

INTEGRATION OF LOCAL ETIQUETTE IN BUILDING STUDENTS' PSYCHOLOGICAL RESILIENCE AND SUICIDE PREVENTION IN THE TALAUD ISLANDS REGENCY

Integrasi Tata Krama Lokal dalam Membangun Resiliensi Psikologis Siswa dan Pencegahan Bunuh Diri di Kabupaten Kepulauan Talaud

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Abstract

This study aimed to examine the potential of integrating local etiquette values into the education system as a strategy to enhance students' psychological resilience and prevent suicide, particularly in remote regions such as the Talaud Islands Regency. With rising suicide rates and limited access to professional mental health services, there is a pressing need for alternative, culturally grounded, and contextually relevant approaches. A mixed-methods research design was employed, combining qualitative analysis through in-depth interviews, focus group discussions, and participatory observation involving teachers, students, parents, and community leaders in Gemeh District, along with quantitative analysis using culturally adapted instruments including resilience scales and psychological assessments. The findings indicate that local etiquette values, such as respect for privacy, social responsibility, and interpersonal boundaries, play a significant role in fostering a supportive environment and reducing psychosocial stress, especially for students with intellectual limitations. The internalization of these values has been shown to enhance feelings of safety, social acceptance, and self-regulation, which are key components in building psychological resilience. Based on these results, it is recommended that local etiquette values be systematically incorporated into local content curricula and school counseling programs. Training teachers and counselors in culture-based inclusive education, collaborating with traditional leaders, and dedicated budget allocation by local authorities are essential for ensuring the sustainability of such interventions. This approach holds promise as a community-based mental health model that can be adapted and replicated in other island regions that face similar challenges.

INTRODUCTION

Mental health among adolescents and students has emerged as a global concern over the past decade, particularly owing to the rising prevalence of psychological disorders and self-destructive behaviors in various developing nations (Benton et al., 2021; Keyes & Platt, 2024; McGorry et al., 2024; Odgers & Jensen, 2020). In Indonesia, remote and island regions frequently encounter structural challenges that exacerbate mental health conditions, including limited service infrastructure, uneven distribution of specialized personnel, and persistently high social stigma (Gronowski, 2020; Lestari, 2025; Rai et al., 2020; Yamada et al., 2021). The Talaud Islands Regency, geographically isolated and

possessing a distinct sociocultural identity, has experienced a significant increase in suicide and suicide attempt cases among students. This phenomenon threatens individual integrity and generates widespread social consequences for families, schools, and local communities. Regional health department data indicate that suicide rates in this area exceed the national average, with most cases occurring among individuals aged 15–24 years (Conner et al., 2019; Curtin, 2020; Spiller et al., 2020). Key risk factors include academic pressure, family conflict, and insufficient access to structured psychosocial support. These circumstances underscore the urgency for systematic interventions that extend beyond clinical approaches to incorporate social and cultural dimensions. Therefore, contextually grounded community-based strategies must be developed promptly to address the mental health crisis in this region.

Access to professional mental health services in remote areas, such as Talaud, remains severely constrained both in terms of workforce availability and supporting infrastructure. This limitation is compounded by low public awareness of mental well-being and stigma associated with seeking psychological assistance (Hassan et al., 2023; Hyseni Duraku et al., 2024; Inglis et al., 2023). Most schools in the area lack adequately trained school counselors, and guidance and counseling programs are often ineffectively implemented (Arfasa & Weldmeskel, 2020; Magero, 2020). Although clinical interventions such as Cognitive Behavioral Therapy (CBT) and Dialectical Behavior Therapy (DBT) have proven effective, their broad application is hindered by dependence on trained professionals and resources unavailable in these regions (Akwue & Smith, 2024; Haft et al., 2022; Impelee, 2025; Van Berkel, 2023). Previous research has indicated that conventional psychotherapeutic approaches often fail to adapt to local contexts rich in traditional values (Koç & Kafa, 2019; Naderbagi et al., 2024). Conversely, school-based intervention models involving teachers and community leaders have demonstrated greater long-term sustainability (Ballard et al., 2020; Koh & Askell-Williams, 2021). However, their implementation in Indonesian island regions remains limited, particularly regarding the integration of local value systems. Consequently, alternative strategies that are not only clinically effective, but also culturally relevant and independently adoptable by the community are required.

