

Enduring Under Pressure: The Dynamics of Hardiness among Santri Memorizing Alfiyyah Ibnu Malik at Al-Fattah Islamic Boarding School, Kartasura, Sukoharjo Regency

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ABSTRACT

This study aims to explore the dynamics of hardiness among santri memorizing alfiyyah ibnu malik in dealing with various pressures that arise throughout the memorization process. This study employed a qualitative phenomenological approach involving five informants selected through purposive sampling. Data were collected at Al-Fattah Islamic Boarding School, Kartasura, Sukoharjo Regency, through interviews, observations, and documentation. The data were subsequently analyzed using the Interpretative Phenomenological Analysis (IPA) method with the assistance of ATLAS.ti software. The findings indicate that santri memorizing alfiyyah ibnu malik at Al-Fattah Islamic Boarding School, Kartasura, Sukoharjo Regency, experience various forms of pressure, including academic demands, linguistic difficulties, and emotional burdens arising throughout the memorization process. In dealing with these pressures, the santri demonstrate hardiness through three aspects: commitment, reflected in perseverance in memorizing; control, reflected in the ability to manage emotions; and challenge, reflected in the perception of difficulties as part of the learning and self-development process. In addition, social support from the Islamic boarding school environment, family, and peers, as well as coping strategies, also helps the santri deal with various pressures. Thus, hardiness, social support, and coping strategies play important roles in helping the santri maintain perseverance and achieve their alfiyyah ibnu malik memorization targets amid the pressures they face

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INTRODUCTION

Alfiyyah ibnu malik is one of the classical texts commonly used as a reference for teaching Arabic grammar (nahwu and sharaf) in Islamic boarding schools (Pondok Pesantren). The text is composed of concise and systematically arranged verses, making it relatively easy to memorize (Kuzairi et al., 2016; Anam & Hosna, 2024). In practice, repeatedly memorizing alfiyyah ibn malik not only helps students (santri) retain the verses but also facilitates their understanding of nahwu and sharaf principles and enables them to apply these principles appropriately within the structure of Arabic texts (Rahmah, 2025).

Nevertheless, memorizing alfiyyah ibnu malik remains one of the challenges faced by students in Islamic boarding schools. One of the common problems is the students' lack of commitment and consistency in the memorization process. This condition may be influenced by internal factors, such as laziness, age, level of intelligence, and the large number of verses that must be memorized. In addition, external factors may also affect the memorization process, including limited time due to the students' demanding schedules at universities and schools. Ultimately, these various conditions can become obstacles for students in memorizing alfiyyah ibnu malik, resulting in less-than-optimal outcomes (Kurniawan, 2022).

Based on these conditions, the researcher conducted preliminary research involving three students at Al-Fattah Islamic Boarding School, Kartasura, Sukoharjo Regency, who were memorizing alfiyyah ibn malik while also pursuing higher education. A female student identified by the initial E (21 years old) reported experiencing difficulties in memorizing and understanding the material. Another female student, identified by the initial M (18 years old), felt burdened by the demands of both boarding school and university activities, and experienced difficulties in memorizing vocabulary and insufficient preparation for recitation of her memorized material. Meanwhile, a female student identified by the initial V (20 years old) experienced fatigue and boredom, resulting in inconsistency in participating in Qur'anic studies and memorization activities.

The interview findings presented above indicate that the students face various forms of pressure, which are not only related to the demands of memorization but also to their ability to manage time, regulate their emotional conditions, and meet academic demands as university students. These circumstances pose challenges for the students to develop the capacity to endure and adapt to various forms of pressure. In psychological terms, this capacity is associated with the concept of hardiness, a personality disposition that reflects an individual's ability to endure and remain resilient when facing stressful conditions. Hardiness is characterized by three main aspects: commitment, control, and challenge (Kosaba et al., 1982; Maddi et al., 2006).

From an Islamic perspective, the concept of hardiness is consistent with the values of patience (sabr) and perseverance in facing trials. Patience is not merely understood as a passive attitude, but rather as an active capacity to endure, exercise self-control, and continue striving in difficult situations (Istiningtyas, 2014). This value emphasizes that every trial serves as a process of developing faith and personal maturity, thereby

strengthening the psychological and spiritual resilience of students when facing academic pressures.

