



Profile of Student Academic Buoyancy Viewed from The Lampung Sub-Culture Indonesia

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ABSTRACT

Research related to academic buoyancy so far has been more centered on Western culture, especially in the secondary school realm. Indonesia is a plural country that requires studies and information to encourage academic success and focuses on positive development in Guidance and Counseling services. This study describes the level of buoyancy in the student context in terms of the Lampung subculture, namely the various tribes in Lampung Province such as the Javanese, Lampung Papedun and Lampung Saibatin, Malay, Minang, and Ogan. The method of the research uses quantitative method research with the survey. The correspondence of the research is 500 students from 4 (four) major universities in Lampung Province. The Academic Buoyancy Instrument used in this research is adapted from the theory of Marsh & Martin, and Smith (2019). Data analysis used Rasch model analysis with Winsteps program and descriptive analysis. The results had academic buoyancy in the moderate category for each indicator with different indicator values for each ethnic group in Lampung Province. This research shows that there are indicators of academic buoyancy that do not fully occur in tertiary institutions.

ARTICLE INFO

Article History:

Submitted/Received 01-06-2023

First Revised 06-02-2023

Accepted 29-02-2024

First Available Online 01-03-2024

Publication Date 01-03-2024

Keyword:

Academic buoyancy,
Students,
Subcultures.

1. INTRODUCTION

Lampung is a province that is rich in resources and culture. Various kinds of cultures in Lampung Province have their own values and colors that characterize Lampung Province from other provinces in Indonesia (Syah, 2017). Lampung Province has a population of 7,596,115 people spread across 14 Regencies/Cities, so Lampung is a social space. More than 60% of the population comes from Javanese ethnicity (Ananta et al., 2015; Trinangningsih & Asyik, 2019). In the last ten years, the population growth rate for Lampung Province has reached 2.69%, Lampung is a strategic place, as the entrance to the southern Sumatran sea route through the port, with an area of Lampung reaching 35,376.50 km², Lampung is a stopover for various ethnic groups, different religions. into a heterogeneous society (Ananta Et Al., 2015; Wibowo, 2018).

Groups within a society that share the values, norms, and practices of society are called subcultures (Irawan, 2022; Saputra et al., 2022). Lampung subculture is the result of segregation or group identification with similar interests, lifestyles, or beliefs (Nurdin & Damayanti, 2019; Sagala, 2021; Purnama et al., 2023). The socio-cultural structure of Lampung as a social realm can be grouped into internal subcultures and external subcultures. Lampung Province as a social realm which is called an internal subculture consists of ethnic Lampung in one group (Nurdin & Damayanti, 2019). While in the internal subculture, ethnic Lampung is divided into two groups, namely the Saibatin and Papadun tribes, and in another group, there are immigrant tribes, namely the Javanese, Minang, Malay, and Ogan, Komreng, Sasak, and Batak. (Noviana & Abdullah, 2022).

The population of each tribe (Saibatin and Papedun) is concentrated in two territories, namely the coastal area where the Saibatin settlement group inhabits areas along the coast of Lampung Bay, Semangka Bay, Rajabasa Coast, Melinting and West Coast, while inland areas the Papedun ethnic group inhabits the Onions and Pubian (Elmhirst, 2012; Margaretha, 2017; Syah, 2017; Wulandari et al., 2021).

Higher Education has functioned as a contribution to society, and education, the main aim of Higher Education is for students to succeed in academic life and be able to productive and optimal members of society (Purnama et al., 2023; Smith, 2020). In other words, higher education institutions provide opportunities for every student to become more independent in achieving academic success; However, studying in the context of higher education consists of academic challenges that are an undeniable everyday part of common academic life and the exam pressures, difficulty workloads, poor grades, and competitive for deadlines (Martin, 2020; Martin & Marsh, 2006, 2009; Martini, 2021).

