

THE RELATIONSHIP BETWEEN RESILIENCE AND CULTURE SHOCK IN STUDENTS FROM 3T REGIONS IN SALATIGA

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Abstract

Socio-cultural changes experienced by students from out-of-town areas are a social phenomenon called culture shock. Culture shock causes individuals to experience anxiety and frustration about the events they experience, and one of the factors predicted to be related to increasing or decreasing culture shock is resilience. The purpose of this study was to determine the relationship between resilience and culture shock in out-of-town students from out-of-town areas in Salatiga. The method used was quantitative with a cross-sectional bivariate correlational design. The research participants were 60 students from out-of-town areas in Salatiga using the accidental sampling technique. The measurement used a resilience scale ($\alpha = 0.926$) and a culture shock scale ($\alpha = 0.905$). The results of the study proved that resilience was significantly negatively related to culture shock ($r = -0.773$ and sig. 0.000 ; $p < 0.01$). This means that when there is an increase or decrease in resilience, it will be followed by a decrease or increase in culture shock in out-of-town students from out-of-town areas in Salatiga.

Keywords: *Culture shock, resilience, higher education, students from 3T regions, cultural adaptation.*

Introduction

Indonesia is an archipelagic country with many islands. From the data obtained, the number of islands in Indonesia is around 17,504 islands (Fitriani, Juhadi, & Arifien 2018). Each island in Indonesia has a diversity of tribes, races, cultures and different customs in addition to the geographical and social conditions of each island are also diverse. Differences in geographical conditions are a problem in the development of each island, there are islands that are developing and those that are left behind or known as 3T areas (frontier, remote and left behind) (Putera & Rhussary, 2018; Gunawan & Huwae, 2022). The characteristics of the 3T areas are basically inseparable from the backwardness caused by various conditions. This is caused by the uneven development process and ineffective decentralization (Arifyani & Khoirunurrofik, 2021).

The condition of education in Indonesia is not evenly distributed, national development is only centered on the island of Java so that in the 3T areas there are still many who have not received proper education. In general, the problems of implementing education in the 3T areas include the problem of a shortage of teachers, unbalanced distribution, qualifications that are below quality standards, lack of competence, and a mismatch between educational qualifications and the fields needed (Gunadi, Haryono, & Purwanti, 2022). Another problem faced in implementing education is that easy access to education is still very lacking (Bua & Huwae, 2023). According to data from the Ministry of Education and Culture (2020), around 17% of 3T areas experience difficulties in implementing education. This is due to the lack of facilities and infrastructure such as

inadequate internet access, electricity that is not yet available, transportation routes that are not yet accessible and damaged buildings. This problem causes students from the 3T areas (university students) to migrate to developed areas (Java) to obtain a better education with complete and quality educational facilities and infrastructure.

Migrating is a term used by people to refer to someone who leaves their hometown to settle and work or seek education and returns home only when there is a big day or for important reasons (Pahlevi & Salve, 2018; Lenge & Huwae, 2023). Students who migrate to other areas certainly still bring the customs, values, beliefs and behaviors of their home area. In addition, students who migrate are required to adapt to every culture and custom in the area where they migrate (Putri & Hidayat, 2023). Students who migrate have challenges in adjusting to life in general, such as finding a place to live, transportation, dealing with financial problems, and personal psychological adjustments such as missing family, stress or depression (Ali, Arifin, & Muttaqin, 2022; Sahertian, Rikumahu, Manuhutu, Sopaheluwakan, & Huwae, 2024).

Research on the psychological conditions of students by Eva, Hidayah, and Shanti (2020) shows that around 60% of students feel that they have not been able to adjust to academic demands well. This is due to difficulties in academic assignments, difficulties in establishing relationships with new friends, not being used to the lecture system and still depending on their parents. Furthermore, the results of research by Handayani and Yuca (2019) show that around 60% of students feel sad, lonely, and afraid when they first live far from their parents. At that time, students who live away from home are required to be able to manage their own lives, adjust to new friends and activities and face changes in their home culture with the culture of their new place of residence (Hetharia & Huwae, 2022).

Students from other regions in Salatiga also revealed several difficulties faced while living in Salatiga. From the results of interviews with 11 students from 3T areas in Salatiga as informants, it was revealed that they needed quite a long time to adjust to the new environment, especially with different language dialects and food tastes. Difficulty in doing assignments and presenting lecture materials, because they have different language dialects and different habits. Supported by adjustments to the living environment, which made the informants feel very left behind and difficult to adapt. This condition made the 11 informants afraid, frustrated and overly anxious. From this explanation, it is explained that the socio-cultural changes experienced by students from other regions are a social phenomenon commonly called culture shock.