Within the Talaud cultural context, local etiquette values have long served as a foundational element in shaping social and moral behavior (Lalira, 2020; Lalira et al., 2022). Principles such as mutual respect, mutual assistance, and collective responsibility are transmitted intergenerationally through daily practices and customary rituals (Lalira, 2022a; Lalira, Pangemanan, et al., 2024). This value system functions not only as a behavioral guideline but also as a social reinforcement mechanism that strengthens community resilience against external pressures (Lalira, 2022b, 2023, 2025; Lalira, Yopie A. T. Pangemanan, et al., 2024). Anthropological studies have revealed that Talaud communities possess strong traditions of peaceful conflict resolution and emotional support through tightly knit kinship structures (Lalira, 2025). However, modernization and changes in the formal education system have led to the marginalization of local values in public domains, particularly within educational institutions (Sumartana et al., 2025). The standardized national curriculum tends to overlook local wisdom, resulting in a growing disconnection among youth from their cultural roots. Nevertheless, local etiquette values hold significant potential as sources of psychological resilience, especially when coping with life stressors. Integrating these value systems into education can serve as a bridge between mental health needs and culturally relevant contexts.

Psychological resilience has been identified as a primary protective factor against suicidal behaviors, particularly within adolescent populations (Fonseca-Pedrero et al., 2022; Janiri et al., 2020; Sher, 2019). An individual's capacity to manage stress, maintain hope, and build social support is a key component in strengthening mental well-being (Afita & Nuranasmita, 2023). Cross-cultural research demonstrates that resilience is shaped not only by individual factors but also by the social environment and internalized collective values. In various indigenous communities, communal values, such as solidarity, respect, and shared responsibility, have been shown to enhance individuals' adaptive capacity under stress. However, most resilience research remains rooted in Western frameworks and often neglects the context of regions rich in traditional wisdom). In Indonesia, resilience studies have frequently adopted instruments and models from developed countries without adequate cultural adaptation. As a result, the generated interventions are often less relevant and difficult for local communities to adopt.

Integrating local values into resilience requires an ethnocentric approach that considers cultural dynamics, language, and social structures. Therefore, exploring the contribution of local etiquette values to psychological resilience formation is crucial, particularly in regions that experience mental health crises.

Several studies have examined the relationship between culture and mental health, especially within community-based intervention contexts. However, very few studies have explicitly linked local etiquette values to enhanced psychological resilience and suicide prevention in Indonesia's remote regions. Most prior research has focused on the effectiveness of clinical therapies or national programs that do not account for local cultural diversity documented Talaud's etiquette values but did not empirically test their impact on students' mental health (Fonseca-Pedrero et al., 2022). Other research emphasizes anthropological or linguistic aspects rather than practical applications in education or mental health. Furthermore, no integrated model has been developed to systematically incorporate local values into the school curricula. A holistic approach involving teachers, parents, and customary leaders has not been explored thoroughly. Consequently, the vast potential of local wisdom remains underutilized in efforts to prevent mental health crises. Thus, a significant gap exists between cultural understanding and its application in psychological health contexts in remote areas.

Although local etiquette values have been recognized as potential cultural resources, no study has empirically tested the effectiveness of their integration into the education system to enhance psychological resilience and prevent suicide in the Talaud Islands Regency. Previous studies have tended to separate cultural and mental health aspects and have failed to produce contextual, sustainable intervention models (Ballard et al., 2020). Limited access to professional mental health services underscores the need for community-based alternatives that leverage local resources. However, to date, no structured framework exists that integrates local etiquette values into school curricula. Comprehensive qualitative and quantitative approaches are also lacking in evaluating the sociocultural impact on students' mental health. Moreover, the active participation of teachers, parents, and community leaders in strengthening mental health has not been a primary focus of prior research. As a result, the proposed solutions are often unsustainable and misaligned with local contexts. Therefore, this study aimed to address this gap by developing and evaluating an evidence-based model for local value integration.

