

The Uniqueness of Students' Academic Hope in Indonesia

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Abstract: Academic hope is an essential aspect of an individual's academic development and success. It is found that academic hope emerges as one of the predictors of an individual's future success. There are a lot of studies conducted in various countries, yet, none of them took place in Indonesia. The present study was conducted to find out the uniqueness of academic hope in Indonesia. The present study was directed to the students so that it can be developed in the future study. Employing adapted Hope Scale, The present study was conducted on 577 students from the 5th semester. Descriptive statistical data analysis and narrative analysis were employed in the study. The result of the study showed that female students possess a higher level of hope compared to the male ones. Agency dimension is higher than pathways Students' academic hope in Indonesia is unique since it is not directed to them, yet it is more on their parents and family. Students' academic hope in Indonesia, based on the result of the study, is oriented on time issues and is related to the follow-up action in the future, especially in career and marriage. Compared to the result of the study conducted in other countries, students' academic hope in Indonesia is unique, which is different from the studies conducted in other countries. It needs more research design and psychological aspect to obtain a comprehensive understanding of academic hope.

Keywords: Students' Academic Hope, Pathways, Agency, Uniqueness

1. INTRODUCTION

Several studies describe hope from the summary of figures' statements as the main theme of human existence, "main human mental condition", and "condition leading to human action" [1-3]. Furthermore, the merits of hope have been widely noted [4]. Therefore, hope is the key and essential aspect of how to be a human. Hope is a pivotal umbrella construct for factors lie within human and psychotherapy. It is stated by researchers and practitioners across generation [5-9]. Consequently, the importance of hope in education may be explained through some figures' view. Without hope, we don't have any means to start thinking about education [10]. Hope is as the primary foundation of education, and all related processes can be categorized as human experience. Currently, hope has been a widely studied topic. Yahya [11] states an individual with no hope indicating disbelief. Further, it is stated that the highest level of hope is the one that is directed in obtaining Allah's promise and His Heaven. Individuals are hopeless or pessimistic when they don't believe that something happens on their will. Accordingly, individuals who pray and have hope is a high-hope individual.

Many studies on hope are then associated with the cultural factor. The researchers begin to see that the development of hope can be oriented to the scope of cultural practices. In regard to this issue, one of the ideas that is widely studied is the difference of hope in collectivist and individualistic culture [12]. Today, studies on hope have crossed many cultures. For instance, Averill [13] conducted a study on the meaning of hope in Korea and the USA; Mattos's study [14] on the role of hope in teaching practice in Brazil; and a study

conducted by Cherrington [15] taking youth as the subjects of the study in South Africa.

In regard to jobs, hope becomes an essential aspect every individual need. Based on the data obtained by England government in 2001, almost half of people working as a teacher in state-school compel to take four-week long vacation or more because of weariness or sick because of work. In addition, it was approximately more than 5000 teachers asked to get retired every year because of health and fatigue problems. Compared to the previous data (highly increase because in 1990), there were only 2000 requested for retirement. The England government then analyzed that data and stated that the problems are originated from the teacher's minimum hope or loss of hope in teaching. Such a phenomenon is predicted to happen again in the future. That phenomenon shows the importance of hope.

Previous study conducted by Alarcon, Bowling, and Khazon [16] initiating a meta-analysis study on hope (ninety-five samples) and optimism (280 samples), that study was conducted on articles published since 1966 until 2012, using Life orientation Scale to measure optimism, and Synder's Hope scale to measure hope. A number of other researchers carry out qualitative studies on hope. However, the numbers of quantitative meta-analysis studies on hope attributes are limited. Another meta-analysis conducted by Hammer, Mogensen, and Hall [17] on adult subjects has identified a number of related variables. Integrative and meta-synthesis review find out the extended meaning of adult's hope. Hope is closely related to academic success on the university-level students [6]. Of various studies, it is found that only one integrative study that relates to teenager's hope [18].

Based on the empirical data obtained from the Bureau of Academics and Admissions, it was found that the average GPA of students on the Academic year of 2013/2014 is 3.19. It is also found that the length of study of Ahmad Dahlan University students in 2013/2014 Academic year is 4 years 53 days. The result of the preliminary study may be in line with the result of the study on student's hope. The result of the previous study conducted by Herrero [19], in Higher Education found that the manifestation of the loss of hope in an individual relates to motivation, resilience, and low academic achievement.