Based on research conducted by Merianda & Rozali (2020), the level of hardiness among students in Islamic boarding schools is influenced by various factors, both internal and external. Internal factors include self-regulated learning abilities, self-confidence, and spirituality, while external factors encompass environmental conditions and social support. Students who are able to manage themselves effectively and receive adequate support from their social environment tend to demonstrate stronger levels of hardiness when dealing with various demands and pressures. Meanwhile, research conducted by Ariani and Oktariani (2024) indicates a positive relationship between hardiness and psychological well-being among students in Islamic boarding schools. The higher the level of hardiness, the higher the level of psychological well-being. Nadzif and Indriana (2019) similarly found a positive relationship between hardiness and psychological well-being among students in Islamic boarding schools. Furthermore, Dewi and Ahyani (2026) found that self-efficacy and hardiness are psychological factors that contribute to reducing academic stress among university students who also attend Islamic boarding schools. Therefore, strengthening individuals' beliefs in their own abilities and developing psychological hardiness are important efforts to reduce academic stress.

Although several studies have examined hardiness among students in Islamic boarding schools, the present study differs in focus from previous research. This difference lies in the research participants, namely students who are memorizing alfiyyah ibnu malik while simultaneously pursuing higher education at a university. This condition places the students in a situation that requires them to fulfill two roles simultaneously: as university students with academic responsibilities and as students in an Islamic boarding school who are responsible for completing the memorization of alfiyyah ibn malik.

This study aims to gain an in-depth understanding of the dynamics of hardiness among students memorizing alfiyyah ibnu malik in dealing with various pressures associated with academic demands in higher education and activities at the Islamic boarding school. The study was conducted at Al-Fattah Islamic Boarding School, Kartasura, Sukoharjo Regency. The analysis focuses on three aspects of hardiness: commitment, control, and challenge, as reflected in the students' experiences throughout the process of memorizing alfiyyah ibnu malik. In addition, this study examines how social support and coping strategies are utilized by the students as part of their efforts to face, manage, and adapt to the various pressures they experience.

METHOD

This study employed a qualitative phenomenological approach to understand the subjective experiences of students in dealing with various pressures while memorizing alfiyyah ibnu malik. The research was conducted at Al-Fattah Islamic Boarding School, Kartasura, Sukoharjo Regency, from December 2024 to February 2025. The research data were obtained from five informants selected through purposive sampling, with the following criteria: students enrolled in the alfiyyah class, aged 18–21 years, currently pursuing higher

education at a university, in the process of memorizing alfiyyah ibnu malik, and who had not yet participated in the graduation ceremony (haflah ikhtitam).

Data were collected through interviews, observations, and documentation. In addition, this study was supplemented by a survey using a questionnaire to measure the students' level of hardiness as supporting data. The qualitative data were analyzed using the Interpretative Phenomenological Analysis (IPA) approach with the assistance of ATLAS.ti software. Data validity was ensured through source triangulation and by referring to the trustworthiness criteria, including credibility, transferability, dependability, confirmability, and authenticity. Research ethics were maintained through informed consent and the use of initials to protect the confidentiality of the informants.

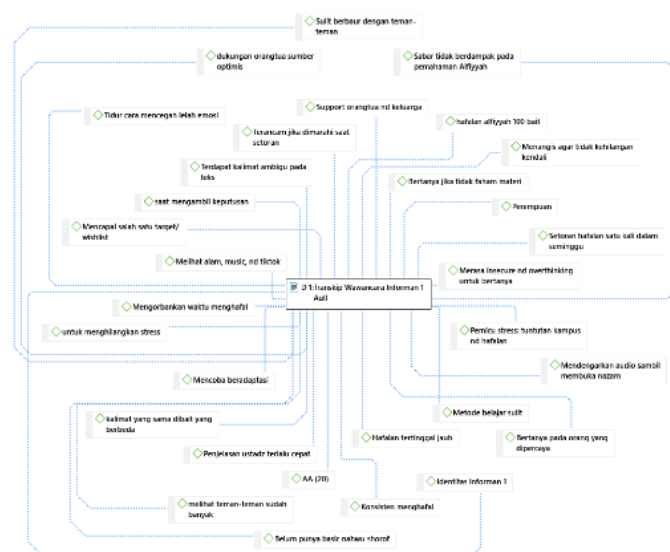
RESULTS AND DISCUSSION

The findings indicate that each informant had a different background, challenges, and level of hardiness in dealing with the process of memorizing alfiyyah ibnu malik. These differences are reflected in how the aspects of commitment, control, and challenge manifested in each informant. The following section provides a description of each informant:

Informant 1 (I1)

I1 is a 21-year-old female student who is currently pursuing higher education. She has a moderate level of hardiness. Her main challenge is managing her time between university activities and memorization recitation sessions, and to date, she has memorized approximately 100 verses. Nevertheless, I1 demonstrates commitment by consistently reciting her memorized material despite her busy schedule. In terms of control, she is able to manage her time between these two demands, while in terms of challenge, she perceives the memorization process as part of her religious worship goals.

