

SOCIAL SUPPORT AND ACADEMIC RESILIENCE IN ETHNIC MINAHASA OVERSEAS STUDENTS

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Abstract

This study aims to identify the relationship between social support and academic resilience. The research method used is quantitative method with correlational design. Participants in this research were 77 overseas students of Satya Wacana Christian University who came from Minahasa ethnicity through saturation sampling technique. Measurements used The Academic Resilience Scale (ARS-30) ($\alpha = 0,744$) and Multidimensional Scale of Perceived Social Support (MSPSS) ($\alpha = 0,789$). The data analysis method used Karl Pearson's Product moment correlation test. The results showed there was a significant positive relationship between social support and academic resilience ($r = 0,562$) with a significance level of 0,000 ($p < 0,05$). This means that the higher the social support received by overseas students, the stronger their academic resilience. The recommendations of this study are addressed to related institutions to design psychological intervention programs and special support for overseas students, as well as to the overseas students themselves to actively seek sources of social support and develop an optimistic attitude.

Keywords: academic resilience, social support, overseas students

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Introduction

Students are individuals who are studying or studying at the university level, both public and private or other institutions that are at the same level as universities (Siswoyo, 2007). According to Hurlock (1999), students are in a transitional period from late adolescence to early adulthood. Based on the age range, students are in the age range of 17 to 25 years (Papalia, 2012). Individuals who enter the late adolescence to early adulthood stage of development experience a transition from late adolescence to early adulthood called the emerging adulthood stage. At this stage individuals will be free to explore, take opportunities to make decisions, experiment, and emphasize themselves to learn independently and believe in themselves, stand alone and express themselves (Arnett, 2012). This also occurs in making decisions to continue education in a new environment away from home.

Many individuals choose to migrate outside the region for various purposes, either in search of a better life or to get a higher quality education (Sari & Aviani, 2020). Migrating has also become a culture of most people in Indonesia which shows a form of independence from a person (Hediati, 2020). Individuals who migrate to other areas with the aim of continuing their education and seeking skills are generally students (Shafira, 2015). Migrant students are individuals who decide to leave their home area to continue higher education outside the region for a certain period of time (Nuralisa et al., 2016). Their goal of migrating is to get a better education in the desired field (Shafira et al., 2015).

Salatiga City is one of the cities in Central Java that has several universities, one of which is Satya Wacana Christian University (UKSW). UKSW is one of the universities that has an academic community that comes from various regions in Indonesia. This makes Satya Wacana Christian University often called Indonesia Mini because it has many students who

are not only from Salatiga city or its surrounding areas. Based on data obtained from the Biro Administrasi & Akademik, there are 77 students in batch 2022 who are still actively studying from Minahasa ethnicity who left their home area to pursue education in Salatiga City.

Students have demands to be able to understand a concept, analyze a problem and be able to find the right solution to the problem. However, various problems can occur in the lecture process that is undertaken which can trigger psychological impacts such as stress if individuals are unable to meet these demands (Sagita, Daharnis & Syahniar., 2017). Students who are migrating have their own problems when they migrate. The problems faced by students who migrate can be in the form of sociocultural problems, sociopsychological problems and academic problems (Rayyan et al., 2023). Academic problems experienced by overseas students are in the form of differences in learning systems between universities and high schools which require students to adapt because each university has a different teaching model such as students being required to be more active in the classroom (Rozali, 2015). In addition, language barriers in participating in the learning process are also an academic problem experienced by overseas students. Rayyan et al. (2023) stated in their research that language barriers are a significant challenge for students, especially in the learning process. This is also in line with research conducted by Niam (2009) which states that students who come from outside Java often experience difficulties due to cultural differences which include language. The statement described above is in line with research conducted by Smith & Khawaja (2014) which found that the challenges faced by overseas students include adjustment, social isolation, language skills, academic difficulties, unmet expectations, employment, culture shock, homesickness and psychological pressure. The existence of these problems can trigger psychological problems for students, especially for overseas students. Based on research conducted by Handayani & Nirmalasari (2020), students who migrate experience more severe stress as many as 10 (10.64%) compared to students who are not migrants who only experience moderate stress as many as 76 (80.85%).

