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Cultural Resilience of Students' University of PGRI Palembang Based on Subculture in South Sumatra

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ABSTRACT

Culture is one of the factors that influence resilience. Cultural diversity plays an important role for individuals in adapting to difficult conditions and situations. The purpose of this article was to analytically describe the differences in cultural resilience of students' University of PGRI Palembang based on indigenous South Sumatra ethnic groups and immigrant ethnic groups in South Sumatra. The respondents of this study were students' Guidance and Counseling study program of University of PGRI Palembang in semester II, IV, VI, and VIII of the indigenous tribes of South Sumatra with a total number of respondents as many as 80 students. The data collection method in this study used a cultural resilience questionnaire which was designed based on the theory developed by Clauss Ehlers and Reivich K and Shatte which consisted of six aspects of resilience, namely emotion regulation, impulse control, achievement, global coping, adaptive coping and socio-cultural support. The data analysis method used in this study by the Anova test. The results showed that there was no difference in resilience between students' indigenous and immigrant in South Sumatra.

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1. INTRODUCTION

The essence of resilience comes from the umbrella of positive psychology theory from Martin EP Seligman. Martin EP Seligman states that every individual has a positive side, learning to be prosperous in the face of adversity and not only seen from the negative side. Because when in difficult conditions, individuals can optimize their strengths and are courage, perspective, integrity, equality, loyalty (Seligman, 2002). Positive psychology prioritizes positive human potential in order to Improve psychological well- being, adapt and actualize oneself in a better life (Tugade et al., 2016). Resilience is related to the individual's ability to learn to survive with fear and uncertain conflicts, the ability to be able to have positive adaptations regardless of challenging life problems such as trauma, tragedy or threats (Brock, 2020; Han & Nestler, 2017).

The current phenomenon is the rise of suicides among teenagers, the causative factors include economic factors, family, relationships with friends, relationships with friends of the opposite sex (Fitriani, 2021). Based on WHO data, the biggest cause of death among adolescents after accidents is suicide. As a result, approximately 4,600 teenagers die each year due to suicide (Gustiana & Asiah, 2020). While in the world the number is approaching 800,000 deaths per year. In addition, according to data from the Ministry of Health, suicide is also the second largest cause of death for Indonesians who are in the age group 15-29 years and around 79% of low and middle-income citizens commit suicide (Kementerian Kesehatan Republik Indonesia, 2019).

Some research results show that there was a significant relationship between resilience and suicide, patients with anxiety or depression disorders have a greater chance of committing suicide because these patients do not have resilience, but if individuals have resilience, resilience can moderate the risk of depressive symptoms and disorders (Nugroho, 2012). Anxious In this phenomenon, resilience is an ability that can maintain psychological stability in dealing with life's problems that cause stress (Keye & Pidgeon, 2013; Tria & Fitria, 2016; Satterwhite & Luchner, 2016). The positive impact of resilience are an individual who can easily face difficulties and is easy to socialize, has good thinking skills, is able to judge things well, has support from people around him, has strengths and talents, believes in his own abilities and is able to make decisions and has spirituality or religiosity (Oliver, 2020). Resilience will also help increase individual protective factors in facing a challenge and minimize the impact of risk factors (Mujahidah & Listiyandini, 2018).

Resilience is one of the personal competencies that must be possessed by individuals because if individuals have resilience, it means that the individual has the personal qualities to be able to develop in the face of life's difficulties. Resilience is the most appropriate competence in facing life's challenges to achieve healthy human mental development (Hendriani, 2018). Individuals with good resilience will be better able to withstand stress and can reduce emotional and behavioral disturbances so that the individual is able to run his life well (Connor & Davidson, 2003). There are three main elements in the resilience dimension, namely challenge, commitment and control so that a resilient individual will see stress and various changes that occur in his life as a means of self-learning (Scott, 2009).

Culture is one of the factors that can affect individual resilience (Grotberg, 2003). This is because cultural diversity has an important role for individuals to adapt to new situations and conditions that arise. Negative life paths, risk exposure, and threats to self-esteem can be changed through culture (Lawrence et al., 2006). Ungar argues that resilience is an ability that

can be internalized in a set of cultural behavioral norms. The results of research from Ungar show that resilience can be developed from cultural support, so that the uniqueness and the whole cultural construct are important to take into account (Ramdani et al., 2017). One generation passes culture on to another generation, where the culture forms norms, attitudes, and values so that it becomes a habit and is rooted in the environment and has an influence in that environment (Salonga, 2021).