The concept of academic buoyancy as the ability to challenges of everyday academic life in an appropriate way (Comerford et al., 2015). Student had the ability to survive in the face of daily challenges of academic life (Martin, 2020, 2021; Martin et al., 2010; Martin & Marsh, 2006, 2008, 2009; Martini, 2021; Smith, 2020). Academic buoyancy has six indicators, namely self-efficacy, academic planning, academic persistence, low academic anxiety, academic self-control, and social relations in academics. (M. Smith, 2020; V. G. Smith & Szymanski, 2013). These indicators are influenced by internal or external factors. autonomy and self-esteem are evidence of the role of internal factors (Masten & Garmezy, 1985). Social and cultural factors play a key role in developing interpersonal skills and dispositions for each individual's buoyancy (Comerford et al., 2015).

Cultural values can affect one's motivation, attitude, and perception of education. Values such as perseverance, discipline, self-respect, mutual assistance, and respect for traditions can play an important role in shaping a positive attitude toward education and influencing one's academic success (Byrne & Smyth, 2010; Tormey, 2007).

2. METHODS

2.1. Respondent

This research is quantitative and involved 500 student respondents at several universities in Lampung Province with backgrounds in Javanese, Papedun, Saibatin, Malay, Minang, and Ogan ethnic backgrounds. The distribution of respondents was uneven among the five tribes because the population size of each tribe in each university was uneven. Following **Table 1** are the Respondents' Demographic Characteristics:

Table 1. Respondent frequency demographic characteristics (n).

| Ethnic group | Frequency | Percentage |
|--------------------|------------|-------------|
| Java | 315 | 63,1 % |
| Papedun / Outback | 65 | 13 % |
| Saibatin / Coastal | 58 | 11,7% |
| Malay | 25 | 4,6 % |
| Minang | 15 | 2,9 % |
| Ogan | 12 | 4,25% |
| Total | 500 | 100% |

| Origin University | Frequency | Percentage |
|-----------------------------|------------|--------------|
| Universias Lampung | 65 | 6,3% |
| Institut Teknologi Sumatera | 100 | 19,7% |
| UIN Raden Intan Lampung | | 73,6% |
| STKIP Bandar Lampung | 35 | 0,4% |
| Total | 500 | 100 % |

The number of respondents from STKIP Bandar Lampung was only 35 people and that was only one class because the number of students at STKIP Bandar Lampung was small. Even though it has a small population, it represents a large university in Lampung Province and ethnic distribution in Lampung Province.

2.2. Instrument

The research instrument used an academic buoyancy scale adapted from the high school academic buoyancy instrument (Mawarni, 2019) with reference to the theory of Marsh & Martin 2006 and Smith 2019. Very contextual to conditions in Indonesia. The instrument used consisted of 80 items, which were made based on indicators of academic buoyancy namely academic self-efficacy, academic planning, academic persistence, Low of academic anxiety, academic of control, and academic community. Measurement using a questionnaire with a Likert scale, very suitable means value 1, does not match means value 2, does not match means value 3, quite suitable means value 4, appropriate means value 5, very suitable means value 6.

2.3. Procedure

Instruments are distributed in Google forms and filled out online. The respondent's university was visited to instructions for completing the instrument to teach lecturers who help provide direction to each semester 4 students at 4 Universities in Lampung Province. The process of filling in the instrument is first explained so students can understand the meaning of each item. The google form link is shared through the class whatsapp group and marked by students. Before filling out the Google form, respondents were asked for their willingness to answer honestly according to the conditions and circumstances.

2.4. Data Analysis

Data analysis used Rasch model descriptive analysis and the test with the Winstep application. Rasch analysis is used to describe the academic buoyancy that occurs in students in various tribes in Lampung Province, the rash model is also used to determine differences in academic buoyancy that occurs in each tribes in Lampung Province.