Based on interviews with Satya Wacana Christian University students of Minahasa ethnic origin, it was found that some ethnic Minahasa students have problems that lead to academic resilience. Previous research states that these problems can affect a person's social life, personal and academic performance (Huberty, 2004). In addition, overseas students also face demands to be more independent, have initiative and good self-management (Erindana et al., 2021). In the context of the lives of overseas students, especially in the 2022 Batch of Minahasa ethnic overseas students who are still in the initial level of transition, students need resilience abilities in themselves in order to overcome the difficulties faced, rise from failure and recover from feelings of disappointment (Amelia et al., 2014). Individuals need internal and external strength so that they can overcome negative situations that can hinder the learning process in order to be able to adjust and be able to meet various demands in academics well. The ability of individuals to overcome academic burdens and difficulties is related to the concept of academic resilience (Permatasari et al., 2021).

According to Sari & Indrawati (2016), academic resilience is the ability of students to survive while facing difficult circumstances and trying to rise from the downturn experienced and try to adapt positively to academic pressures and demands. Cassidy (2016) also defines academic resilience as an ability that individuals have to bounce back or recover from challenges caused by academic difficulties. This ability needs to be possessed by individuals who are undergoing education in facing various problems and pressures in order to survive at a higher education level (Hardiansyah et al., 2020). This is in line with what was revealed by Dwiasuti, Hendriani, & Andriani (2022) who stated that academic resilience has a role in educational success in lectures. Individuals with good academic resilience are individuals who are able to deal with four circumstances, namely failure (setback), challenge, adversity and pressure in the academic context (Martin & Marsh, 2009). Risk factors that can weaken the ability of academic resilience and increase the emergence of negative behaviors and protective

factors that can allow individuals to adapt positively so as to strengthen their level of academic resilience (Kutlu & Yavuz, 2016; Rojas, 2018). Protective factors are categorized into two, namely internal and external, which can play a role in increasing academic resilience in individuals (Jowkar et al., 2014). Internal protective factors are personal qualities and characteristics and external factors are social support from family, school, community, and peers.

Social support affects individuals in academic resilience. Saam (2010) states that good social support can affect the ability and capacity of individuals to cope well with stressful situations and can solve the challenges faced positively. According to Sarafino & Smith (2014), social support refers to positive things such as entertainment, care, appreciation or assistance. Social support can encourage individuals to remain persistent in facing obstacles or difficulties in carrying out the learning process. Zimet et al. (1988) state that social support is an individual's belief in the existence of support from family, friends or partners. Students who get social support from family, friends and the surrounding environment will get instrumental, informational and emotional assistance from their environment so that these individuals can feel valued and cared for (Linggi et al., 2021). In addition, social support can also motivate individuals in academic development so that they can achieve academic achievement (Dupont et al., 2015)

In the results of previous research conducted by Putri & Nursanti (2020), it was found that there is a significant positive relationship between peer social support and academic resilience. Then the results of Adhawiyah & Suhesty (2021) research on students of the Faculty of Social and Political Sciences, Mulawarman University who undergo online lectures also state that there is a significant positive relationship between students' academic resilience and the social support. In contrast to research from Sari & Indrawati (2016) on final year students of the Faculty of Engineering, Diponegoro University which shows that there is a significant positive relationship between peer social support and academic resilience in final year students at Diponegoro University but social support only contributes 22% only while 78% is influenced by other factors. This explains that peer social support is not a dominant factor influencing academic resilience because there are still other factors that influence academic resilience. In line with this, the results of research conducted by Linggi et al. (2021) also stated that the contribution of social support to academic resilience was only 11.8% compared to self-efficacy which was worth 40.2% so it can be concluded that the effect of social support on academic resilience is very low.

Referring to the results of previous studies, researchers see that research on social support and academic resilience has an urgency to be researched because it still has pros and cons. In addition, researchers are also interested in researching this by using a new perspective or different subjects compared to previous research in this field. This is what distinguishes this research from previous research where the subjects in this study are Minahasa Ethnic Overseas Students at Satya Wacana Christian University so that the purpose of this study is to see the Relationship between Social Support and Academic Resilience in Minahasa Ethnic Overseas Students at Satya Wacana Christian University.