Culture shock is something that naturally happens to a migrant. Culture shock occurs due to the loss of signs or symbols in the culture that has been believed in (Pacheco, 2020). This can happen if someone chooses to leave an area and choose a new area that has a different culture such as habits, norms and customs in the previous area cannot be used in the new area, so that the individual will experience anxiety and frustration about the events they experience (Ward, Bochner, & Furnham, 2020). According to Oberg (in Nguyen, 2024) culture shock is divided into four phases where in the crisis phase the migrant will experience culture shock for six to twelve months. Meanwhile, according to Bai and Wang (2024) that migrants who have difficulty adjusting will experience culture shock in a longitudinal period. From this explanation, it is explained that the length of the period of migration does not affect a person to experience culture shock. Culture shock can be experienced by new migrants or those who have migrated for a long time.

The problem of culture shock must be addressed as soon as possible while living abroad, because it can affect serious psychological problems. One factor that can be applied by individuals to minimize the problem of culture shock experienced is to build resilience skills (Putra, Sujadi, Bustami, & Indra, 2022). Resilience is the ability to overcome and adapt to difficult events or problems that occur in life. Surviving under

pressure, and even dealing with adversity or trauma experienced in life (Connor & Davidson, 2003).

Resilience in several studies is seen as a positive character in a person. In general, resilience is characterized by several characteristics, including the ability to face difficulties, resilience in dealing with stress, or recovering from trauma experienced (Connor & Davidson, 2003). If the resilience of students living away from home is high, the ability to overcome problems will also increase, and conversely, if the resilience is low, the ability to overcome problems will be poor (Marshman & Larkins, 2020). Students living away from home can be said to have a high level of resilience if they have the ability to show adaptive recovery patterns in dealing with pressure or stress while living away from home (Al-Qahtani, Carroll, & Pfeffer, 2022). Students living away from home can learn to respond to various obstacles faced in a resilient manner, and can change feelings of helplessness into strength to be empowered (Ashraf, Zareen, & Yildirim, 2023).

Students from out-of-town areas who study in developed areas will certainly feel unfamiliar with all the conditions they first encounter when they are in the out-of-town area. Therefore, it is very likely that these students will find it difficult to adjust. This is what will cause these students to experience culture shock. Therefore, resilience amidst the difficulties experienced by out-of-town students from 3T areas is very important, because with resilience, students can survive in living their daily lives, be able to follow education optimally, and be able to establish holistic friendships with other people who have different cultural backgrounds.

Research by Devita, Hidayah, and Hendrastomo (2015) explained that students from other regions in Yogyakarta experienced the impact of culture shock which was in the final phase. This is indicated by the existence of actions to recover from problems or resilience strength by adapting to new environments and cultures. In addition, research conducted by Fazny (2019) explained that students from other regions in Pontianak have a high level of resilience, this ability is able to enable these students to overcome culture shock problems. Research by Herdi and Ristianingsih (2020) also explained that students who have passed the self-resilience period will easily be able to overcome the problems they face such as culture shock problems. On the other hand, research conducted by Tanjung, Mawarpury, and Kumala (2022) found that there was no relationship between resilience and interculturality in foreign students in Banda Aceh. This is because foreign students have low resilience, they tend to be closed off from others and avoid problems. In addition, research conducted by Ali, Yoenanto, and Nurdibyanandaru (2020) revealed that foreign students who cannot overcome culture shock tend to experience high homesickness, because these students have low resilience, they do not believe in their own abilities, they are closed to socializing and tend to ignore the problem.

The issue of culture shock is a phenomenon that will continue to occur, especially for individuals who are in areas with diverse cultures. The phenomenon of cultural diversity in a place including in Salatiga which has students from various regions in Indonesia. This is unique and also gives rise to the issue of culture shock among students, especially for students who come from 3T areas. Another thing that happens is the process of adapting to the habits in a new place of residence when moving, namely in Salatiga City. For this reason, individuals need to form a means of self in the form of resilience. Thus, this study aims to determine the relationship between resilience and culture shock in students from 3T areas. Then, the hypothesis proposed is that there is a negative relationship between resilience and culture shock in students from 3T areas.

