

Relationship Between Mindfulness and Resilience of Indonesian Students Studying in South Korea

Qonita Khairunnisa Nawiyatiningsih¹
Dr.Hally Welliangan²

^[1. 2]Gunadarma University Faculty of Psychology
Jl. Margonda Raya No. 100, Pondok Cina, Beji District,
Depok City, West Java 16424

E-mail:

qonita.ica@gmail.com

hallywelliangan94@gmail.com

Abstract. *Studying in South Korea is quite difficult because it has many challenges such as being required to adapt to different environments, cultures and languages, sometimes even experiencing failure or other difficult conditions. So it takes the ability to face and overcome in order to get back up from adversity. This is commonly called resilience, which is stronger when a person has full awareness which is commonly called mindfulness. The purpose of this study was to test empirically the relationship between mindfulness and resilience in Indonesian students studying in South Korea. The subjects in this study were 76 Indonesian students who were studying in South Korea. The measuring instrument used in this study is based on aspects of resilience and characteristics of mindfulness. This study uses quantitative methods with purposive sampling technique. Hypothesis testing in this study uses the Pearson product moment correlation technique which shows that there is a very significant relationship between mindfulness and resilience in Indonesian students who are studying in South Korea. So that the hypothesis in this study is accepted.*

Keywords: *mindfulness, resilience, Indonesian students in South Korea*

1. Background

The progress of South Korea is greatly supported by the rapid development of its technology industry. The foundation for the development of the Ginseng Country was built by President Park Chung-hee, who came to power several years after Korea was destroyed by civil war. President Park also instilled a 'pali-pali' spirit, which means working fast. The result can be seen now that the per capita income of its citizens is above 30 thousand USD per year (Kristo, 2018).

Apart from economics, technology and culture, the country's education sector is also superior. According to the results of the PISA (Program for International Students Assessment) in his book Kim (2016), in 2000, 2003, 2006, 2009 and 2012, South Korea consistently ranks in the top four countries for math, reading and science abilities. Likewise, the TIMSS results (*Trends International Mathematics and Science Study*) documented the academic performance of South Korean high school students scoring high in math and science.

Based on the foregoing, according to data from the National Institute for International Education (NIIED) quoted from Aurelia (2015) until 2009 there

were approximately 78,050 foreign students studying in Korea. The number from year to year is also increasing. The data on the number of approximately 40,000 Indonesian citizens living in Korea. They are mostly Indonesian workers. Meanwhile, the number of Indonesian students studying in Korea is approximately 500 people.

As for the challenges of individuals who undergo education abroad, of course it is not easy because they have many challenges and have even experienced failure, sadness or other difficult conditions. This is supported by a statement from The Korea International Student Support Association (KISSA) quoted from Meinita (2012), which describes the main obstacles faced are the high cost of living in South Korea, high medical costs, language and complicated cellphone registration after interviewing 80 international students.

The foregoing is also consistent with the results of a recent survey conducted by researchers with Indonesian students who are currently studying in South Korea. Of the 62 respondents, 91.9% answered that they experienced difficulties during their education there. The most frequent difficulty felt was language, which was 85.5% in response, then food was 58.1%, and culture was 37.1%, and finally the education system was 35.5%.

According to the results of a survey conducted by researchers, the obstacles experienced above made some Indonesian students studying in South Korea decide to resign to continue their education because they were unable to follow the learning system there. But there are also many Indonesian students who stated that they persisted in completing their education until the end because they had decided from the beginning to get a degree.

From the explanation above, it shows that there are many obstacles experienced by Indonesian students who are currently studying abroad, especially South Korea. This is supported by the statement of the Director of Learning of the Directorate General of Learning and Student Affairs (Belmawa) of the Ministry of Research, Technology and Higher Education, Paristianti Nurwardani, stating that the problems that are usually faced by Indonesian students abroad are in language and culture (Susanti, 2015).

These constraints do not diminish individual motivation or desire to complete their education abroad successfully. Recently there was news that the vice president of Pukyong National University (PKNU) in Busan at a graduation ceremony for the early years, Prof. Kim Dong Joon admitted that most of the Indonesian students studying in South Korea have good achievements. In this period, Indonesian students who successfully graduated and almost all of them received very satisfying predicates totaled four people for the Doctoral Program and 11 people for the Master's Program (Lestari, 2019).

This success shows that individuals are able to face all problems, challenges and are able to adapt well. This indicates that the individual has the resistance to solve the problems that will be or are being faced. This resistance ability is commonly called resilience. According to Wagnild and Young (1993), resilience is widely regarded as the dynamic capacity of individuals to overcome difficulties and successfully adapt to their environment. Reivich and Shatte(2002) also said

that resilience is the ability to respond to life's difficulties in a healthy, productive, and positive manner. Resilience not only causes a person to overcome or recover from difficulties, but resilience also causes a person to improve aspects of his life to be more positive.