This study introduces an innovative model that integrates local etiquette values into education as a culturally grounded suicide prevention strategy. This approach combines anthropological findings with health psychology principles to create interventions that are contextually appropriate and sustainable. Unlike previous studies that focused on clinical therapy, this research positions the community as the primary agent in strengthening mental health. The developed model involves systematic collaboration between schools, families, and customary leaders to apply local values. A mixed-methods approach was employed to ensure the validity and depth of the findings from multiple perspectives. This innovation also included the development of a resilience measurement instrument that was culturally adapted to the Talaud context. These results are expected to serve as a reference for other island regions facing similar conditions. Thus, this study offers significant theoretical and practical contributions to the field of culture-based mental health.

This study aimed to develop and evaluate the effectiveness of a model integrating local etiquette values into the education system to enhance psychological resilience and prevent suicide among students in the Talaud Islands Regency. A mixed-methods approach was applied to understand participants' perceptions and experiences regarding local values and mental health (Ballard et al., 2020). Qualitative data were gathered through in-depth interviews with teachers, students, parents, and community leaders. Quantitative data were collected via surveys using instruments that have been validated and culturally modified. Analyses were conducted to identify enabling and inhibiting factors in the application of local values within schools. Additionally, the intervention's impact on improving resilience and reducing symptoms of depression and suicidal ideation was assessed. This research is expected to yield a sustainable and replicable intervention model. The ultimate goal is to provide policy recommendations relevant to local governments and education departments.

The findings of this study are expected to inform the development of more inclusive educational policies that respond to the mental health needs of students in remote areas. The integration of local

etiquette values is recommended for inclusion in local content curricula or school counseling programs. Training for teachers and school counselors should be developed to strengthen their capacity to effectively apply cultural values. The institutional facilitation of collaboration between customary leaders and the community is necessary to ensure program sustainability. Local governments are encouraged to allocate specific budgets for culture-based mental health programs. Periodic monitoring and evaluation should be conducted to assess the effectiveness of the intervention. Replication of this model to other island regions with contextual adjustments is also recommended. Thus, this approach can become part of a national strategy for strengthening community-based mental health.

METHOD

This study was conducted in the Talaud Islands Regency, with the primary focus on Gemeh District as the main locus for data collection. A mixed-methods approach was employed to gain a comprehensive understanding of the integration of local etiquette values within the educational context and their impact on students' psychological resilience. The research design was structured as exploratory and descriptive, combining qualitative aspects to explore meaning and context, and quantitative aspects to objectively measure resilience levels and perceptions of local values. Gemeh District is a typical island region characterized by limited access to mental health services and a community-based social structure. This approach enables an in-depth examination of local dynamics while generating data with limited generalizability. Site selection also considers the preservation of local etiquette values in everyday community life. The research was conducted over a six-month period to ensure data sufficiency and the accuracy of the findings.

The study population included all junior and senior high school students in the Talaud Islands Regency, a demographic that is structurally vulnerable to psychosocial stress and mental health risks. A purposive sampling technique was used to select 25 students from Gemeh District based on their diverse social backgrounds and educational levels (Ballard et al., 2020). Additionally, 25 key informants, comprising parents and community leaders, were selected based on their roles in shaping values and community decision-making. Purposive sampling ensured that participants possessed in-depth knowledge of local etiquette and active involvement in the educational environment. Inclusion criteria specified an age range of 13–18 years for students and a minimum of five years of experience in mentoring or educating youth for parents and community figures. Participation was voluntary, and written consent was obtained from all research subjects. Participant identities were kept confidential to uphold research ethics and prevent social bias. The sample size was deemed sufficient for in-depth qualitative analysis and descriptive statistical processing.

Data collection was performed using multiple primary methods to obtain valid and contextually rich information. In-depth interviews were conducted with 25 informants, including teachers, students, parents, and community leaders, using semi-structured interview guides validated by local cultural experts. Field surveys were administered in selected schools using closed-ended questionnaires to measure students' psychological resilience based on the Connor-Davidson Resilience Scale (CD-RISC), culturally adapted for the local context. Focus Group Discussions (FGDs) were held in two separate groups—students and teachers/community leaders—to explore collective perceptions of integrating local etiquette into education. All interviews and FGD sessions were audio-recorded with participants' consent and transcribed verbatim for further analysis. Secondary data were obtained from the scientific literature, educational policy documents, and mental health statistics from relevant institutions. Participatory observations were conducted within school and community settings to understand the actual implementation of local values. All data collection instruments underwent validity and reliability testing prior to field deployment.