The analysis used refers to the Rasch model calculation rules with reference to: (1) Accepted Outfit mean square (MNSQ) = $0.5 < MNSQ < 1.5$; (2) Value of Outfit Z-standard (ZSTD) received = $-2.0 < ZSTD < +2.0$; (3) Measure Correlation value (Pr Mean Corr): $0.4 < Pt \text{ Measure Corr} < 0.85$ (Boone et al., 2014; Sumintono & Widhiarso, 2014). A respondent is declared fit if he meets at least one of the three criteria for determining personal fit (Sumintono & Widhiarso, 2014). Meanwhile, for calculating the readability of the data using a simple percentage calculation, after previously referring to the calculation of the High category with the formula $n \geq (\text{Mean} + 1 \text{ SD})$ $n \geq 4.91$, the Medium category (mean - 1 SD) $> n < (\text{mean} + 1 \text{ SD})$ $3.78 > n < 4.91$, Low category $n \leq (\text{mean} - 1 \text{ SD})$ $n \leq 3.78$.

3. RESULTS AND DISCUSSION

3.1. Results

Academic buoyancy in the Lampung subculture, it is known that there are six data sources, namely the six tribes in Lampung province, the six tribes are the Javanese, the Lampung Papedun/Inland tribe, the Saibatin/Pesisir Lampung tribe, the Malay tribe, the Minang tribe, and the Ogan. Each tribe has different academic buoyancy indicator values. Following **Figure 1** are the results of the distribution of academic buoyancy in the Lampung subculture.

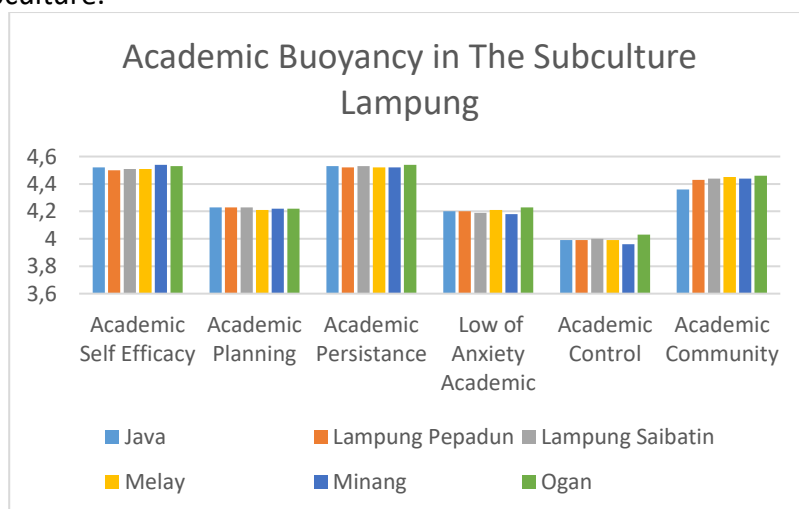


Figure 1. Results of the distribution of academic buoyancy in the Lampung subculture.

Based on the 6 ethnic backgrounds of the students involved in the research. The most ethnic origins were students from Java, namely 315 people (63.1%), followed by students with a background in Lampung ethnicity (Pedalaman/Pepadun) as many as 65 people (13.0%), Lampung ethnicity (Pesisir/Saibatin) 58 people (11.7%), Malay 25 people (4.6%), Minang 15 people (2.9%), and Ogan 12 people (4.2%). Researchers analyzed students with backgrounds from the six most ethnic groups and who were located around the Lampung area including the Javanese, Lampung inland/Pepadun, Lampung Pesisir/Saibatin, Malay, Minang, and Ogan.

Based on the 500 correspondents studied, it is known that the buoyancy of each indicator has a different value. Good for each indicator The six tribes are then analyzed from the six indicators of academic buoyancy, which gives an overview of all aspects in the medium category which can be seen in **Figure 2**.