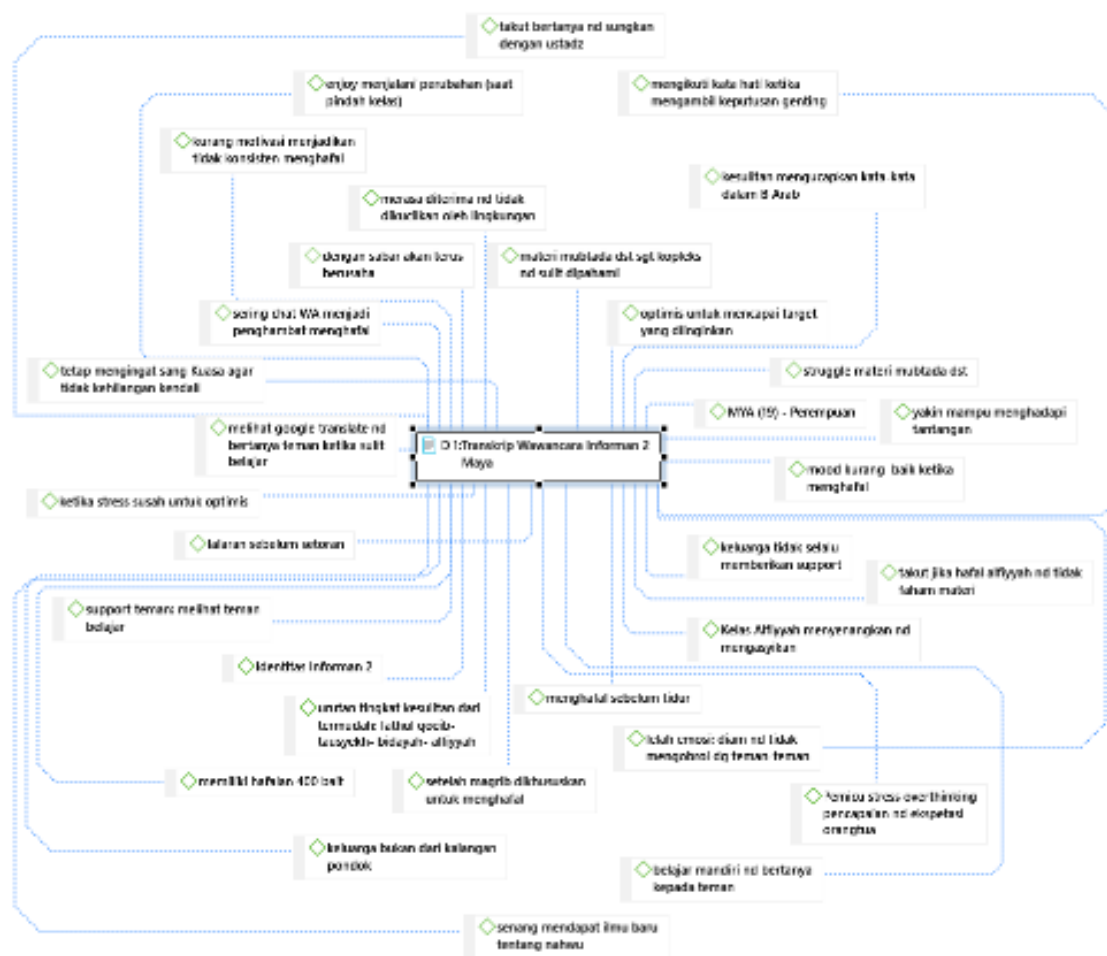
Figure 1 ATLAS.ti Analysis I1



Informant 2 (I2)

I2 is a 19-year-old female student who is also currently pursuing higher education and demonstrates a high level of hardiness. She has achieved the memorization target of 400 verses, accompanied by personal expectations to achieve further progress. I2 demonstrates commitment through perseverance and confidence in her abilities. In addition, in terms of challenge, she perceives memorization as a test that must be faced and overcome.