A previous study finds that related to two aspects of hope possessed

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by students of Ahmad Dahlan University; students' agency is higher than pathways. It means that the students possess willpower but, they do not have a plan to achieve (agency) their goal. While, the result of the statistical test showed that, based on gender, there is no difference of hope, both in pathways and agency. Based on the result of the analysis, it is found that the students with Sundanese ethnic background possess a higher level of pathways and agency compared to students with Javanese ethnic background, among these students, those from Malay ethnic background holds the lowest level of pathways and agency. Although it seems to have no difference, the score of agency on male students with Sundanese ethnic background is higher than the female ones by 27.44 compared to 25.63. In the narrative result section written by the students, all of them write down that hope is an important aspect of their life. Students' hope is directed to themselves (good score, graduates, married, pursuing a master degree), job (career) and parents, however, it is dominated by self-oriented hope.

Various studies on the correlation between hope and variously related variables had been conducted. It was found that hope is correlated to an individual's psychological adjustment [20], physical health [21], and academic achievement [22] as well as the athlete's sports achievements [5]. In another study, hope contributes to an individual's health [23]. It means that high-hope sufferers will have a better experience during the recovery process. Hope is positively related to life satisfaction, family and friend support, and optimism [24, 25].

A high-hope child is found to have a low level of depression [26] and high level of self-perception [27], better physical appearance, higher social acceptance, and academic competence. Furthermore, hope is correlated with education, self-actualization, personal relationship, personal aspiration, material possessions, career, and physical well-being [28]. Besides, hope is also associated with violence [27], and peace. It is also found that hope contributes to an individual's resilience [29]. Another result of the study shows that burnout is the manifestation of an individual's loss of hope.

Various studies have been directed to the difference of background, gender, social status, and family economic status, parents' educational background, teacher's support, environmental support, and peer support. Studies on hope are then associated with cultural factor. Comparative studies finds that looks and behave hope are different in the cross-cultural and social group context.

Hope can be planted in social-cognitive process, as Synder, et al. [8] state that culture may affect the way human choose, interpret, proceed, and use information [12]. Collectivist people emphasize the importance of group and its values, activities, and roles over independent activities and achievements that become the characteristics of individualist people. In addition, collectivist individuals tend to be more sensitive toward external, in-depth, and situational effect on personal behavior, in accordance with the difference of belief regarding personal health, adjustment, and responsibility [30].

Based on the explanation and description of various studies above, it could be understood that hope is an essential aspect of an individual's life and development. Academic hope also gives a significant contribution to an individual's success in finishing his/her study. Based on the description of the importance of academic hope above, the researchers were interested in studying the uniqueness of hope in Indonesia. The study was directed on the students so that it could be developed in future studies.

2. LITERATURE REVIEW

Hope as a psychological concept has been known and been developed since 1950. According to Synder and Shane [7], the concept development of hope is started by psychologists and psychiatrists, among them are Schachtel in 1959, then, Schachtel and Menninger in 1959; Mowrer, 1960, Cantril in 1964, Farber in 1968, Melges & Bowlby, Stotland in 1969, then Frank in 1975 and Frankl in 1992. At the beginning of the concept development, those scholars agreed that hope is based on positive expectations for goal attainment.

The importance of hope is not only limited on present time and the individuals themselves, but it also holds a future-directed dimension and is directed to the people around the individual (society). Hope as the determinant factors and relates to various states of other variables in an individual's life. Without hope, an individual may face various obstacles and difficulties in the future. Hope works as the basic determinant of the object reality will always encourage the human life balance and awareness. Individuals who are afraid and does not have hope may be trapped on various problems leading to meaningless downfall.

Hope is not only needed by individuals in their childhood, but it is also needed by everyone throughout their life. The needs on hope become greater when an individual is demanded to play a more complex and higher role. Hope will contribute on individual's career success and the achievement of developmental tasks the society demand. Individual's development in the adolescence and adult phase demand more contribution of hope in order to achieve various life goals. Accordingly, emphasis and concern shall be given in the adolescence and adulthood to develop hope.