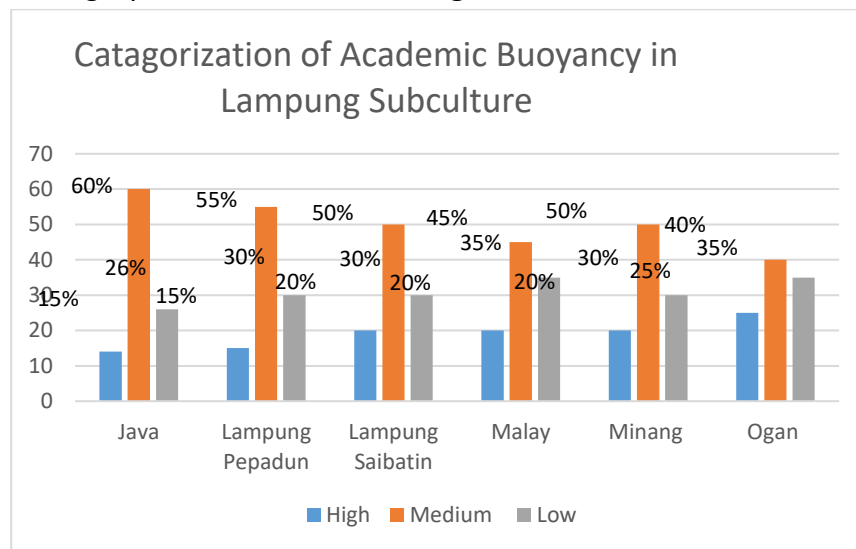


Figure 2. Distribution of academic floatability categorization results in each tribe.

In all aspects, each tribe can be dominant in the medium category with the highest score being Javanese, namely 60%, followed by Lampung Pepadun 55%, Lampung Saibatin and Minang both having the same value, namely 50%, Malay 45% and Ogan 40. %. In the high category, the Ogan tribe has a higher score than other tribes, namely 25%, while the Lampung Saibatin, Minang, and Malay tribes have the same percentage, namely 20%, and Lampung Pepadun 15% for the high category. In the low category, the highest was the Malay and Ogan tribes, namely 35%, then the Lampung Papedun, Saibatin, and Minang tribes, 30%, and finally the Javanese, 26% for the low category.

More specifically each indicator of academic buoyancy in each tribe can be seen in the following figure.

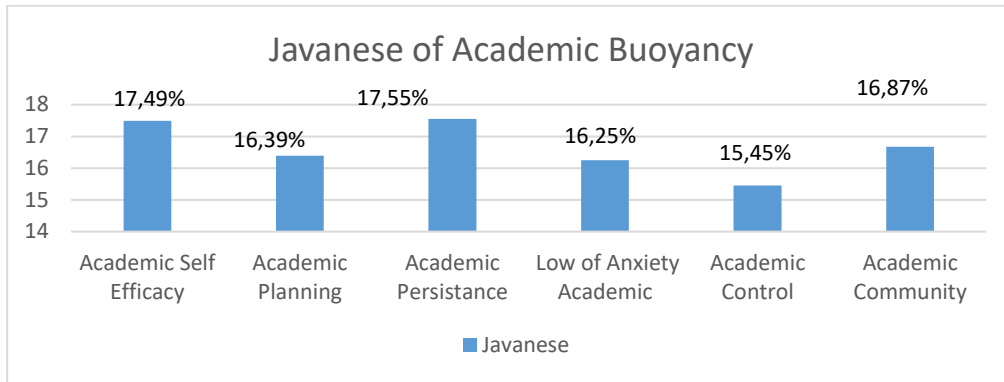


Figure 3. Distribution of javanese academic buoyancy results.

The **Figure 3** shows the overall average Javanese academic self-efficacy is 4.52 (17.49%), academic planning is 4.23 (16.39%), academic persistence is 4.53 (17.55%), low academic anxiety is 4, 20 (16.25%), academic self-control 3.99 (15.45%) and social relations in academics 4.36 (16.87%).

