Indonesian Cultural Values as Pillars of Academic Resilience: A Study on Indonesian Higher Education Students

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Abstrak

Penelitian ini mengidentifikasi masalah terkait tantangan yang dihadapi mahasiswa dalam menjalani pendidikan tinggi, yang memerlukan ketahanan akademis untuk menghadapinya secara efektif. Penelitian ini bertujuan untuk menganalisis peran nilai lokal Indonesia, seperti "gotong royong", "tawakall", dan "kesederhanaan", dalam membentuk ketahanan akademis mahasiswa. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan focus group discussion, yang melibatkan 82 mahasiswa tingkat sarjana di tiga kota besar di Indonesia. Pengumpulan data dilakukan melalui diskusi kelompok terarah yang mengeksplorasi pengalaman dan pandangan mahasiswa mengenai ketahanan akademis. Analisis data dilakukan secara tematik untuk menggali kontribusi nilai-nilai lokal terhadap ketahanan akademis, seperti ketekunan, kemampuan beradaptasi, dan keterampilan memecahkan masalah. Hasil penelitian menunjukkan bahwa nilai-nilai lokal Indonesia berperan penting dalam membentuk ketahanan akademis mahasiswa, dengan memberikan dasar bagi ketekunan dan adaptabilitas. Penelitian ini juga membahas pentingnya mengintegrasikan nilai-nilai lokal dalam praktik pendidikan dan penelitian di universitas untuk menciptakan lingkungan akademis yang resilien. Simpulan dari penelitian ini adalah bahwa upaya kolaboratif antar pemangku kepentingan universitas sangat diperlukan untuk mempromosikan nilai-nilai lokal dalam memperkuat ketahanan akademis mahasiswa.

Kata Kunci: *Ketahanan Akademik, Nilai Lokal, Pendidikan Tinggi, Manajemen Pendidikan*

Abstract

This study identifies the challenges faced by students in higher education, which require academic resilience to overcome effectively. The study aims to analyze the role of local Indonesian values, such as "*gotong royong*" (mutual cooperation), "*tawakall*" (trust in God), and "*kesederhanaan*" (simplicity), in shaping students' academic resilience. The research method employed is a qualitative approach using focus group discussions, involving 82 undergraduate students from three major cities in Indonesia. Data collection was conducted through guided group discussions that explored students' experiences and perspectives on academic resilience. Data analysis was carried out thematically to uncover the contributions of local values to academic resilience, such as perseverance, adaptability, and problem-solving skills. The findings of the study indicate that local Indonesian values play a crucial role in shaping students' academic resilience by providing a foundation for perseverance and adaptability. The study also discusses the importance of integrating local values into educational practices and research at universities to create a resilient academic environment. The conclusion of this study is that collaborative efforts among university stakeholders are essential to promoting local values in strengthening students' academic resilience.

Keywords: Academic Resilience, Local Values, Higher Education, Educational Management

1. INTRODUCTION

Higher education serves as a center for educational and research activities, playing a crucial and central role in human resource development. Ministry of Education and Research state that in 2021, there were 2.1 million new university students in Indonesia. Indonesian students commonly report encountering diverse challenges across academic, social, and economic spheres (Harsanto, 2014; Rosa, 2020). Among these challenges are heightened academic pressures, insufficient social support, and financial constraints. Previous study

argues that student life in higher education tends to be more liberal and open, leading to more frequent and easily occurring physical, psychological, and emotional fluctuations (Ilona et al., 2011; Oda et al., 2021). Other study states that a significant issue experienced by students is related to the availability of funding for education expenses (Tholani, 2013). Additionally, various mental disturbances or poor conditions arise among students, such as stress, anxiety, and depression. Research by another study found that symptoms of depression are related to pressure in social interactions, intrapersonal issues, and academic matters (Al Mamun et al., 2022).