In the middle of 1970s, concept development of hope was affected by various psychological studies related to stress, coping, and diseases. The studies started to exhibit that negative thinking and feeling associated with poor health, coping, and health recovery. Synder [5] notes that 1970s and 1980s are the most advanced period of concept development of hope for it were studied in various disciplines (nursery for psychology).

In order to obtain a comprehensive understanding of hope, the followings are the definitions of hope viewed from various perspectives. According to Mowrer (in [7]), the concept of hope is something that is based more on behavioral perspective, in which hope is a part of the affective domain and is another form of reinforcement. It is based on the experiment that was conducted on the animal. Through stimulus and response paradigm, hope is associated with the principle of pleasure/ satisfaction. Erikson (in [7]) defines hope as *"the enduring belief in the attainability of fervent wishes, in spite of the dark urges and rages which mark the beginning of existence."* In other words, hope is a belief and thought that support an individual to achieve the goal. Erikson put the definition of hope in the developmental context where hope is inborn. Erikson also describes that an individual's internal conflict is possible because of hope.

Different from the views above, Gottschalk (in [7]) views hope as a positive expectation, it is defined as the aggregate of optimism to achieve a result. Furthermore, Gottschalk states that hope is a cosmic and imaginary phenomenon that leads to a spiritual phenomenon. Hope emerges as an individual's means to get out of his/her psychological problems.

Breznitz (in [7]) views that hope is tend to be in the cognitive domain. Hope is associated with an instant thought or a cognitive description statement. Hope may affect an individual when it is

originated from perseverance and strength that enough to induce a physiological response. In this case, an instant thought that emerges in the form of self-soothing statement such as "I will be fine" is the form of initial response of an individual's hope. According to Breznitz, hope and to hope can be distinguished, to hope is an active process that should be followed by real experience and it becomes the essence of hope

According to Staats (in [7]), hope is defined as an interaction between desire and expectation. Staats and Stassen [31] defines hope, in the affective side, is equivalent with the cognitive aspect; therefore, he states that hope is the affective cognition [31]. On the affective side, Staats and Stassen [31] define hope as the difference between positive and negative expectation. On the cognitive aspect, hope emerges as the communication between expectation and desire. While, academic hope, conceptually, is a motivational statement obtained from the willingness to succeed, in this case, is related to the academic domain and issues.

Based on the experts' notions on the concept of hope, the researchers tend to adhere to the CR Snyder's notion. According to Snyder [5], hope is a motivational statement that is obtained from the willingness to succeed that consists of two points namely: (1) *agency* (energy to achieve the goal) and (2) *pathways* (planning to meet the goal). In regard to academic hope, it can be defined as the plan and energy to achieve academic success. This definition and study initiated by Snyder is known as the cognitive-motivational model. This theory has been used for more than two decades. This theory has been widely used not only in Europe and America but also in the other part of the world like Asia and Australia. This theory is considered more comprehensive compared to its predecessor. The development of this theory is also able to reveal various rational aspects to be developed since it tends to be in the cognitive domain so that the development can be more measurable and structured on the individual.

3. METHODOLOGY

The present study employed a mixed method approach. This approach covers process carried out qualitatively and quantitatively in design, data collection, and analysis. In this study, the researchers collected and analyzed the data, integrated the findings, and drew conclusion by using qualitative and quantitative approach.

3.1 Participants

The study took place in the Special Region of Yogyakarta; the population of the study was the students of Ahmad Dahlan University Yogyakarta. The population of the present study was S1 students of Ahmad Dahlan University, they were students of Academic year 2015 from ten faculties in UAD, namely Faculty of Teacher Training and Education (FKIP), Faculty of Public Health (FKM), Faculty of Psychology (FPsi), Faculty of Mathematics and Natural Science (FMIPA), Faculty of Industrial Technology (FTI), Faculty of Economy (FE), Faculty of Literature, Culture, and Communication), Faculty of Law (FH), and Faculty of Islamic Studies (FAI). There are 32 study programs in ten faculties, the participants of the study were 577 students, comprising 211 male and 366 female students.

3.2 Instruments and Measurement Procedures

The instrument employed in this study was the result of adaptation and modification of The Future Scale [32] consisting of 12 items used for teenager aged 15 years old and above. It was based on hope theoretical development from Synder. 12 items of the scales

consisted of four items measuring pathways or known as way power, four items to measure agency (willpower), and four distractors. It was a semantic differential scale, comprising 1-8 options (1 = very unsuitable 8 = very suitable). The employed Hope Scale is a result of adaptation and modification that had passed validity and reliability test.