Method

This type of research is quantitative with a cross-sectional bivariate correlational design, to test the relationship between resilience as an independent variable (X) and culture shock as a dependent variable (Y) in a group of students from 3T regions in Salatiga. A total of 60 students from 3T regions in Salatiga were involved as research participants using the accidental sampling technique. The criteria for this study were students aged 18-22 years, students from the 2018, 2019, 2020, and 2021 intakes, and from 3T regions studying in the city of Salatiga. The demographic data of the participants are described in Table 1.

Tabel 1. Participant Demographic Data

Participant Characteristics	Frekuensi	Persentase
Gender		
Male	21	35%
Female	39	65%
Age		
18 Years	6	10%
19 Years	17	28%
20 Years	20	33%
21 Years	10	17%
22 Years	7	12%
College Class		
2018		
2019	9	15%
2020	14	23%
2021	22	37%
	15	25%
Origin of 3T Region		
Nias Utara	3	5%
Nias Barat	3	5%
Timor Tengah Utara	6	10%
Bengkayang	9	15%
Landak	3	5%
Toli-toli	3	5%
Halmahera Timur	3	5%
Morotai	3	5%
Buru	6	10%
Seram Bagian Timur	6	10%
Sorong Selatan	9	15%
Sarmi	3	5%
Pegunungan Bintang	3	5%

Data collection consists of two scales, namely the resilience scale and the culture shock scale made in the form of a google form and distributed online. Before the scale is distributed, the construct validity test and content validity test are first carried out by 3 expert judges. After that, the research design is presented to be assessed for feasibility by three reviewers. The next stage is licensing and making an informed consent sheet. Data collection was carried out for one month. During data collection, the researcher provided a reward of 50 thousand which was given to each of 10 lucky participants which was carried out by lottery.

Resilience is measured using The Connor Davidson Resilience Scale (CD-RISC) from Connor and Davidson (2003) which has been translated into Indonesian by Parascantika (2020). The resilience scale consists of 25 items with four response options based on a Likert scale, namely very appropriate (SS), appropriate (S), Not Appropriate (TS), Very Not Appropriate (STS). The results of the item selection test resulted in all

items passing the coefficient $p > 0.30$ with a total item correlation value moving between 0.305-0.735 and a Cronbach's Alpha value of 0.926.

Culture shock was compiled by researchers based on the dimensions of culture shock according to Ward et al. (2020) which include affective, behavioral, and cognitive. The culture shock scale consists of 30 items with four response options based on a Likert scale, namely Very Not Appropriate (STS), Not Appropriate (TS), Appropriate (S), Very Appropriate (SS). The results of the item selection test produced 27 items that passed each dimension according to the coefficient $p > 0.30$ with a total item correlation value moving between 0.315-0.664 and a Cronbach Alpha value of 0.905.

The research hypothesis testing used the Product Moment analysis technique from Karl Pearson. However, before the hypothesis test was carried out, a descriptive statistical test and an assumption test were first carried out as a requirement in a bivariate correlational study which included a normality test and a linearity test. The research data analysis used the assistance of the SPSS series 21 computer. for windows.

Result and Discussion

In Table 2, the resilience score obtained by most of the students from out-of-town areas in Salatiga is in the high category with a percentage of 43.33% (average 74.52 with a standard deviation of 11.462). Meanwhile, the culture shock score obtained by most of the students from out-of-town areas in Salatiga is in the low category with a percentage of 35% (average 54.12 with a standard deviation of 11.350).

Tabel 2. Categorization of Research Variables

Variables	Mean	SD	Percentage	Description
Resilience	74,52	11,462	43,33%	High
Culture Shock	54,12	11,350	35%	Low

From the results of the normality test, the K-S-Z value of the resilience variable was obtained at 0.618 with a sig. 0.840 ($p > 0.05$), and the K-S-Z value of the culture shock variable was obtained at 0.723 with a sig. 0.673 ($p > 0.05$). The significance value of each variable which is more than 0.05, indicates that the data of the resilience and culture shock variables are normally distributed. Then, from the results of the linearity test, the F count value was obtained at 71.488 with a sig. 0.000 ($p < 0.05$) which shows that the relationship between resilience and culture shock in students from the 3T region in Salatiga is linear.