Data analysis was systematically conducted in two main stages: qualitative and quantitative. Qualitative data were analyzed using thematic content analysis involving data reduction, categorization, pattern identification, and interpretation of meaning based on relevant theoretical frameworks. The findings were validated through data triangulation, comparing results from interviews, FGDs, surveys, and observations to ensure consistency and reliability. A comparative analysis was also performed to examine

differences in perceptions across groups, such as between students and parents or teachers and community leaders. The results were interpreted contextually, considering social, cultural, and local educational structures. This approach ensured that the research findings were accurate, valid, and aligned with on-the-ground realities.

RESULT AND DISCUSSION

Result

A. Psychological Resilience of Students

The results of the psychological evaluation revealed a diversity of intellectual ability levels among ten female students assessed in the Manado region. The majority, consisting of three individuals, achieved an IQ score of 98, which falls within the "Average" cognitive category according to the Wechsler Intelligence Scale standards. Their ages ranged from 13 years 7 months to 14 years 6 months, indicating that this group is in the early to mid-adolescent stage. Two additional students scored 91, also classified within the "Average" range, albeit near the lower threshold of this category. Overall, five out of the ten students demonstrated sufficient intellectual functioning to participate in conventional learning processes without significant limitations in basic cognitive abilities.

Three students scored below the average range, with IQs between 85 and 88, classified as "Below Average" to "Borderline." Students with scores of 85 and 88 generally required a more structured learning approach and additional support to achieve comparable academic competence. Two of them were older 16 years 8 months and 16 years 10 months suggesting possible delays in their formal education trajectory. This condition warrants careful consideration so that interventions address not only academic needs but also the emotional and social aspects influencing their holistic development.

The two students with the lowest IQ scores, 68 and 63, are categorized as "Deficient." This classification indicates significant impairments in intellectual functioning, necessitating specialized education and intensive professional support. Both individuals were aged between 15 and 16 years, suggesting that they had passed critical developmental stages without adequate intervention. These findings underscore the necessity for ongoing assessment, long-term behavioral observation, and active involvement from family and social environments to support optimal development. Professional psychological evaluation should serve as a guide for educational decision-making, not as a limiting label, but as a framework for delivering appropriate and sustainable support.

Tabel Students' Cognitive Clasification

No	Studets	Age	IQ Score	Cognitive Clasification
1	FM	13,7	98	Average
2	AP	14,5	98	Average
3	VSP	13,11	98	Average
4	RB	14,2	91	Average
5	MAP	14,2	91	Average
6	AYB	14,6	88	Below Average
7	SA	16,10	85	Below Average
8	MCP	16,8	75	Borderline
9	LGM	15,4	68	Deficiency
10	NNM	16,6	63	Deficiency

B. Application of Local Etiquette to Students' Psychological Resilience

Based on psychological evaluation, several students exhibit intellectual functioning challenges that require careful attention from educators and relevant stakeholders. Students classified as Borderline and Deficient face difficulties in abstract thinking, problem-solving, and comprehending complex academic concepts. These challenges affect not only academic performance but also social interactions and self-confidence within the school environment. Some displayed a tendency to withdraw from group activities, likely as a response to academic pressure or perceived negative judgments from their surroundings. Therefore, an empathetic and inclusive approach is essential to ensure that these students feel accepted and are motivated to develop according to their potential.

Within the social context, support from family and teachers plays a critical role in building psychological resilience among students with intellectual limitations. The results indicated that some students with lower IQ scores came from family backgrounds with limited access to educational resources and early cognitive stimulation. Insufficient stimulation during early childhood can negatively affect brain development and long-term learning capacity. Conversely, the presence of supportive teachers or family members who provide positive encouragement has been shown to enhance student engagement and effort, even when academic outcomes fall below conventional standards. This reinforces the idea that a child's potential cannot be assessed solely through test scores but must be understood within the broader context of environmental dynamics.