According to Kluckhohn & Murray personality is formed by genetic and environmental factors, in which environmental factors include cultural influences (Oishi et al., 2021). As stated by Salonga that when talking about culture, it cannot be separated from environmental factors, existing customs and habits (Salonga, 2021). In addition, culture affects the way of thinking, behaving, character, faith, personality and learning achievement (Setiyorini, 2014; Salonga, 2021; Yusuf, Syamsu & Nurihsan, 2007; Triandis, H. C., & Suh, 2002). In addition, the individual's social area includes interactions between individuals, views and work will be strongly influenced by culture (Widiyanti, 2018). For this reason, cultural resilience, which is an individual's ability to overcome difficulties through cultural backgrounds such as cultural values, habits, and norms, needs to be a concern.

The cultural resilience of the students in this study were students' of University of PGRI Palembang based on ethnic differences in South Sumatra. The province of South Sumatra has been known for centuries as *Bumi Sriwijaya*; in the 7th century to the 12th century, this region was the center of the *Sriwijaya* Kingdom which was also famous for the largest and strongest maritime empire in the archipelago. Its echo and influence even reached Madagascar on the African continent. From the 13th century to the 14th century, this area was under the rule of Majapahit. Furthermore, this area was once a no-man's-land area and a nest for pirates from abroad, especially from China (Mandala, 2018).

South Sumatra has twelve tribes, namely the Komerling, Lintang, Palembang, Lematang, Semendo, Kayu Agung, Pasemah, Sekayu, Ogan, Rawas, Gumai and Banyuasin tribes. In addition, South Sumatra is also an area that has many transmigration areas. Transmigration is the movement of people from one densely populated island to an island that has sparse inhabitants. Transmigration aims to spread the population and equalize development in Indonesia (Romadhon & Prasakti, 2019). The South Sumatra region is the first area to be used as a settlement for transmigration areas (Prihatin, 2013).

The purpose of this study was to determine differences in the cultural resilience of students' Guidance and Counseling Study program of University of PGRI Palembang based on the culture in South Sumatra. Twelve tribes in South Sumatra were united into one group, namely the indigenous South Sumatran ethnic group and students with unindigenous or imported tribes, where the arriving tribes here were students who came from the transmigration area.

2. METHODS

The research method is quantitative, using a census design. The subjects in this study were students of PGRI Palembang University semester II, IV and VI of the Guidance and Counseling Study Program for the Indigenous and Immigrant Students of South Sumatra (transmigrants/outside South Sumatra who resided in South Sumatra). The research respondents were 40 indigenous students of South Sumatra and 40 immigrants. This study has one variable, namely the cultural resilience variable. The data collection

method in this study used a cultural resilience questionnaire which was designed based on the theory developed by Clauss Ehlers and Reivich and Shatte which consisted of six aspects of resilience, namely emotion regulation, impulse control, achievement, global coping, adaptive coping and socio-cultural support (Reivich, K & Shatte, 2002). This research procedure begins with the preparation stage of the research questionnaire, finding the relevant research locations and subjects. The data analysis technique in this study was carried out using a statistical formula, namely the ANOVA test. The Cultural Resilience Questionnaire grid can be seen in **Table 1**.

Table 1. Cultural Resilience Questionnaire Grid

Aspect	Indicator
Emotion Regulation	Calm in the face of problems
	Focus on the problem at hand
Impulse Control	Ability to control negative emotions
	Ability to manage negative emotions
Global Coping	Solving problems based on culture
	Solving problems based on societal norms
Achievement	Get out of your comfort zone
	Dare to optimize ability
Adaptive Coping	Optimistic
	Toughness
	Competent
Socio-Cultural Support	Parent and Family support
	Friend and teacher support

The results of the validity test in this were 55 valid items out of 60 items. Of the seven aspects, each has two and three indicators. Each indicator represents four and five items. The result of the reliability test is 0.93 which means that the instrument is feasible to use in the study.