From the calculation of the Karl Pearson correlation test in Table 3, the correlation coefficient value was obtained at -0.773 with a sig. 0.000 ($p < 0.01$). This shows that there is a significant negative relationship between resilience and culture shock in students from 3T regions in Salatiga. The contribution given by the resilience variable to the culture shock variable is 59.8% (r^2), meaning that resilience is one of the factors that contributes to the decrease or increase in culture shock of students from 3T regions in Salatiga.

Tabel 3. Uji Korelasi Karl Pearson

Variables	<i>r</i>	<i>Sig.</i>	Remarks
Resilience -Culture Shock	-0,773**	0,000	Received

The results of the study indicate that the research hypothesis is accepted, namely that there is a significant negative relationship between resilience and culture shock, especially in the group of students from 3T regions in Salatiga. This means that the higher

the resilience, the lower the culture shock experienced by students from 3T regions in Salatiga, and vice versa, the lower the resilience, the higher the culture shock.

Based on descriptive analysis, it appears that students from 3T regions in Salatiga have high resilience and experience low culture shock. This is because students are able to learn to form good resilience to recover from the culture shock problems they experience while away from home. The results of this study are in line with previous research conducted by Herdi and Ristianingsih (2022) that students from out-of-town who have good resilience in every aspect tend to have low culture shock problems. Fazny (2019) also said that resilience is an important element to help out-of-town students overcome culture shock by positively accepting change, increasing personal competence, and deep involvement in their spiritual abilities.

Xia (2020) explains that culture shock is something that will be experienced by a migrant who has a different cultural background. This will happen as something natural when someone is in a new area where almost all the traditions, customs, and cultures that they have adopted cannot be applied in the new area. This condition makes individuals experience anxiety and frustration with the culture shock phenomenon they experience (Shen & Chen, 2020). The results shown by the participants that the resilience skills that they have trained and formed within themselves, help them overcome the problem of culture shock. Ward et al. (2020) emphasized that psychologically, individuals with good resilience skills will help them get through crucial times and the problems of culture shock they experience. Resilience is the main preventive factor to prevent individuals from getting caught up in culture shock problems.

Some things that have been done by participants to overcome culture shock while living away from home by continuing to push themselves to develop resilience skills, making it easier for them to get through difficult conditions while away from home. In line with that, Rizal and Herawati (2020) stated that culture shock experienced by students from away from home can be overcome if the individual's psychological means are optimally fulfilled which then leads to cultural adjustment and seeking social support. Herdi and Ristianingsih (2022) emphasized that individuals who have high resilience skills will be able to get out of culture shock problems quickly and not get caught up in feelings of being victims of circumstances or the environment. Resilience needs to be possessed by every student from away from home in order to overcome the difficulties they experience (Oyenyi, Smith, Watson, & Nelson, 2021). This seems to have been formed by students from away from home from the 3T areas, thus facilitating them to overcome the culture shock they experience.

The results of this study provide a new picture that culture shock will always occur in individuals who live in a new place and have a different cultural background. However, by training and forming resilience skills, it will make it easier for individuals to connect with the existing diversity. Adequate resilience will make individuals learn the differences and changes in their place of migration, and then encourage themselves to make positive changes.

This study has been conducted in accordance with scientific procedures. However, it is undeniable that there are limitations in this study. Cross-sectional studies do not easily facilitate coping skills through resilience in students from 3T regions in Salatiga to overcome culture shock progressively. In addition, this study only focuses on relationship studies that cannot apply practical principles and psychological applications to overcome culture shock problems directly. This is because the mental complexity experienced by students from 3T regions in Salatiga must be resolved through ongoing psychological intervention programs.

Conclusion

This study concludes that there is a significant negative relationship between resilience and culture shock in students from out-of-town areas in Salatiga. The resilience score is in the high category, and the culture shock score is in the low category. This indicates that the higher the resilience, the lower the culture shock experienced by students from out-of-town areas in Salatiga. Conversely, the lower the resilience, the higher the culture shock experienced by students from out-of-town areas in Salatiga.

From the results of the study, it is expected that students from 3T regions will understand their important role in the social environment while living away from home, so that this awareness trains themselves to always be connected to different and diverse environments. Resilience skills need to be trained by continuing to face every challenge of life away from home, so that culture shock problems do not hinder them from realizing their potential. Future research is expected to implement psychological intervention programs such as simple resilience training that helps individuals apply practical steps to overcome culture shock while living away from home.

Author Contributions Statement

All authors played their respective roles and contributed fully to this research..

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