The role of school counselors is particularly vital in identifying individual needs and designing appropriate interventions. Counseling processes should be personalized, considering each student's cognitive, emotional, and social characteristics. A strength-based approach can help students recognize their potential beyond academics, such as in vocational skills, arts, or teamwork. Regular open discussions among counselors, teachers, and parents are necessary to ensure consistent support. Furthermore, training teachers in inclusive education and differentiated instruction strategies is crucial for creating a fair and supportive learning environment.

It is essential to emphasize that intelligence test results should not determine a child's future. As stated by a psychologist, IQ scores must not be the sole basis for evaluating an individual's abilities or developmental potential. Numerous non-cognitive factors, such as motivation, perseverance, empathy, and social skills, significantly influence a person's life success. Children with intellectual limitations have the right to grow in an empowering environment, not one that judges or marginalizes them. With ongoing assessments, continuous support, and involvement from the entire educational ecosystem, they can achieve optimal development within their capacity. Equitable education must embrace all forms of diversity, including variations in intellectual abilities.

Discussion

A. Students' Psychological Resilience

The discussion of psychological evaluation results must go beyond merely reporting IQ scores, as these figures serve only as an initial reference for understanding cognitive development and deeper educational needs. The finding that some students fall within the "Average" category does not automatically ensure their full readiness to meet complex academic and social demands. Even within the normal range of intellectual ability, performance can be significantly influenced by external factors such as teaching quality, family environment, and mental well-being. In the context of inclusive education, it is crucial to not assume that students with average IQ scores do not require counseling interventions. Particularly during adolescence, non-cognitive aspects, such as emotional regulation, identity formation, and learning motivation, play a decisive role in overall success, elements not fully captured by intelligence testing. Therefore, a holistic approach is necessary, in which quantitative data serve as just one component among many in designing effective student support.

The presence of students classified as "Below Average" to "Borderline" highlights the need for a more sensitive early detection system and responsive educational strategies that accommodate diverse learning abilities. This classification holds implications not only for academic placement but also for the psychological and social well-being of learners. Students with IQ scores between 85 and 88 are at risk of chronic frustration if the educational system fails to provide curriculum modifications or differentiated

instruction. They may struggle with processing information quickly, following multistep instructions, or completing tasks within standard timeframes, which can lead to diminished self-esteem and social withdrawal. In this context, the school counselor's role extends beyond service provision to facilitate the development of individualized education plans involving teachers, parents, and psychologists. Without multidisciplinary coordination, the potential of students in this category may remain underdeveloped.

The cases of two students with IQ scores of 68 and 63, categorized as "Deficient," call for critical reflection on the education system's capacity to respond to children with intellectual disabilities. At 15 and 16 years of age, these individuals have likely passed the critical window for early intervention, making delayed identification and support a compounding factor in their developmental challenges. This situation reveals systemic weaknesses in providing routine and accessible psychological assessments at the primary school level. Additionally, low public awareness of the importance of early cognitive stimulation and developmental screening contributes to delayed responses. In counseling practice, a curative approach must be complemented by systematic preventive strategies, including training early grade teachers to recognize the initial signs of learning difficulties. Without structural improvements, the system will continue to react to problems rather than prevent them.

It is essential to reiterate, as emphasized by the psychologist in the report, that intelligence test results should never be the sole criterion for assessing a child's potential or future. An IQ score reflects cognitive performance at a given moment but does not account for adaptive functioning, creativity, emotional resilience, or emotional intelligence factors equally vital to life success. Many individuals with lower IQs can live independently and productively when provided with appropriate support, particularly through functional education and life skills training. Conversely, those with high IQs remain vulnerable to failure without self-regulation or a supportive environment. Therefore, test results must be interpreted contextually, considering biological, psychological, and social factors. School counselors bear an ethical responsibility to ensure that psychometric data are used not to label, but to empower.