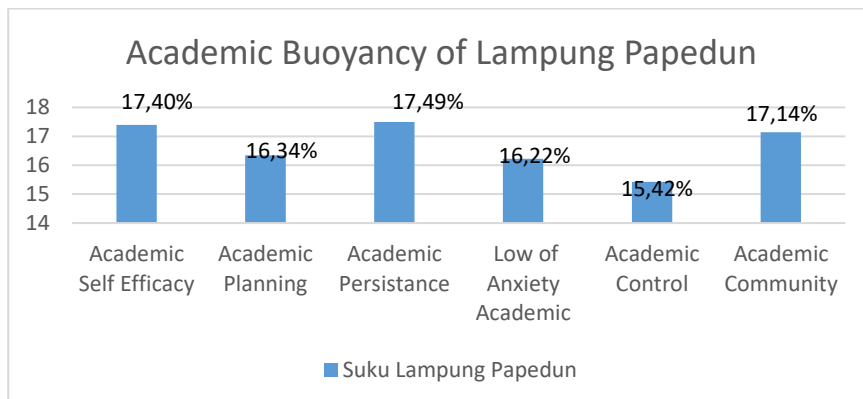


Figure 4. Distribution of academic buoyancy results for the Lampung Papedun tribe.

The Lampung Papedun tribe has an average self-efficacy of 4.50 (17.40%), academic planning of 4.23 (16.34%), academic persistence 4.52 (17.49%), low academic anxiety 4.20 (16.22%), academic self-control 3.99 (15.42%) and social relations in academics 4.43 (17.14%) (see **Figure 4**).

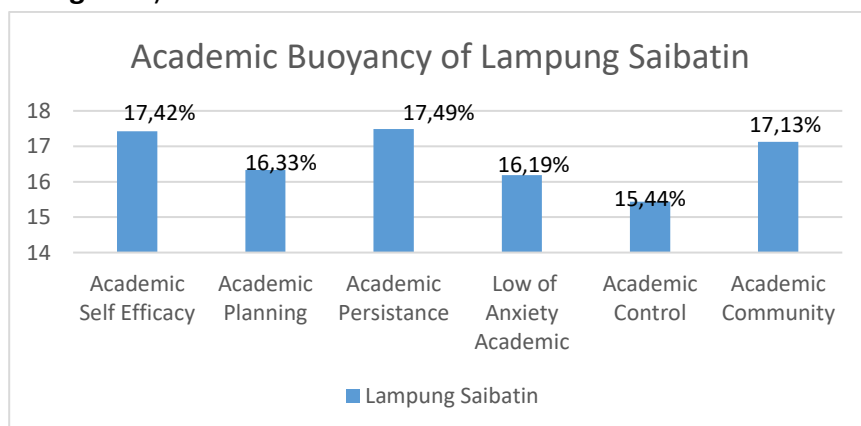


Figure 5. Results of the distribution of academic buoyancy of the Lampung Saibatin tribe.

The Lampung Saibatin tribe has an average self-efficacy of 4.51 (17.42%), academic planning of 4.23 (16.33%), academic persistence of 4.53 (17.49%) low academic anxiety of 4.19 (16.19%), academic self-control 4.00 (15.44%), and social relations in academics 4.44 (17.13%) (see Figure 5).

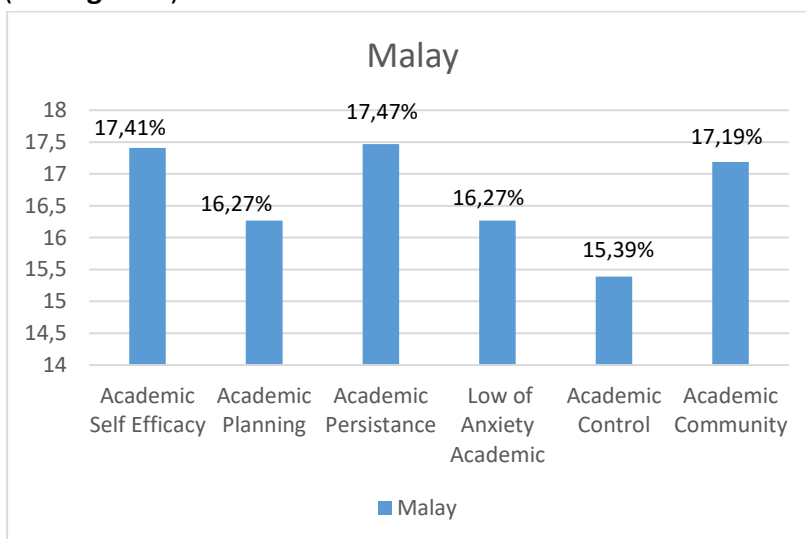


Figure 6. Results of the distribution of Malay academic buoyancy.