For students who study abroad, resilience is a very important part, because life at the university will be more complicated and demanding and requires the ability to survive to overcome academic demands, life balance, tuition fees and financial problems in order to meet their daily needs (Pidgeon & Keye, 2014). So it is hoped that students will have resilience in facing academic challenges which are commonly referred to as academic resilience (Gizir, 2004).

Academic resilience is the ability to develop and improve self-competence in the face of failure, pioneering, and difficult conditions during education (Rouse, 2011). Students need academic resilience which is useful for determining the way of thinking and success of students as learners, including success in overcoming failures and difficulties while studying at university, so that students can rise from academic pressure and try to overcome them (Desmita, 2011).

The factors that affect resilience according to Barankin and Khanlou (2007) are divided into two, namely risk factors and protective factors. Resilience will involve adversity (suffering) as a risk factor and positive adjustments that refer to protective factors as a reaction in facing risks. As according to Pidgeon and Keye (2014), mindfulness is a significant protective factor from resilience.

Southwick, Litz, Charney, and Friedman (2011), also stated that mindfulness can build resources by experiencing more positive emotions and then increasing the quality and resilient or resilient resources. The concept that connects mindfulness with certain qualities as expressed in Brown and Ryan's (2004) definition that mindfulness is a time when someone remains open and accepts their situation for the events and experiences they experience.

In a study by Sunbul and Guneri (2018), which discusses the relationship between mindfulness and resilience in underprivileged Turkish adolescents, it is revealed that awareness is a positive and significant predictor of resilience indirectly. Pidgeon and Keye (2014) also revealed a significant positive relationship between mindfulness and resilience.

Many researches in Indonesia related to mindfulness and resilience have been carried out, for example the relationship between self-compassion and resilience to the wives of members of the BRIGADE unit of the Central Java police car by Permatasari and Siswati (2017), the role of mindfulness traits (sense of awareness) towards self-acceptance in adolescents with divorced parents by Fauzia and Listiyandini (2018), training effectiveness mindfulness in reducing adolescent loneliness in orphanages by Oktavia (2018). However, research on the relationship between mindfulness and resilience is still minimal, especially among Indonesian students who are studying abroad.

Based on the phenomena that have been mentioned, researchers found that studying abroad is not easy because there are many problems and challenges that must be faced by Indonesian students while studying abroad, especially South Korea. Seeing the many challenges and problems that must be faced by

Indonesian students studying in South Korea, resilience is an important thing for Indonesian students to have in order to be successful and successful in completing their education. To be resilient, a person needs to have mindfulness that makes him able to survive, accept the situation and succeed in completing education even though he is met with difficulties.

From the above explanation, it is known that mindfulness is a predictor of interconnected resilience and makes researchers interested in conducting further research related to mindfulness and resilience. So that the formulation of the problem in this study is whether there is a relationship between mindfulness and resilience in Indonesian students who are studying in South Korea.

The hypothesis to be tested in this study is that there is a relationship between mindfulness and resilience in Indonesian students who are studying in South Korea.

2. Methods

2.1. Sample

Researchers obtained 76 respondents, which are Indonesian students who are currently studying in South Korea with undergraduate, postgraduate, and doctoral levels. From the number of respondents who were female there were 40 respondents and male respondents were 36 respondents.

2.2. Measuring instrument

This study uses quantitative methods with purposive sampling technique. To measure resilience, the scale used in this study is the Academic Resilience Scale 30 (ARS-30), which was recently developed by Cassidy(2016) with six alternatives answer, which is very suitable to very inappropriate.

To measure mindfulness, the scale used in this study is the Langer Mindfulness Scale developed by Pirson, Langer, and Zilcha(2018) with six alternatives answer, which is very suitable to very inappropriate.

2.3. Data analysis technique

The data analysis technique used in this study, it will be analyzed statistically using Pearson's Product Moment correlation analysis and using the help of a STATCAL data processing application.

3. Results

Based on the results of the scale validity in this study uses the content validity carried out by the supervisor as the expert judgment. Azwar (2012) explains that content validity is the validity that is estimated through testing the test content with rational analysis or professional judgment.

On the resilience scale, testing the discriminatory power of items using the corrected item-total correlation of the 30 items analysed resulted in 23 items that had a discriminatory power ≥ 0.30 with a reliability value of 0.882. On a

mindfulness scale from 14 items that have been analysed resulted in 12 items that have a discriminatory power ≥ 0.30 with a reliability value of 0.875. So that based on the results that have been tested, it can be said that the mindfulness scale and resilience scale used in this study are reliable.