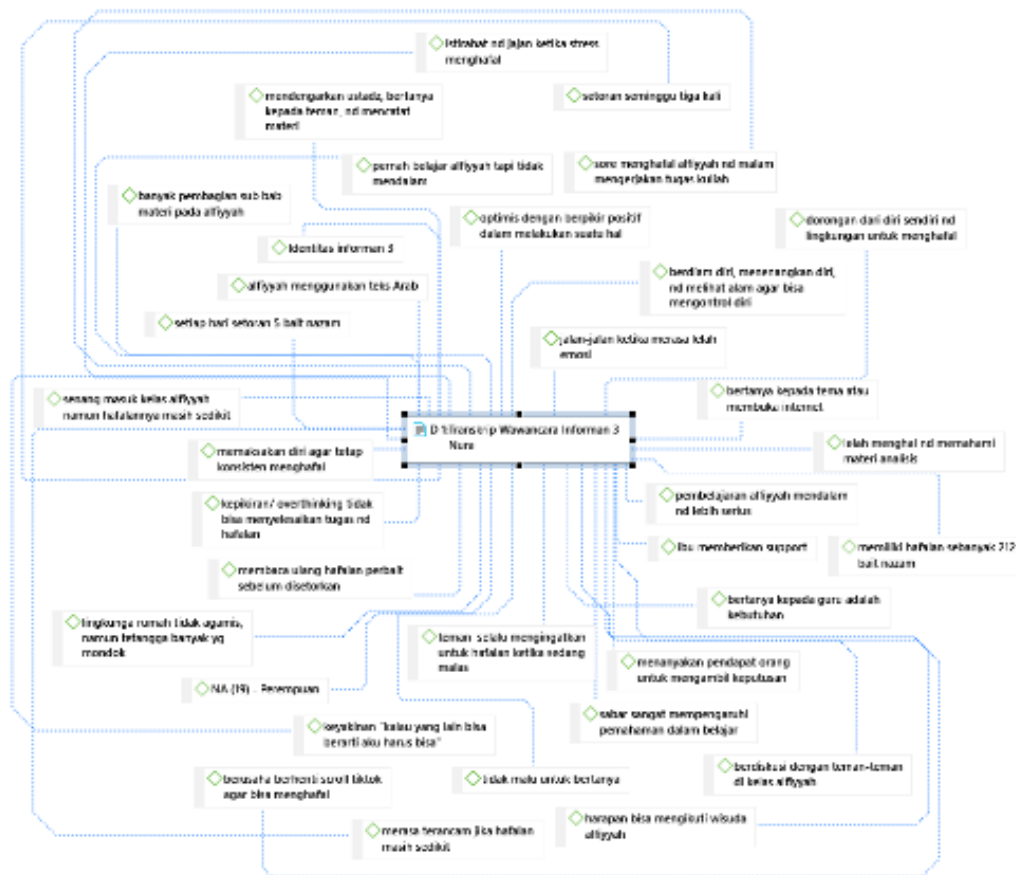
Figure 2 ATLAS.ti Analysis I2



Informant 3 (I3)

I3 is a 19-year-old female student who is also currently pursuing higher education and demonstrates a high level of hardiness. Initially, she enjoyed the process of memorizing alfiyyah ibn malik; however, over time, she began to experience pressure due to the demands of memorization. Nevertheless, in terms of control, she is able to adapt and regulate her emotions. In terms of challenge, she persists and continues the learning process despite facing difficulties.

Figure 3 ATLAS.ti Analysis I3



Informan 4 (I4)

I4 is a 21-year-old female student who has dual roles as a member of the boarding school's management team and a university student, and she demonstrates a high level of hardiness. Her main challenge is limited time due to her service responsibilities; nevertheless, she maintains a strong desire to complete her alfiyyah ibnu malik memorization. I4 demonstrates commitment through a strong sense of responsibility, as well as control in balancing the various roles she undertakes. In terms of challenge, she views her busy schedule as an opportunity for personal growth and development.

The flowchart illustrates the New Product Development (NPD) process, starting with market research and moving through product development to final launch. The central focus is 'Strategi Pengembangan Produk Baru'.

Penelitian Pasar (Market Research):

- Identifikasi Masalah: Menentukan masalah yang dihadapi pasar.
- Pengumpulan Data: Mengumpulkan data pasar melalui survei, wawancara, dan observasi.
- Analisis Data: Menganalisis data pasar untuk mengidentifikasi peluang dan ancaman.
- Pengambilan Keputusan: Memilih strategi pengembangan produk yang paling sesuai.