The second instrument that was employed in this study was adapted and developed from The Hope Interview created by Holt and Reeves [33] it is used to collect qualitative data. The questions in this instrument consisted of two big questions, question 1: What is your hope? And question 2 is: Why is it important for you? Qualitative questions of this study are aimed to reveal the most influential person of academic hope development and to what extent the role of culture and religion on students. In addition, qualitative questions may assist providing trans-discipline perspective in cultural difference frame exists in Indonesia.

3.3 Procedure

The study was conducted by collecting data through quantitative approach. Once the quantitative data collection was completed, the qualitative approach was used. In qualitative phase, this study employed narrative approach that focused on re-story technique. Then, Focused Group Discussion was conducted on students through the developed hope strength qualitative instrument. It was conducted in the setting of laboratory. In the first phase, the students filled the Academic Hope Instrument quantitatively and qualitatively.

4. Results and Discussion

4.1 Result

The result of the study showed that Indonesian students possess unique academic hope. That uniqueness is shown in Table 1.

TABLE 1.

The result of Mean and Standard Deviation analysis based on Sub-variable

Dimension	N	Min	Max	Mean	Std. Deviation
Pathways	577	10.00	32.00	24.8163	3.96743
Agency	577	11.00	40.00	30.3224	4.93711
Valid N (leastwise)	577				

The result of the study showed that the students' agency is more significant than pathways. It means that the students possess better willpower in achieving their goal, yet they do not have a direction and planning steps (way power). While the result of statistical test showed that the female student's academic hope is stronger than the male student's. It is shown in Table 2.

TABLE 2.

The result of Mean and Standard Deviation analysis based on Gender

Gender	N	Minimum	Maximum	Mean	Std. Deviation
Male	211	22.00	70.00	54.5261	8.49106
Female	366	32.00	72.00	55.4918	8.07049

The analysis result of the study conducted in Indonesia is interesting. The data showed that the average student's academic hope is categorized as high. It is shown in Table 3 and Table 4 on the profile of academic hope.

TABLE 3.

The result of Mean and Standard Deviation analysis based on Categorization

Category	N	Minimum	Maximum	Mean	Std. Deviation
Low	2	22.00	29.00	25.5000	4.94975
Moderate	169	32.00	50.00	45.4911	4.01058
High	406	51.00	72.00	59.3005	5.39624

There is an anomaly between the result of academic hope dimensions (pathways and agency) and categorization map.

TABLE 4.

The Profile of Academic Hope of Ahmad Dahlan University Students

No.	Category	Total	Percentage
1	High	406	70.36%
2	Moderate	169	29.29%
3	Low	2	0.35%

The researchers carried employed not only quantitative data but also qualitative data. The qualitative data in the preliminary study were used to provide other perspectives that are more comprehensive regarding students' academic hope. The result of the study showed that the students possess academic hope. However, it has not been in a specific category and possessed planning steps to achieve it. It is in contrast with the result of the quantitative study showing that academic hope is categorized as high. The result of qualitative study can be seen in table 5. Result of narrative study. The result of the study reveals another side of student's academic hope.

Another result of the present study is the narration on students' academic hope. Student's academic hope that was revealed in narrative study also showed uniqueness. That uniqueness is shown in Table 5.

TABLE 5.

The Result of Academic Hope of Ahmad Dahlan University Students

Name	Results of Narrative Data	Coding
D.M	Continue the Master Degree in UGM, become a lecturer in UGM, be married to Jogja person at 25-26 years old, have enough salary, open a cafe in Jogja	SP-FKIP.1
M.R	Wants to buy a house, be graduated at eighth semester, has many employees, send my parents to Hajj	SP-FKM.1
A.P	Improve my life	SP-HUKUM.1
N.K.G	Get a job, relieve my parents' burden, graduated in 1.5 years, get an excellent GPA.	SP-FMIPA.1