Then based on the results of assumption test that is carried out consists of a normality test and a linearity test. In the resilience variable, the results of the normality test that the researcher had done were generated p value = 0.83118 ($p > 0.05$) and the mindfulness variable resulted in a p value = 0.7977 ($p > 0.05$), where this value indicates that the distribution of data on the resilience and mindfulness variables is normally distributed.

For the linearity test, the coefficient value of the mindfulness variable is 0.9193, which is positive. This means that mindfulness has a positive effect on resilience. It is known that the probability value (p-value) is 0.000 which is less than the significance level of 0.05, it can be concluded that the two variables in this study have a linear relationship.

Based on the results in Table 1, the correlation value of the Pearson product moment for mindfulness and resilience variables is $r = 0.569$ with a significance value (p-value) of 0.000 ($p < 0.01$). This shows that there is a very significant and positive relationship between mindfulness and resilience. So it can be concluded that the hypothesis stated in this study is that there is a relationship between mindfulness and resilience in Indonesian students who are studying in South Korea.

Table 1
Correlation Test Results

	Pearson Correlation Result
Pearson Correlation	0.56945
t Statistics	5,95918
p-value	0.000
T Critical Value (5%)	1.99254

Furthermore, the researcher calculated the empirical mean. According to the results of the calculations that have been done, it is known that the empirical mean of the resilience scale is 101.2 and shows that Indonesian students who are studying in South Korea in this study have resilience which is included in the high category. Meanwhile, the empirical mean of the mindfulness scale is 47.5 and indicates that Indonesian students studying in South Korea in this study have mindfulness which is in the moderate category.

4. Discussion

This study aims to examine the relationship between mindfulness and resilience in Indonesian students who are studying in South Korea. Based on the data tested in this study on 76 respondents, it is known that the initial hypothesis was accepted with a significance value of 0.000 ($p < 0.01$). This shows that there is a very significant relationship between mindfulness and resilience in Indonesian students who are studying in South Korea.

Indonesian students studying in South Korea in this study show mindfulness such as paying attention to a situation as openly as possible and not being reactive in every event, both positive and negative, being aware of the existing conditions for learning and growing, and finding it easy to make ideas—new effective ideas. In addition, it also shows resilience such as not giving up easily, always being optimistic about the circumstances that will be and being faced and being able to rise from all existing problems by one way of looking for motivation such as from family or fellow Indonesians.

This is supported by Pirson, Langer, and Zilcha (2018) who state the characteristics of a person having mindfulness such as like to look for new things, like to pay attention to and interact with the environment in detail, and tend to like to make new things or collect new information. Then it is also supported by the aspects of resilience expressed by Cassidy (2016) that someone who is resilient has perseverance, which displays hard work and sticks to plans and goals, likes to reflect on strengths and weaknesses to seek support and encouragement to be motivated again, and avoiding negative emotional responses so that it is not easy to give up hope of being optimistic.

In line with this research, Indonesian students studying in South Korea are aware of the various changes and their choices to continue their education in South Korea which causes resilience to be formed, so they try to survive as best as possible to complete their education until the end despite experiencing failure or other difficult conditions. This shows that the more mindful, the greater the level of resilience. Like the research conducted Sunbul and Guneri (2018) which revealed that mindfulness is a positive and significant predictor of resilience. His research shows that the more mindful a person is, the greater the level of resilience one has.

It also fits dissertation Collins (2009) which found that mindfulness and resilience are positively correlated, where mindfulness is a very significant predictor of resilience ($p < 0.01$). Other than that Kraayenbrink, Skaar, and Clopton (2018) also stated in their research that mindfulness has been shown to have a positive effect on constructs related to resilience. So that it is found that mindfulness is a factor that affects a person's level of resilience.

5. Conclusion

Based on the results of the analysis previously described in this study, it can be concluded that mindfulness has a positive correlation with resilience. The results of the empirical mean of the mindfulness scale in this study show that Indonesian students who are studying in South Korea have mindfulness which is included in the moderate category. This can be described as looking for new things, which encourages him to see every situation as an opportunity to learn and grow, and has a tendency to gather new information related to the environment he lives in while studying in South Korea. So that a resilience is formed that makes it not easy to give up, always tries to work hard, and sticks to the plans and goals of completing college in South Korea.

6. Suggestion

The results of this study are expected to become knowledge for Indonesian students who are studying in South Korea so that they must have resilience while completing the lectures that are being taken. One way that can be done is to increase awareness (mindfulness) within oneself. Then the suggestions for further research are expected to be more respondents.

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