Pengembangan Produk (Product Development):

- Konsep Produk: Mengembangkan konsep produk yang inovatif dan menguntungkan.
- Desain Produk: Merancang produk yang memenuhi kebutuhan pasar.
- Pengujian Produk: Menguji produk di pasar untuk memastikan kualitas dan daya tarik.
- Peluncuran Produk: Meluncurkan produk ke pasar untuk memulai penjualan.

The flowchart also includes various decision points and feedback loops, such as 'Apakah produk ini layak untuk dikembangkan?' and 'Apakah produk ini sudah siap untuk diluncurkan?'. The final outcome is 'Produk Baru yang Siap Dipasarkan'.

15 is a 20-year-old male student who also serves as the kiai's driver while pursuing higher education, and he demonstrates a moderate level of hardiness. His main challenge lies in understanding the vocabulary in *alfiyyah ibnu malik*, which he perceives as more unfamiliar than the vocabulary of the *Qur'an*. Nevertheless, in terms of challenge, he recognizes the difficulty involved but continues to persevere. Meanwhile, in terms of commitment, he consistently recites his memorized material despite being faced with various demanding responsibilities.

[illegible]

Before the interviews were conducted, the informants first completed a hardiness personality scale adapted from a previous research instrument. The scale consisted of 19 favorable statements covering three main aspects: commitment, control, and challenge. This instrument was used to assess the hardiness personality of the students. The questionnaire was completed manually by five respondents. The total scores ranged from 19 to 76, which were subsequently categorized into three levels of hardiness: low, moderate, and high.

Table 1: Personality Hardiness Level Categories

Interval	Category	Frequency	Percentage
57-76	High	3	60%
38-56	Medium	2	40%
19-37	Low	-	-
	Amount	5	100%

Emergent Themes from the ATLAS.ti 8 Analysis

Based on the analysis of the interview data using ATLAS.ti through the coding process, several emergent themes were identified that describe the students' experiences in memorizing alfiyyah ibnu malik, as follows:

1. Academic Demands in the Process of Memorizing Alfiyyah Ibnu Malik

This theme describes the various pressures experienced by the students throughout the memorization process, including managing time between memorization and university studies, meeting memorization targets, and fulfilling additional responsibilities at the Islamic boarding school. Each informant experienced these pressures differently, depending on their individual circumstances.

2. Linguistic Difficulties in Understanding the Memorization Material

This theme emerged from the challenges faced by the students in dealing with the complexity of the vocabulary and linguistic system in alfiyyah ibnu malik. Several informants reported that the language used in alfiyyah ibnu malik was more difficult to understand than the texts they had previously studied.

3. Coping Strategies for Dealing with the Memorization Process

This theme describes the various strategies employed by the students to cope with pressures and difficulties throughout the process of memorizing alfiyyah ibnu malik. These strategies include time management, repeated memorization, dividing the material into manageable sections, and taking breaks when experiencing boredom or fatigue.

4. Social Support in the Memorization Process

The Islamic boarding school environment, family, and peers serve as sources of support that help students sustain their memorization process. This support also contributes to reducing the pressure they experience.

5. Motivation and Meaning of Memorizing Alfiyyah Ibnu Malik

This theme describes how memorizing alfiyyah ibnu malik is perceived as a form of worship, a responsibility, and a means of self-development. Each informant has motivations that encourage them to persevere throughout the memorization process.

These findings are consistent with the concept of hardiness, which emphasizes the importance of commitment, control, and challenge in coping with stress (Kosaba et al., 1982). From an Islamic perspective, this concept is also consistent with the values of patience (sabr) and perseverance in facing life's trials. These values are reflected in the Qur'an, particularly in QS. al-Baqarah (2:214) and QS. al-Insyirah (94:6). Furthermore, the students' perseverance and determination to continue striving without giving up reflect the dimension of sabr in maintaining religious commitment and facing trials (Istiningtyas, 2014). The ability to regulate emotions and remain calm is also consistent with the psychological concept of self-control and the Islamic principle of self-restraint. In addition, the motivation to continue striving and not give up is in line with QS. az-Zumar (39:53).