Method

This study uses a quantitative research approach method with a correlational design to determine the relationship between Social Support and Academic Resilience in Ethnic Minahasa Overseas Students at Satya Wacana Christian University. The sample of this study was taken as many as 77 Ethnic Minahasa Overseas Students Class of 2022. Data distribution was carried out by distributing online questionnaires in the form of google forms through saturated sampling techniques (Sugiyono, 2013) which were distributed via social media such as Instagram and Whatsapp to participants who fit the research criteria. Data distribution was carried out using an instrument in the form of a questionnaire that would be distributed through

an online questionnaire in the form of a google form using a saturation sampling technique (Sugiyono, 2013) which was distributed via social media such as Instagram and Whatsapp to participants who fit the research criteria.

The instrument used in this study is the Multidimensional Scale of Perceived Social Support (MSPSS) which refers to the aspects of social support Zimet et al. (1988) which has been adapted into Indonesian by Sulistiani et al (2022) namely family support, friend support and significant other support with a total of 12 items. Another instrument used is The Academic Resilience Scale (ARS-30) proposed by Cassidy (2016) and has been adapted by Dewi Kumalasari et al. (2020) based on aspect of academic resilience, namely perseverance, reflecting & adaptive help-seeking and emotional response with a total of 24 items. The contents of the instrument are statements that represent each aspect of each variable. The scale used is a Likert scale with 4 categories of answer in the form of STS (Strongly Disagree), TS (Disagree), S (Agree), and SS (Strongly Agree). The data analysis technique used is the Pearson Product Moment correlation test from Karl Pearson using IBM SPSS Statistics 25.0 software for windows. In addition, testing of measuring instruments was also carried out on 40 participants.

Result and Discussion

This study aims to determine the relationship between social support and academic resilience in ethnic Minahasa overseas students at Satya Wacana Christian University. The participants in this study were 77 people who were ethnic Minahasa overseas students class of 2022 at Satya Wacana Christian University. Based on data analysis test that has been carried out using the Pearson Correlation test, it is found that there is a significant positive relationship between social support and academic resilience which can be seen from the correlation value of $r = 0,562$ with a significant level of $0,000$ ($p < 0,05$). This means that the higher the social support owned by ethnic Minahasa overseas students, the higher the level of academic resilience in ethnic Minahasa overseas students. This means that the higher the social support owned by ethnic Minahasa overseas students, the higher the level of academic resilience in ethnic Minahasa overseas students. As well as, the lower the social support, the lower the level of academic resilience in ethnic Minahasa overseas students.

The results of this study conclude that students who have high social support tend to be more able to survive and recover when facing academic difficulties than students who do not receive social support from their immediate environment including family, friends, and someone who means that can make individuals feel comfortable. The results of this study are in line with research conducted by Kusumiati & Huwae (2021) regarding the effect of social support on academic resilience where this study proves that support from family and close people such as lecturers, friends, boyfriends and boarding house owners play a big role for students who are going through the learning process, especially when these individuals experience obstacles and difficulties in their academics. The more individuals receive strong social support, the stronger the individual will become in facing and overcoming the fear of academic problems experienced (LaBrenz et al., 2020).

Table 1 Pearson Correlation Test

		Social Support	Academic Resilience
Social Support	Pearson Correlation	1	.562**
	Sig. (1-tailed)		.000
	N	77	77
Academic Resilience	Pearson Correlation	.562**	1
	Sig. (1-tailed)	.000	
	N	77	77

Students need good academic resilience so that individuals are able to survive and deal with stressful and unpleasant situations in their academic process (Marettih et al., 2022). Students who have a good level of academic resilience will be able to face the challenges and difficulties they experience, especially in the academic context and tend not to give up easily on failure (Martin & Marsh, 2006). Research conducted by states that with academic resilience, individuals will tend to be more positive in facing challenges.