The Malays averaged self-efficacy 4.51(17.41%), academic planning 4.21(16.27%), academic persistence 4.52 (17.47%), low academic anxiety 4.21 (16, 27%), academic self-control 3.99 (15.39%) and social relations in academic 4.45 (17.19%) (see Figure 6).

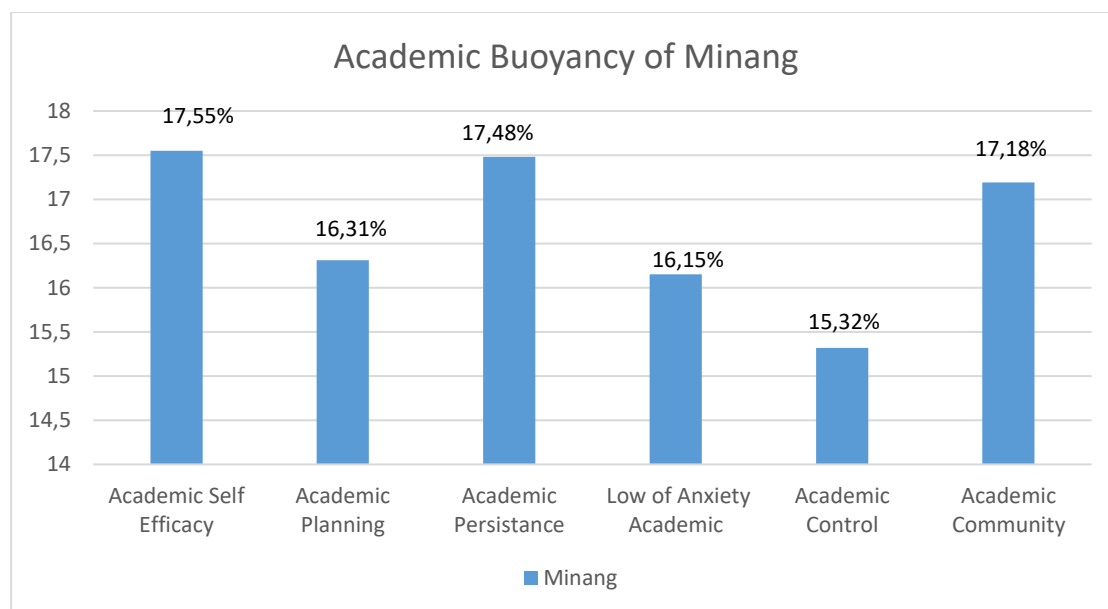


Figure 7. Results of the distribution of academic buoyancy of the Minang tribe.

The Minang average self-efficacy 4.51(17.55%), academic planning 4.21(16.31%), academic persistence 4.52 (17.48%), low academic anxiety 4.21 (16.15%), academic self-control 3.99 (15.32%) and social relations in academics 4.45 (17.18%) (see Figure 7).