Overall, the findings of this study indicate that hardiness among students memorizing alfiyyah ibnu malik is derived not only from psychological factors but is also reinforced by spiritual values and the Islamic boarding school environment. Based on the observations conducted by the researcher, which were carried out twice during the first week and twice during subsequent sessions, the researcher found that the classroom environment tended to be lively, particularly during learning activities. The students' daily routines were relatively structured and demanding. Every morning, the students recited their memorized material or read kitab kuning texts in front of the ustadz/ustadzah. This activity requires students to be well-prepared and disciplined in mastering the material they have previously studied. Meanwhile, at night, the students engaged in makna (interpreting) activities involving the alfiyyah text, which aimed to enhance their understanding of the content of the nazam they had memorized.

During classroom learning activities, most of the informants, namely I1, I2, I3, and I4, were observed to participate well in the ngaji sessions. They paid attention to the ustadz's explanations while the material was being delivered and demonstrated focus and engagement throughout the learning process. This reflects their commitment to participating seriously in the learning activities. In contrast, I5 tended to be less active in participating in the ngaji sessions. Based on the observations, I5 was frequently absent from the learning activities, resulting in a lower level of engagement compared with the other informants. Overall, the observations indicate that the learning environment at the Islamic boarding school has relatively intensive dynamics, characterized by a demanding schedule of activities and differences in the level of participation among students in the learning process.

Based on the discussion above, this study focuses on hardiness as a form of psychological resilience that influences how individuals respond to pressure, namely their ability to endure and adapt to difficult situations. Hardiness consists of three main aspects: commitment, control, and challenge, which reflect involvement in activities, the belief in one's ability to exercise control over situations, and the ability to perceive difficulties as opportunities for growth (Azizah & Satwika, 2021). In this study, hardiness is examined to

understand the resilience of students in dealing with pressure throughout the process of memorizing alfiyyah ibnu malik. The following section presents an analysis of several emergent themes that describe the students' experiences in memorizing alfiyyah ibnu malik:

Topic: Academic Demands in the Process of Memorizing Alfiyyah Ibnu Malik

The analysis indicates that the students experience pressure during the process of memorizing alfiyyah ibnu malik due to difficulties in understanding the material and falling behind their peers in terms of memorization progress. This pressure is not solely academic but also emotional, as it can lead to feelings of diminished self-confidence. I2 explained that difficulty in understanding the material was an initial obstacle, followed by pressure during the memorization process: *"Sometimes I don't understand the material at first, and then I feel pressured because of the memorization"* (I2).

Meanwhile, I1 experienced pressure because her memorization progress was significantly behind that of her peers: *"I feel more pressured because my memorization is still far behind the others"* (I1). These findings indicate that the pressure experienced during the memorization process is not only caused by task demands but also by individuals' perceptions of themselves and their tendency to compare their progress with that of other students.

Topic: Linguistic Difficulties in Understanding Memorization Material

The analysis indicates that the students experience difficulties in memorizing alfiyyah ibnu malik due to the use of Arabic language that is not commonly used in their daily lives. This presents a particular challenge, as the students are required not only to memorize the text but also to understand its meaning and grammatical structure. I3 explained that the main difficulty lies in the language used in the text: *"Sometimes it is rather difficult to memorize because it is in Arabic"* (I3).

In addition, I5 reported that memorizing the Qur'an was easier for him than memorizing alfiyyah because he was already familiar with the Qur'anic text, whereas alfiyyah was new material that he still found difficult to understand: *"Memorizing the Qur'an is easier for me, while I still have difficulty with Alfiyyah because I am not yet accustomed to it"* (I5). These findings indicate that prior experience and familiarity with the material significantly influence the ease of the memorization process.

Topic: Coping Strategies for Dealing with the Memorization Process

The analysis indicates that the students employ various coping strategies to deal with pressure during the process of memorizing alfiyyah ibnu malik. These strategies include emotional regulation, taking short breaks, and engaging in relaxing activities to calm themselves before returning to their studies with renewed concentration. I3 explained that when feeling stressed, she chose to stop for a while, rest, and engage in activities that made her feel comfortable, such as having a snack or going for a walk, before resuming her memorization: *"When I feel stressed, I stop for a while, get a snack, and once I feel calmer, I start memorizing again"* (I3).

Meanwhile, I4 demonstrated a more emotion-oriented approach, such as crying to relieve pressure, calming herself by spending some time in silence, and engaging in religious worship as a means of releasing emotional tension: *"When I'm stressed, I usually cry first and then calm myself down; sometimes I also pray"* (I4). These findings indicate that the students employ diverse ways of coping with stress, including emotion-focused coping, simple relaxation techniques, and religious coping, all of which are aimed at reducing pressure so that they can regain concentration throughout the memorization process.

