007). Test-retest reliability of the dispositional resilience scale-15, a brief hardiness scale. *Psychological Reports*, 101, 943–9.
- Brecht, G. (2000). Recognizing and dealing with anxiety. Jakarta: Prenhallindo
- Bulo, William. (2002). The Influence of Higher Education Level on Emotional Intelligence. Thesis. FE UGM. Yogyakarta
- Butler, G., Bennett-Levy, J., Fennell, M., Hackmann, A., Mueller, M., & Westbrook, D. (2004). *Oxford guide to behavioral experiments in cognitive therapy*. New York: Oxford University Press.
- Butler, Gillian. (2008). *Overcoming Social Anxiety and Shyness: A self-help using Cognitive Behavioral Techniques*. New York: Basic Books.
- Hadjam, MNR (2004). The Role of Resilient Personality in Somatization Disorder. *Anima*. Vol. 19. No. 2, 122-135
- Hardjana, AM (1994). *Stress without distress: the art of managing stress*. Yogyakarta: Kanisius.
- Huda, K. (2019). The relationship between hardiness personality and students' anxiety in facing the interpersonal communication style of student affairs teachers at Semen Gresik Vocational School (Doctoral dissertation, Muhammadiyah University of Gresik).
- Hurlock, EB 2008. *Developmental Psychology: A Lifelong Approach The Span of Life*. (Translation: Istiwidayanti & Soedjarwo). Jakarta: Erlangga.
- Hurlock. (2003). *Developmental Psychology*. Jakarta: Erlangga.
- Kendler, K.S., Karkowski, L.M., & Prescott, C.A. (1999). Causal relationships between stressful life events and the onset of major depression. *American Journal of Psychiatry*, 156(6), 837–841. <https://doi.org/10.1176/ajp.156.6.837>
- Kobasa (1982). Hardiness and Health: a Prospective Study. *Journal of*

# THE RELATIONSHIP BETWEEN HARDINESS AND SOCIAL ANXIETY IN ADOLESCENTS

Patrisia Shiela Wardani, Rudangta Arianti Sembiring

- Personality and Social Psychology, 42, 168-177.
- La Greca<sup>1</sup>, A.M., & Lopez<sup>1</sup>, N. (1998). Social Anxiety Ammon Adolescents: Linkages with Peer Relations and Friendships. In *Journal of Abnormal Child Psychology* (Vol. 26, Issue 2)
- Maddi, S. R (2002). The Story Of Hardiness: Twenty Years Of Theorizing, Research, and Practice. *Consulting Psychology Journal: Practice and Research*, Vol. 54, no. 3
- Marikangas, KR, Pollok RA, 2014. Anxiety Disorder in Women. *Women & Health*;10
- Nainggolan, Togiaratua. 2011. The Relationship Between Self-Confidence and Social Anxiety in Drug Users: Research at the Parmadi Siwi Love Center. *Sosikonsepsia*, Vol. 16 No. 02.
- Nevid, J.S., Rathus, S.A., and Greene, B. 2005. *Abnormal Psychology*. Fifth Edition. Volume 1. Translated by: Faculty of Psychology Team, University of Indonesia. Jakarta: Erlangga Publisher.
- Pierce, T. (2009). Social anxiety and technology: Face-to-face communication versus technological communication among teenagers. *Computers in Human Behavior*, 25(6), 1367-1372
- Rapee, R.M. et al. Adolescent Development and Risk for the Onset of Social-Emotional Disorders: A Review and Conceptual Model. *Behavior Research and Therapy* 123, 103501 (2019).
- Sarafino, E. P. (1997). *Health Psychology: Biopsychosocial Interactions*. New York: John Wiley & Sons. Inc.
- Schulze, L. (2013). All eyes on me?! social anxiety and self-directed perception of eye gaze. *Cognition and Emotion* Article. doi: 10.1080/02699931.2013.773881, 1-9.
- Subramanian, S & Vinothkumar, M. (2009). Hardiness Personality, Self-Esteem and Occupational Stress among IT Professionals. *Journal of Psychology*. 35, 48-56.
- Varcarolis, E., Halter, M., Shoemaker, N. (2011). *Manual of psychiatric nursing care planning*. United States of America: Elsevier.
- Wittchen, H.U., Stein, M.B., & Kessler, R.C. (1999). Social fears and social phobia in a community sample of adolescents and young adults: prevalence, risk factors and comorbidity. *Psychological Medicine*, 29(2), 309-323.