Factors that can shape academic resilience in individuals are external protective factors. External protective factors are support obtained from the social environment whether it is at home, school, community or group (Cheng & Catling, 2015; Kutlu & Yavuz, 2016; Midouhas, Flouri, Papachristou, & Kokosi, 2018). This is also in line with research conducted from Mufidah (2017) which states that an effective way for students to develop their academic resilience is the social support factor.

Sarafino & Smith (2011) explain that social support is help given to someone that refers to gratitude, comfort, and attention. Social support can be obtained from anyone including family, peers, community or the closest person. This is in line with the definition given by Zimet et al (1988) in their research which states that social support is an individual's belief in the existence of support from family, friends or partners. When individuals are given support by their environment, individuals will feel that they can overcome the difficulties they face (Al Amelia et al., 2022).

In the context of the subjects in this study, namely ethnic Minahasa overseas students at Satya Wacana Christian University, social support is important. This is because ethnic Minahasa students who are migrants have greater challenges than students who are not migrants. This is because students who come from outside the region must be able to adapt to a new culture, new education and a new social environment (Lee, Koeske, Sales, 2004). Therefore, ethnic Minahasa overseas students at Satya Wacana Christian University need social support. The presence of social support can make individuals feel more able to overcome their academic difficulties. Family support is a support that provided by the family to individuals such as support or assistance in making decisions and emotional needs. Referring to research conducted by Anggraini et al. (2022) family social support has a significant effect of 37.5% on student resilience. Support from peers (friend support) is support provided by friends such as assistance in daily activities and other forms of assistance. Research conducted by Sari et al. (2016) states that there is a significant positive relationship between peer social support and resilience.

The data from this study also show that there is an effective contribution of social support to academic resilience of 31,5% which is known through the R Square value of the research data processing results (See table 2).

Table 2 Additional Analysis Result

		Family Support	Friend Support	Significant Other Support	Academic Resilience
Family Support	Pearson Correlation	1	.440**	.426**	.402**
	Sig. (1-tailed)		.000	.000	.000
	N	77	77	77	77
Friend Support	Pearson Correlation	.440**	1	.468**	.487**
	Sig. (1-tailed)	.000		.000	.000
	N	77	77	77	77

Significant Other Support	Pearson Correlation	.426**	.468**	1	.456**
	Sig. (1- tailed)	.000	.000		.000
	N	77	77	77	77
Academic Resilience	Pearson Correlation	.402**	.487**	.456**	1
	Sig. (1- tailed)	.000	.000	.000	
	N	77	77	77	77

This shows that social support contributes to one's academic resilience. In addition to social support, there are also other factors that influence a person's academic resilience that are not stated in this study. Then, based on the results of additional analysis that describes one by one aspect of the social support, it is found that the support of family, friends and special people has a very significant relationship with academic resilience. Furthermore, it was also found that the correlation of family support to academic resilience was 0,402 (16%), friend support to academic resilience was 0,487 (23,7%) and the correlation of significant other support to academic resilience was 0,456 (20,7%). This means that social support from friends is a very dominant aspect that affects the academic resilience of participants in this study.

Conclusion

Based on the research results that have been presented, it can be concluded that there is a significant positive relationship between social support and academic resilience in ethnic Minahasa overseas students at Satya Wacana Christian University. Further research results also show that social support is one of the factors that provide an effective contribution of 36% percent in academic resilience, but if it is described one by one from the aspects of social support it is found that social support from friends is a very dominant aspect that affects the academic resilience of participants in this study.

The limitations of this research are in the academic resilience instrument used, where in the instrument trial there were still many items that were canceled. In addition, the method used in this study only focuses on questionnaires which may be influenced by the honesty of participants. Therefore, future research are expected to be able to revisit, develop and retest the construct of the measuring instrument items used in more depth to ensure that each item has a high level of validity and reliability and should be able to use more diverse data collection methods such as interviews or observations to obtain a more accurate picture of the participants' conditions.

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Author Contributions Statement

JS and DK conceived of the presented idea. JS performed the computations. DK verified the analytical methods. DK encouraged JS to investigate and supervised the findings of this work. All authors discussed the result and contributed to the final manuscript.

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