S.D	I want to be graduated on time, I want to work in my hometown, establish a tutoring service, get a scholarship, make money for my parents.	SP-FPSIKO.1
R.A	My future hope: I want to graduate on time (four years), it will be better if 3.5 years. I want to pursue S2 (Master degree). I want to get married at 25 years old once I completed my master degree. I want Establish job and business opportunities. I want to send my parents to Hajj	SP-FTI.1
L.L.T.A	I want to make my parents happy, graduate on time, open a clothing store, I want to be eased in looking for job	SP-FAI.1
APW	I want to be a better person, not to skip class often, completing assignment on time, graduate on time, maintain health, to not give up easily, pursue master degree, to be success in this world and in the afterlife, and to make my parents happy	SP-FEB.1

The result of the study revealed that students' academic hope in Ahmad Dahlan University is unique, it is not directed to the students themselves, it is directed more on their parents and family. Students' academic hope in Ahmad Dahlan University, based on this study, is oriented on time issue and is related to the follow-up action in the future, especially on career and marriage.

4.2 Discussion

The result of the present study is not consistent with the study result and theory from Synder [5]. In Synder's theory [9], basically, there is no difference between male's and female's hope. However, there will be many factors that affect the development of an individual's hope. Family factors, in this case, are parents, environment, schools, friends, education, and personality aspects, will drive the achievement and the development of hope. According to Synder [9], hope is the calculation result of interaction the children carried out with their nanny, peers, and teachers. Hoza, et al. [34] explained that the level of hope could be affected by contact with other individuals. In addition, Snyder, et al. [35] states that hope is also affected by adaptive coping style.

The result of the study conducted in higher education is different from the result obtained that was conducted in high school students (teenager) in Bantul, Yogyakarta. The result of the study showed that the students possess a higher level of agency, but they lack the ability to create a plan to obtain the goal. This result is in line with the result of the study conducted by Sharon Danoff-Burg, et al. [36] on 100 African-American students in the USA (40 females and 60 males) ranged from 17 years old to 32 years old ($M=19.14$, $SD=2.22$) which found that agency was higher than *pathways*.

The result of the study on hope conducted in Tanzania on the students aged from 12 until 18 years old; find a result that is in contrast with the present study. It is found that the teenager's hope in Tanzania exhibited better pathways than agency. That study was

conducted by Nalkur [37] with the setting of outside America and Europe. While the result obtained from the preliminary study is consistent with the result obtained by Adelabu [38] on 661 African-American teenagers. It was found that for Agency dimension, the mean score was 13.4 and SD of 1.8, while for Pathways, the mean score was 12.8 and SD of 1.7. It shows that the willpower score held by the teenagers is higher than their way power.

Learning and possessing good performance in educational setting is a meaningful way to survive and develop in American society. By implementing hopeful thinking, students should improve their ability to find various ways to obtain the desired educational goal. Hope emerges as motivation in the attempt of pursuing that goal. In addition, through a hopeful thinking, students should be able to keep "in charge" and are not distracted by self-blaming and negative emotion [6].

Based on the result of the study conducted on the elementary school students, high-school students, and university-level students setting, it is found that hope holds a substantial relationship with academic achievement [6]. Hope is related to higher score [8] and the higher average of semester score. In a six-year longitudinal study, the score of the hope scale collected at the beginning of the first year students predicted higher average of GPA and graduation rate, as well as lower attrition [6]. Hope provides a potential strength and cures in coping with children' problems, or with students who face academic problems and school or university drop out.

Hope Scale is a robust identification instrument for academicians and can be used to identify students with limited knowledge, who are academically at-risk [39]. Identification using hope may provide advantages if it is followed up by intervention that enhance the strength of academic hope. Hope intervention can be designed or be carried out to all students without considering their initial level of hope [40]. There are much potential to implement and utilize data on academic hope strength for students [41]. Based on the result of the study, it could be concluded that compared to the result of the study conducted in other countries, student's academic hope in Indonesia is unique.

5. CONCLUSIONS

Based on the result of the study, discussion, and limitation, the future study can be directed to several demographic backgrounds related to parents (education, marital status, religion and belief, and economy level). The type of the study can also be developed through a survey with qualitative design with data collection that is based on an in-depth interview. Finally, study on children' and teenagers' hope, as well as parents' hope to fit out the result of the present study. The result of the study showed that each individual's hope is unique; it is different from one another. Difference can be seen from demographic background attached on the individual. The result of the present study showed that agency is higher than pathways. While, based on gender, female students are better than male students.

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