Academic resilience is one of variable that considered capable of helping students overcome various encountered problems. Resilience is defined as an individual's capacity to rebound, surmount challenges, and cultivate social and academic competencies despite enduring significant stressors (Dermawan & Handayani, 2019; Ricchiardi & Emanuel, 2018; Senok et al., 2022). Academic resilience empowers students to maintain focus on their educational objectives, effectively manage stressors and challenges, and attain success in their academic pursuits. In a study conducted previously, it was found that academic resilience positively and significantly correlates with academic achievement (Salim & Fakhrurrozi, 2020). Resilience is also closely related to various other variables such as self-efficacy, metacognitive beliefs, motivation to progress, social support, and coping styles (Latif & Amirullah, 2020; Wills & Hofmeyr, 2019).

Resilience has garnered significant attention among researchers lately, the world health organization has included the resilience topic on the sustainable development goals agenda (Latif & Amirullah, 2020; Savitsky et al., 2020). There are various approaches to the concept of resilience, one approach that needs to be discussed regarding resilience is the approach of using local values or local culture. Culture is a normative pattern of behavior, a means of self-expression, and a way of thinking that is learned by humans from generation to generation from previous generations (Khusumadewi et al., 2017; Nuryadi et al., 2020). For Indonesians, the term resilience is quite hard to understand, it is important to integrate resilience with local values, so it is easier for people to learn and apply it. Resilience is also one of the main objectives of the new programmes from Indonesian ministry of education and culture that is *Program Merdeka Belajar Kampus Merdeka*. One of main objectives is to produce graduates who are relevant to the needs of the times and have strong soft and hard skills (Anggraini et al., 2022; Krishnapatria, 2021). Resilience based on local values can add to the resources of resilience studies from the perspective of indigenous communities and can explore the potential of local values to form a positive mentality in students.

University students in Indonesia face complex challenges in higher education, including academic pressure, limited social support, and financial constraints, as previously discussed. While academic resilience holds significant potential to help students overcome these challenges, the concept of resilience, which is often universal or Western-centric tends to be less relevant within the context of Indonesia's local culture (Salim & Fakhrurrozi, 2020; Warshawki, 2022). This disconnect renders the concept difficult for students to understand and apply effectively. Therefore, a culturally relevant approach is needed to develop academic resilience by integrating local values.

Local culture and values in Indonesia are influenced by a culture of collectivism that upholds togetherness and cohesiveness, as well as values related to religiosity. According to previous study Indonesia is a country that recognizes religion or belief in God Almighty (Cinantya et al., 2018). Values in society are closely related to the religion that is embraced, for example in Islam there are two principles that must be implemented by humans, there were *ikhtiar* (trying) and *tawakal* (relying on all matters to Allah SWT) (Abrosimova et al., 2019; Winarno et al., 2022). The local values that are upheld can help individuals to face difficulties, including patience and *tawakal* to reduce academic stress in students '*gotong*

royong' in dealing with the Covid-19 pandemic, and building a modest lifestyle through education to overcome online fraud (Subiyakto et al., 2016; Tadjuddin, 2013).

Therefore, this study offers novelty by exploring academic resilience through the lens of Indonesian culture, utilizing local values as the foundation for strengthening resilience. In contrast, previous studies have predominantly focused on universal or Western-based factors of resilience, often overlooking the context of Indonesia's local culture. This research aims to explore academic resilience in students based on local values in Indonesian culture so they can be more adaptive and competitive in higher education. This research was conducted on students from 3 big cities in Indonesia, namely Semarang, Denpasar, and Yogyakarta in overcoming academic challenges in higher education.

2. METHODS

Participants recruited from three big diverse culture cities in Indonesia: Semarang, Denpasar, and Yogyakarta .We use purposive sampling to recruit participants through center of study campaigns on three big university in each city (Universitas Diponegoro in Semarang, Universitas Udayana in Bali, and Universitas Gadjah Mada in Yogjakarta). The following criteria had to be met for inclusion: (1) Undergraduated students on Semarang, Denpasar, and Yogyakarta, (2) Have finished at least one semester of university-level studies, (3) Have Indonesian citizenship, (4) Willing to participate in research activities by signing an informed consent form. Focus groups were utilized as they are well-suited for providing insight into the underlying assumptions shaping people's views and opinions, such as perceptions regarding academic resilience based on local values within Indonesian culture (Costantino & Bonati, 2014; Namaziandost et al., 2019). Additionally, they promote engagement among potential users to gather further insights on the discussed topics. In the preceding semester of 2023, a total of five focus groups, each comprising eight to ten participants, were conducted. The decision to limit the number of participants in each focus group to a maximum of ten was made to facilitate meaningful discussions, ensuring that all participants had the opportunity to contribute (Chapoton et al., 2020; Gullifer & Tyson, 2010).