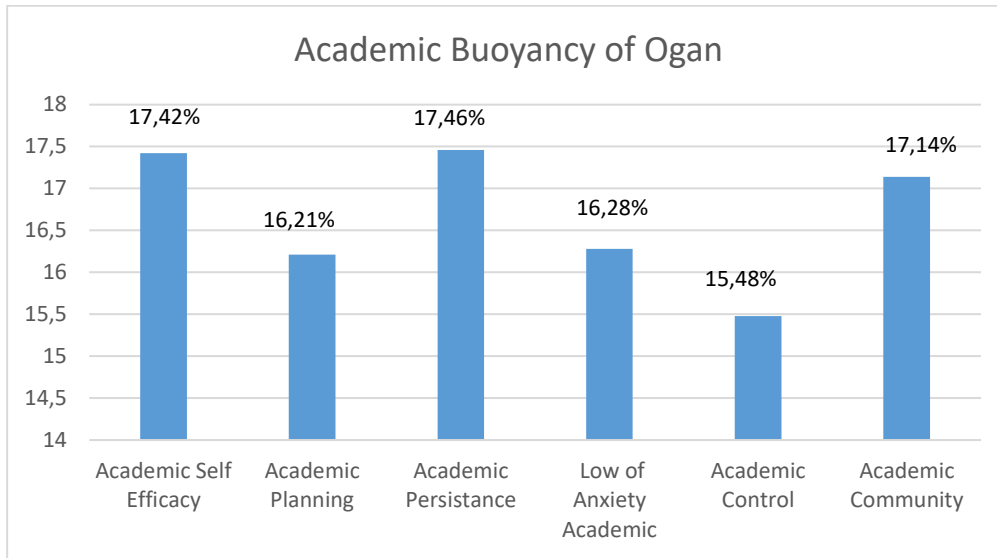


Figure 7. Results of the distribution of academic buoyancy of the Ogan tribe.

The Ogan tribe averaged self-efficacy 4.53 (17.42%), academic planning 4.22 (16.21%), academic persistence 4.54 (17.46%), low academic anxiety 4.23 (16.28%), academic self-control 4.03 (15.48%), and social relations in academics 4.46 (17.14%) (see **Figure 7**).

3.2. Discussion

The academic buoyancy indicator is an important factor in determining one's academic success. Academic buoyancy encompasses several factors, including self-efficacy, academic planning, academic persistence, low academic anxiety, academic self-control, and social relationships in academic contexts. In the context of the Lampung subculture, there are various tribes in Lampung Province with characteristics and conditions that affect indicators of student academic buoyancy. The influence of the characteristics and conditions of the Javanese, Lampung Papedun, Lampung Saibatin, Malay, Minang, and Ogan tribes on the academic buoyancy indicators of students in Lampung Province.

The Javanese ethnic community exhibits a notably elevated mean value in academic self-efficacy compared to other factors, registering at 4.52 (17.49%), alongside a parallel high value of academic perseverance at 4.53 (17.55%). These metrics underscore a robust educational tradition and the establishment of a rigorous academic achievement framework. Such metrics are influential in shaping the academic self-efficacy, perseverance, and mitigating academic anxiety among Javanese students in the Lampung Province (Singagerda et al., 2020; Tauhidi et al., 2020). The Javanese populace demonstrates remarkable resilience and confidence, particularly in light of their status as newcomers who contend with indigenous Lampung individuals. Accordingly, findings from this study reveal that each indicator of the Javanese ethnicity exhibits the highest academic potency within the moderate category, comprising 60%, and exceeds 25% within the high category. These findings instill a sense of confidence among students to effectively manage study schedules, handle assignments proficiently, and plan academic pursuits meticulously, albeit with a heightened degree of consistency.

Meanwhile, the Papedun Lampung ethnic group exhibits unique characteristics and conditions. Based on obtained data, the highest factor identified is academic perseverance at 4.52 (17.49%), followed by self-efficacy at 4.50 (17.40%). These traits are

influenced by the geographical location of the Papedun ethnic group, whose livelihoods are predominantly agricultural and horticultural (Elmhirst, 2012; Margaretha, 2017; Syah, 2017). This condition can affect the academic buoyancy indicators of Papedun Lampung ethnic students in Lampung Province, as they demonstrate greater diligence and perseverance compared to other ethnic groups due to their familiarity with the processes of cultivation and harvesting in agriculture. Dependence on agricultural and horticultural sectors may influence academic planning self-efficacy and academic persistence among Papedun Lampung ethnic students. Moreover, limited access to education and academic facilities in rural areas can impact academic self-regulation among Papedun Lampung ethnic students, which tends to be higher (Wibowo, 2018). Consequently, the data obtained indicates that 55% of the Lampung Saibatin ethnic group fall into the moderate category, while only 13% fall into the high category across various academic buoyancy factors.