Topic: Social Support in the Memorization Process

The analysis indicates that social support from the Islamic boarding school environment, family, and peers plays a significant role in maintaining the students' motivation and optimism throughout the process of memorizing alfiyyah ibnu malik. In principle, this support greatly helps the students remain focused on developing their alfiyyah memorization. I1 stated that parental support helped her remain optimistic despite feeling that she was falling behind, as the emphasis was placed on the process and progress rather than solely on the final outcome: *"What matters is that there is progress every day, rather than staying stuck at the same point"* (I1).

In addition, I1 felt a sense of responsibility not to disappoint her family, who had provided her with full support. This became an encouragement for her to make the greatest possible effort: *"At the very least, I have to be able to achieve more than my parents did and not let this opportunity go to waste"* (I1). Meanwhile, I3 explained that she was motivated by the achievements of her peers, which strengthened her confidence that she could achieve similar accomplishments: *"If they can do it, I can do it too"* (I3). These findings indicate that social support, both from family members and peers, functions as a source of motivation that strengthens the students' enthusiasm and perseverance throughout the memorization process.

Topic: Motivation and Meaning of Memorizing Alfiyyah Ibnu Malik

The analysis indicates that motivation to achieve memorization targets is a crucial factor in the process of memorizing alfiyyah ibnu malik. I2 demonstrated an optimistic attitude by emphasizing the importance of positive thinking and continued efforts to achieve the target: *"Keep thinking positively and continue striving to achieve the target"* (I2). However, not all informants were able to maintain such an optimistic attitude. I5 stated that remaining optimistic was difficult when facing obstacles in the memorization process: *"It is difficult to remain optimistic"* (I5). These findings indicate that students' motivation is dynamic, with optimism serving as a driving force but potentially weakening when they encounter difficulties.

CONCLUSION

Students memorizing alfiyyah ibnu malik at Al-Fattah Islamic Boarding School, Kartasura, Sukoharjo Regency, face various forms of pressure throughout the memorization process. These pressures arise from academic demands, linguistic difficulties, and emotional burdens that emerge during the memorization process. In dealing with these various pressures, the students demonstrate characteristics of hardiness reflected in the aspects of commitment, control, and challenge. The commitment aspect is evident in the

students' perseverance and consistency in undertaking and reciting their memorized material. The control aspect is reflected in their ability to manage their emotions and organize their time amid the various demands they face. Meanwhile, the challenge aspect is demonstrated through their ability to perceive difficulties as part of the learning and self-development process.

The students' ability to cope with various pressures is also influenced by external factors, such as social support obtained from the Islamic boarding school environment, family, and peers. In addition, coping strategies, both emotion-focused and religious in nature, also help the students deal with various pressures. Thus, hardiness, social support, and coping strategies play important roles in helping the students maintain perseverance and achieve their alfiyyah ibnu malik memorization targets amid the various pressures they face.

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AUTHOR CONTRIBUTIONS

NA, contributed to the conceptualization of the study, formulation of the methodology, investigation, data analysis, and preparation of the initial draft of the manuscript.

RRD, contributed to the development of the methodology, development of the research instrument, data collection and management, and manuscript editing.

RS, contributed to the research design, data analysis and interpretation, and refinement of the manuscript.

SUA, contributed to the development of the methodology and validation of the research findings.

MGA, contributed to research supervision, research administration, and provided final approval of the manuscript.

USE OF AI TOOLS DECLARATION

The authors declare that the use of Artificial Intelligence (AI) technology in the preparation of this research was limited to a supporting tool, particularly for language editing, grammar checking, and improving the clarity and readability of the manuscript. AI was not used in formulating the main ideas, conducting substantive analysis, interpreting the data, or drawing scientific conclusions. All content, arguments, analyses, and interpretations presented in this research remain the full responsibility of the authors. The authors are responsible for the originality, accuracy, and academic integrity of the work produced. The use of AI does not alter

the authors' responsibility for the entirety of the research content, and AI is not listed as an author or contributor, in accordance with applicable principles and ethical standards of academic publishing.

CONFLICT OF INTEREST

The authors declare that this research has no conflicts of interest of any kind that could potentially influence the research process, the findings obtained, data interpretation, or the presentation of the research.

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