Upon arrival, all participants provided written informed consent and filled out a brief questionnaire regarding their gender, originating university, citizenship, and length of study. Following this, a brief introduction to the RKI project was given. Subsequently, the discussion was guided by a semi-structured topic list and corresponding open-ended questions. The focus group discussion (FGD) begins with an opening, where the full name and nickname of each participant are introduced. Prior to expressing opinions, the interviewer always initiates by addressing the participant's name first. This facilitates the process of coding the recorded results. As an incentive, participants received a monetary gift of Rp.25.000 for their participation in the study. Topic List of the focus group is show in Table 1.

Table 1. Topic List of the Focus Group

No	Question
1	What difficulties/challenges and obstacles did you experience as a student during your studies?
2	How do you overcome these difficulties/challenges and obstacles?
3	What do you know about academic resilience? If the participant answers that they do not know, an explanation can be given as an introduction.
4	After obtaining an overview of academic resilience, what is your perception of the current state of academic resilience for you?

No	Question
5	Do local values play a role in developing your academic resilience skills? If so, could you elaborate on which values influence you and how they are manifested, as well as the impact they have on you? If not, what are your thoughts on what measures should be taken to cultivate academic resilience skills in students?

The audio-recorded data of the focus groups were transcribed verbatim. The verbatim code for Focus Group Discussion (FGD) implementation data is categorized by city, using "J" for Jogjakarta, "S" for Semarang, and "B" for Bali. During coding, participants' names were pseudonymized. In order to structure the raw data into codes and themes, the five steps thematic analysis, namely, (1) become familiar with the data, (2) generate initial code, (3) Search of themes, (4) review themes, (5) define themes (Azmi et al., 2021). The data analysis process begins with the creation of FGD transcripts from the three cities, the transcripts are made in the form of tables and given row numbers to facilitate analysis. Then coding is done for each conversation theme, from the collection of codes then collected according to the similarity of the theme.

3. RESULTS AND DISCUSSION

Results

The demographic profile of the participant as gender, citizenship, and university is show in Table 2.

Table 2. The Demographic Profile of the Participants

Aspect	n: 82	%
Gender		
Woman	52	63.4
Man	30	36.6
Citizenship		
Java	49	59.8
Bali	10	12.2
Jogjakarta	10	12.2
Jakarta	6	7.3
Sumatera	5	6.1
Sulawesi	2	2.4
Originating University		
Universitas Diponegoro	45	54.9
Universitas Gadjah Mada	22	26.8
Universitas Udayana	15	18.3
Length of Study (at the University)		
One Year	58	70.7
Two Year	17	20.7
Three Year	7	8.5
Challenges Faced by Students		
Personal Issues	19	23.1
Academic Issues	21	25.7
Social Issues	42	51.2

Table 2 provides a breakdown of the demographic characteristics of the participants engaged in this study. The majority of participants were female (63.4%), hailing from Java,

Indonesia (59.8%), enrolled at Universitas Diponegoro (54.9%), and had completed one year of study (70.7%). From the discussion, students from Jogjakarta said that their academic resilient strategy were support from their friends (*gotong royong*), self-management, and modesty, while students from Semarang said that their academic resilient strategy were *tawakal* and *gotong royong*, and students from Denpasar said that their academic resilient strategy were *gotong royong*, *tawakal*, and politeness.