The Saibatin Lampung ethnic group exhibits distinct characteristics and conditions compared to other Lampung ethnic groups. The Saibatin Lampung ethnic group demonstrates the highest academic buoyancy data in each aspect, particularly in academic perseverance and self-efficacy, with averages of 4.51 and 4.53, respectively, representing over 17.42%. However, they show a lower score in self-control, averaging at 4.00 (15.44%). Based on these values, it can be analyzed that the contributing factors lie within the richness of traditions and culture, including arts and cultural practices (Syah, 2017). Their practices in the fishing sector and the harshness of life in coastal cultural habits influence academic planning self-efficacy and academic persistence among Saibatin Lampung ethnic students. The influence of these traditions and culture may affect the academic buoyancy indicators of Saibatin Lampung ethnic students in Lampung Province. Consequently, the average category results in only 50%, with only 20% falling into the high category.

Based on the data analysis, the Malay ethnic group exhibits higher values in academic self-efficacy, academic perseverance, and social academic relationships compared to other aspects, with values exceeding 17%. This indicates an influence on academic resilience indicators among students in Lampung Province based on cultural habits and geographical location (Sari Syska Purnama et al., 2023). The Malay community holds strong values regarding education, such as valuing knowledge and emphasizing the importance of formal education. This can contribute to academic planning self-efficacy, academic perseverance, and lower academic anxiety among Malay students in Lampung Province (Diswantika Noviana & Qurbi Abdullah, 2022; Elmhirst, 2012). Furthermore, the strong familial bonds in Malay culture can help foster positive social relationships in an academic context (Saputra et al., 2022).

Thus, it cannot be denied that the values of the Minang ethnic group also have an influence on the academic aspects of students in Lampung Province (Noviana & Abdullah, 2022; Saputra et al., 2022; Singagerda et al., 2020; Tauhidi et al., 2020). The Minang ethnic group is renowned for their migratory habits and high spirit of resilience. These conditions can affect the academic persistence and academic self-regulation of Minang students in Lampung Province. Furthermore, the strong social networks and high family support in Minang culture can have a positive impact on academic buoyancy aspects (Zulkarnaen, 2019). Therefore, this is considered valid based on the average data of Minang people: self-efficacy 4.51 (17.55%), academic planning 4.21 (16.31%), academic perseverance 4.52

(17.48%), low academic anxiety 4.21 (16.15%), academic self-regulation 3.99 (15.32%), and social relationships in the academic field 4.45 (17.18%).

The Ogan ethnic group also has the potential to influence the academic capacity aspects of students in Lampung Province, with self-efficacy at 4.53 (17.42%), academic perseverance at 4.54 (17.46%), and social relationships in the academic field at 4.46 (17.14%). This influence stems from cultural factors and the limited accessibility to educational and academic facilities in rural areas, which can pose challenges for academic planning self-efficacy and academic persistence among Ogan students (Nurdin & Damayanti, 2019; Warganegara & Waley, 2022). The Ogan ethnic group possesses a rich cultural heritage, including arts and traditions. This cultural diversity can enrich the academic experiences of Ogan students and strengthen social relationships in an academic context.

4. CONCLUSION

The characteristics and conditions of the Lampung subculture, such as the Javanese, Lampung Papedun, Lampung Saibatin, Malay, Minang, and Ogan, can affect indicators of student academic buoyancy. Each ethnic group has different values, traditions, and social conditions, which can influence academic self-efficacy, academic planning, academic persistence, lower academic anxiety, academic self-control, and social relations in academic contexts.

To provide resilience to students, the authors suggest further research to develop academic buoyancy in the low category for students to be able to develop academic buoyancy and a more systematic method for developing indicators, especially academic self-control as the lowest indicator in various ethnic groups in Lampung Province.

5. AUTHORS' NOTES

The authors would like to thank Lembaga Pengelola Dana Pendidikan (LPDP) under the Indonesian Ministry of Finance, which has supported the publication of this article.

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