3. RESULTS AND DISCUSSION

3.1 Results

Overall, the results of the homogeneity test of cultural resilience of PGRI Palembang University students based on indigenous and immigrant ethnic groups can be seen in the **Table 2**.

Based on the homogeneity test table for cultural resilience of students based on indigenous ethnic groups and immigrant ethnic groups as in the table above, it can be seen that $p\text{-value} = 0.935 > (0.05)$ does not reject H_0 . So that at the significance level of $= 0.05$ the value of the indigenous and homogeneous immigrant tribes, it can be continued to the ANOVA test.

Table 2. Homogeneity Test

Test of Homogeneity of Variances			
LeveneStatistic	df1	df2	Sig.
.007	1	78	.935

The difference test in this study used the student cultural resilience ANOVA test based on the indigenous South Sumatran ethnic group and the immigrant tribe. Overall the results of the ANOVA test can be seen in the **Table 3**.

Table 3. Anova Test

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.000	1	.000	.000	.988
Within Groups	7.342	78	.094		
Total	7.342	79			

Based on the ANOVA test table for cultural resilience of students based on the indigenous tribes of South Sumatra with the immigrant tribes above, it was obtained that $p\text{-value} = 0.988 > (0.05)$ did not reject H_0 , so that at the significance level = 0.05. The hypothesis in this study states that there is no difference in cultural resilience between students.

Table 4. Coefficient of Determination of Migrant Tribes

Aspect	Model	R	Model Summary					
			R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
						R Square Change	F Change	df1
Emotional Regulation	1	.657 ^a	.432	.417	.23325	.432	28.886	1
Impluse Control	1	.263 ^a	.069	.045	.29856	.069	2.823	1
Global Copping	1	.741 ^a	.549	.537	.20792	.549	46.172	1
Accession	1	.815 ^a	.665	.656	.17916	.665	75.364	1
Adaptive Copping	1	.803 ^a	.645	.636	.18441	.645	69.009	1
Social-Culture' Support	1	.556 ^a	.309	.291	.25724	.309	16.992	1

Based in the **Table 4** were aspect that most influences the cultural resilience of students from immigrant tribes is the aspect of achievement, which is 66.5% influencing. While the lowest aspect affecting student cultural resilience is the impulse control aspect, which is 6.9% influencing.

Table 5. Coefficient of Determination of Indigenous Tribes

Aspect	Model	R	Model Summary					
			R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
						R Square Change	F Change	df1
Emotional Regulation	1	.557 ^a	.310	.292	.25928	.310	17.084	1
Impluse Control	1	.659 ^a	.435	.420	.23471	.435	29.222	1
Global Copping	1	.693 ^a	.480	.466	.22509	.480	35.092	1
Accession	1	.527 ^a	.277	.258	.26537	.277	14.586	1

Adaptive Copping	1	.841 ^a	.707	.699	.16898	.707	91.683	1
Social-Culture' Support	1	.633 ^a	.400	.384	.24177	.400	25.354	1

Based in the **Table 5**, the aspect that has the highest influence on the cultural resilience of indigenous students is the adaptive coping aspect, which affects 70.7%. While the lowest aspect is the aspect of achievement that is equal to 27.7% affect.

3.2 Discussion

From the results of the ANOVA test, it does not show the difference between the indigenous people of South Sumatra and the immigrants in South Sumatra. This is the opinion of several experts who have explained the factors that influence resilience, namely temperament, intelligence, culture, age, gender, genetics, neurobiology, development, personality, psychosocial and demographics. Culture is one of the factors that influence resilience which is quite a concern. As we know that the factors that influence individual development are heredity and the environment, where culture is part of the environment (Suranata et al., 2017). Culture is passed down from one generation to another, the culture forms norms, attitudes, and values so that it will become a habit in a certain environment.

According to Barber, resilience is increasingly sensitive to the role that culture plays both as a protective factor, as a benchmark, as a system of values and beliefs (Theron, 2015). Cultural resilience is an individual's ability to accept and adapt the relevant culture to the risks or difficulties experienced. Cultural resilience considers how cultural backgrounds (culture, cultural values, language, customs, norms) help individuals and communities to overcome adversity (Clauss-Ehlers, 2015). The idea of cultural resilience shows that individuals and society can face and overcome difficulties not only based on individual characteristics, but also from the support of socio-cultural factors.