Challenges Faced by Students during their Academic Journey

The research findings highlight various challenges confronting students, there are personal issues (e.g time and financial management, self-doubt), academic issues (e.g course pressure, exam preparation), and social issues (e.g adapting to new environments) including adjusting to new academic environments and requirements, encountering technical issues with assignments, juggling numerous non-academic commitments, grappling with self-confidence issues, and struggling with time and financial management. Regarding adaptation challenges, these are primarily linked to changes in living environments. Additionally, navigating interactions with students from diverse cultural backgrounds presents another distinct challenge for students. The technical issues in completing assignments arose from group members who were unresponsive and unclear instructions for the assignments. The abundance of non-academic activities poses a challenge for students. Students grapple with a lack of self-confidence due to the tendency to compare themselves with others. The challenges faced by students also revolve around inadequate time and financial management.

The Strategies that Student's Employ to Conquer these Hurdles

The research findings indicate that students employ various strategies to address the challenges they face, including prioritizing tasks, seeking and cultivating support systems, rewarding themselves, and maintaining self-motivation. Students establish a priority scale by assessing the issues and identifying tasks that require immediate attention. Different attempts to cultivate a support system include selecting a positive circle of friends and fostering a conducive living environment. Some of the self-rewards that students engage in include prioritizing sufficient rest, purchasing favorite items, and indulging in recreational activities such as gaming. Efforts to increase self-motivation are carried out by focusing on increasing self-capacity and thinking positively, making other people's success a motivation.

Undergraduate Students' Self-Assessment of their Academic Resilience Status

The research findings reveal that students undergo fluctuations in their academic resilience levels each semester. Nevertheless, some students perceive their academic resilience as lower compared to their peers. Participants noted that students demonstrate high academic resilience when they maintain strong academic performance and maintain a high Grade Point Average (GPA) despite engaging actively in various extracurricular and non-academic activities.

Discussion

Academic resilience also can be comprehensively understood through the lens of Bronfenbrenner's Ecological Systems Theory, which highlights the interplay of individual, social, and environmental factors in fostering resilience (Espericueta-Medina et al., 2020; Martin, 2013). Previous study state that ecological systems has potential to inform resilience-building strategies by emphasizing the dynamic and temporal interactions among personal, contextual, and systemic factors (Sheridan et al., 2019). Various local values such as gotong royong, tawakal, and modesty have contributed to sustaining the Indonesian nation in the past, present, and future.

Gotong royong is a form of active participation from every individual involved to give positive value to every object, problem, or need of the people around them. As a reflection of the character of the Indonesian society, the Gotong Royong is included in one aspect of the values of character education (Andika, 2022; Putri, 2019). This gotong royong culture affects the education system in Indonesia. At the university level, the presence of lecturer as mentors, study groups, and group assignments reflect the culture of gotong royong (Anshori, 2017; Rahayu et al., 2023). Previous research found that collaborative task can increase self-esteem, the ability to work together, solve problems, communicate, leadership skills, and time management (Nguyen et al., 2019).

Academic stress experienced by students can be caused by several factors, including the mindset of individuals when they have expectations and confidence in their ability to achieve these expectations. When people give their outcomes to God, they will feel at ease, which will help them think positively and not become overly anxious (González-Valero et al., 2019; Lubis et al., 2022). Indonesia is a nation where the majority of its population adheres to a religious faith. Most of the Javanese people are Muslim and the Balinese people are Hindu. In the Islamic religion, the act of surrendering to God is called tawakal and In Hinduism have some confidence in facing problems, namely Indip and Aguet. Tawakal does not mean acting passively or without trying, but is balanced with trying according to individual ability. In the western concept, there is a similar concept to tawakal, namely Surrender to God (Sari et al., 2021; Sokip et al., 2019).

Modesty is defined as a moderate self-view that involves seeing oneself as an ordinary person, not as a very positive or negative person, in several personal attributes, such as personality traits, abilities and skills, physical appearance, and social behavior (Duana Sutika, 2019; Rukiyati Sugiyo & L. Andriani Purwastuti, 2017). Students that are modest will be able to managing expressions and emotions, reduce tension, be easily liked and respected by others, have a good interpersonal personality, and tend to give a positive impression. The results of previous research show that the level of modesty is positively related to emotional intelligence, self-esteem, subjective well being, and negatively correlated with depression (Rukiyati Sugiyo & L. Andriani Purwastuti, 2017).