Factors that support cultural resilience are individual resources (for example, personality traits, intelligence, or personal talents), relational (for example, attachment to caregivers or mentors, positive peer interaction, extended family) and educational environment (Widiyanti, 2018; Theron, 2015). Educational environmental factors can be an important point that we can do to develop cultural resilience.

However, when viewed based on the background of the achievement of the aspects obtained, there are differences in the acquisition of the highest and lowest aspects in each ethnic group. From the results of the data obtained, the most prominent aspect between the two tribes is the aspect of achievement. Where there is a significant difference in the aspect of reaching out. In the group of tribal students, the aspect of achievement that most affected the student's cultural resilience was obtained, but in the group of indigenous South Sumatran students, the aspect of reaching out was the aspect that had the least influence on the cultural resilience of students.

Reaching out is the ability possessed by individuals to get something they want. In addition, achievement is also a form of individual competence to be able to form relationships with other people, ask for help, understand feelings and stories with others, can help each other to solve problems (Herdi & Ristianingsih, 2022). Achievement is also related to the individual's courage to solve problems and dare to take risks beyond their capabilities with the aim of being able to solve the problem. This means that students from immigrant tribes are more daring to solve their problems, have good relations with the surrounding environment, and

have high tolerance. stated that transmigrants have a gentle, friendly and polite attitude, and are hard workers, never give up and have high creativity, so that many transmigrants are known to be successful overseas in their area (Charismanto, 2020).

unyielding and tough are also supported by the characteristics of the condition of the transmigration area. Demographic characteristics of transmigration areas are areas that are still surrounded by a lot of forest, areas where there are still few residential areas so that they have badly damaged roads to pass through, even asphalt roads are rarely found in these areas, and there is no electricity. In addition, there are many crimes and it is still difficult to reach information technology and the internet. So that one of the goals of developing a transmigration program in areas like this is to accelerate the development of underdeveloped, remote and deepest areas (Charismanto, 2020; Prasetyo, 2022).

From immigrant tribes is impulse control. This means that students from immigrant tribes have not been able to control and manage their emotions well. Impulse control is closely related to the ability to regulate emotions. Individuals with strong impulse control tend to have high emotional regulation, while individuals with low emotional control tend to accept beliefs impulsively, namely a situation as the truth and act on that basis (Sari & Yustiana, 2022). Students are expected to be able to control and manage their emotions when there are difficulties and obstacles due to being in a new environment.

The indigenous students succeeded in obtaining the highest aspects, namely aspects of adaptive coping. This means that students who come from indigenous tribes have an optimistic, tough and competent attitude. Adaptive coping is a cognitive skill that is complex, and perhaps the smartest ability humans have (Aryansah & Sari, 2021).

The phenomenon of resilience emerged from a research which found that a third of children living at risk have the ability to adapt well despite the life problems they are facing (Warner & April, 2012). This is related to the research that has been done even though the students are from tribal origins, they come from areas full of risk, they are also in difficult conditions but among them have the same level of cultural resilience as students from the indigenous people of South Sumatra. Resilience is not derived from a simple and static construction. For example, a person may have resilience in one domain of life, but that individual may not be as resilient in responding to other types of trauma, problems and situations (Han & Nestler, 2017).

4. CONCLUSION

The results of 80 students' Guidance and Counseling study program of University of PGRI Palembang, namely that there was no difference in cultural resilience between indigenous South Sumatran ethnic students and immigrant ethnic groups. The highest aspect possessed by immigrant ethnic students was the aspect of achievement, while the lowest aspect was impulse control. Meanwhile, for the indigenous people of South Sumatra, the highest aspect they have was adaptive coping, while the lowest aspect was the achievement aspect. It could be seen that although the level of resilience possessed by students shows no difference, the achievement of each aspect has differences. Based on the results of the research that had been obtained, the discussion that had been made and the limitations obtained, then further research that will come can be directed at several backgrounds related to parents (education, marital status, work and economy). This type of research can also be developed through survey studies with qualitative designs through in-depth interview-based data collection

methods. Furthermore, the results of this mini research could also be used as a rationale for developing cultural resilience by using various counseling approaches. For example, using Cognitive Behavioral Play Therapy with traditional game strategies to develop cultural resilience.

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