Local values can help regulate individual behavior because it consists of soft skills and ethical values. It is important to incorporate local values into the education system and the community. When traditional values in society are lost, people will lose their identity and sense of pride (Harun et al., 2020; Torres-Gastelú & Kiss, 2016). Several examples of the integration of local values in education have succeeded in forming positive individual character, for example the value of 'gotong royong' taught in scout activities can increase attitudes of cooperation, mutual help, kinship and solidarity (Tadjuddin, 2013). The value of local wisdom 5S (Senyum, Salam, Sapa, Sopan dan Santun) which is implemented in Junior High School produces positive characters in students such as discipline, independence, piety, honesty, friendly, polite, smart and cooperative (Asrial et al., 2022; Hartadiyati et al., 2017), as well as the application of education based on iman-taqwa and good 'akhlaq' in Junior High Schools in Bangka Belitung is the basis for schools to adapt to changes in the era of massive technological developments (Sambodo et al., 2022).

Collaborative endeavors among university stakeholders, including faculty, administrators, and local communities, are aimed at fostering a conducive environment for cultivating academic resilience in students. Previous research conducted delved into student perceptions regarding the university climate, revealing a moderate correlation between students' perceptions of various university facets—academic, social, administrative, and service—and their academic resilience (Gil Cordero et al., 2023). Previous study underscored the necessity of stakeholder, community, and societal support for students' adaptive capacities (Harris et al., 2019). Additional studies have underscored the critical role of familial traditions and social support in students' ability to confront diverse university

challenges and develop academic resilience (Cabalquinto, 2023). Collaborative efforts are instrumental in addressing multifaceted challenges, evaluating policies, promoting educational excellence, facilitating socialization, expanding support services, and enhancing students' access to mental health resources (Spires et al., 2019; Sulistyaningrum et al., 2019).

Moreover, it is imperative for universities and collaborating entities to fortify resilience by bolstering local values. Education needs to consider local uniqueness, such as emphasizing collectivist values (Sakurai et al., 2018; Tristananda, 2018). Collectivist comportment entails active participation in collective problem-solving, collaborative solution-seeking, attentive listening, mutual support, and effective conflict resolution, which may manifest in communicative endeavors or collaborative endeavors (Williams et al., 2009; Woodrich & Fan, 2017). In the Indonesian context, this collectivist ethos is encapsulated in the term "gotong royong." Additionally, the value of "tawakal" is notable, with higher levels correlating with diminished academic stress among students. Furthermore, the virtues of politeness or humility are esteemed as local values in Indonesia. These various positive impacts on students are because education involving wisdom and local values can create a learning environment that instills positive values (Sumarjoko & Musyiam, 2017).

Therefore, this study highlights the importance of integrating local values into educational practices to improve academic resilience among Indonesian students. Furthermore, the study suggests that higher education policies and curricula should emphasize the incorporation of local wisdom to strengthen resilience. Moreover, this study also highlights the critical role of collaborative efforts among university stakeholders to establish healthy environment that enable local values to foster perseverance, adaptability and problem-solving skills. However, the study also has some limitation such as the majority of participants were from Java which might have skewed the findings toward the Javanese cultural perspective, potentially underrepresenting other regional values and experiences. Future studies should include participants from underrepresented regions, such as Sumatra, Kalimantan, and Papua, to capture a more comprehensive understanding of academic resilience across Indonesia. This study also only use Focus Group Discussion as sole data collection method, which may have constained the diversity of data. Future studies can use other methods, such as individual interviews or surveys to provide additional insights.

4. CONCLUSION

Positive local values applied in Indonesia provide many benefits for various groups of people, including students. These values can contribute to improving academic resilience in education and research. The results show that it is important to integrate these values into educational/academic practices. Positive local values in Indonesia that found in this research are *gotong royong*, *tawakal*, and modesty. Those local values can shape perseverance in facing academic pressure, adaptability to new academic environment in university, and problem-solving skills, Therefore, future program about cultural local values intervention from lecturers, administrators, and local communities can be applied to improve academic resilience in students.

5. ACKNOWLEDGEMENT

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