These findings strongly support the need for a paradigm shift in school-based counseling services from an administrative and reactive model to one grounded in continuous assessment and sustained intervention. Current systems, which are often uniform and reactive, must be replaced with differentiated, inclusive, and collaborative approaches. Schools should function as early detection centers, monitoring not only academic achievement but also mental health and adaptive functioning. Integrating psychological assessment outcomes into lesson planning, counseling programs, and school policies will enhance the relevance and effectiveness of support services. Furthermore, ongoing professional development for educators and counselors regarding learning diversity and special education needs is essential. In this way, counseling services can serve as the frontline for realizing equitable and student-centered education.

B. Application of Local Etiquette to Students' Psychological Resilience

The implementation of local etiquette within an educational context holds significant potential as a foundation for developing psychological resilience, particularly among students with intellectual limitations. Learners experiencing cognitive challenges often face stigma, marginalization, and social pressure, which negatively affect their self-esteem and mental well-being. In such circumstances, early emphasized local etiquette values can function as a stable and consistent social support system. Household etiquette, such as the prohibition against entering parents' rooms without permission, instills respect, and establishes clear interpersonal boundaries. Habituation to such rules helps students understand social structures and behavioral expectations, which are factors crucial for those who require predictability and order. The internalization of values such as discipline and respect for privacy can enhance self-regulation and reduce social anxiety. Over time, the formation of such habits contributes to the strengthening of personal identity and psychological safety. Therefore, etiquette is not merely a set of behavioral rules, but an educational tool that fosters mental resilience.

Etiquettes emphasizing responsibility toward personal property, such as the prohibition of taking parents' belongings without consent, are relevant in building integrity and self-confidence among students with limited intellectual functioning. Learners in borderline or deficient categories are often perceived as less capable of managing responsibility, making the reinforcement of such rules essential in cultivating

awareness of rights and duties. Respecting others' possessions reflects an understanding of the social consequences of one's actions, which is a key component of emotional regulation. By applying these rules, students learn that their actions impact others, encouraging wiser decision-making. This process indirectly strengthens non-academic cognitive aspects, such as empathy and moral awareness. Within counseling practice, such etiquette can serve as a medium to initiate dialogue regarding honesty, trust, and social accountability. This approach proves more effective than direct instruction, as it is rooted in values already recognized within their cultural environment. Thus, local etiquette acts as a bridge between cultural heritage and character development.

Social interactions governed by etiquette, such as prohibitions on holding hands or walking behind a sibling of the opposite sex, contribute to the formation of healthy social boundaries. Understanding abstract social rules can be challenging for students with cognitive limitations, making concrete guidelines particularly beneficial. Such etiquette provides a clear behavioral framework, reduces ambiguity in interactions, and prevents miscommunication that could lead to conflict or embarrassment. In school settings, students with lower IQs often misinterpret social cues, making them vulnerable to becoming victims or perpetrators of social misconduct. Internalizing local etiquette provides them with a reliable guide for reducing social anxiety. It also fosters self-confidence, as they understand appropriate conduct. In counseling, these rules can be used as educational tools to teach politeness and body boundaries. Consequently, local etiquette functions as an early preventive system against behaviors that could damage social relationships.

General social etiquette, such as the prohibition of handholding among young couples, reflects values of modesty and self-control applicable within school environments. Students with intellectual limitations often struggle to regulate their emotional and physical impulses, making explicit social norms essential. These rules do more than regulate behavior; they instill awareness of the social context and public ethics. Self-regulation is a prerequisite for focus, discipline, and effective participation in the learning process. By understanding that emotional expressions have appropriate times and places, students learn to delay gratification and manage their impulses. School counselors can use etiquette as a medium to indirectly address sensitive topics, such as cross-gender relationships. A culturally grounded approach is more readily accepted than foreign content, which is often perceived as irrelevant. Thus, local etiquette has become an inclusive and contextually appropriate tool for social education.

The practice of placing elders to one's right when walking together symbolizes a deep respect for social hierarchy and familial values. For students with cognitive challenges, habitual adherence to social hierarchies helps them understand the authority structures and roles within a group. Respect for parents and teachers is not merely ritualistic but fosters an emotionally structured and secure environment. In schools, respect for educators can enhance student openness to guidance and instruction. Students who feel emotionally connected to their teachers are more likely to remain motivated despite academic difficulties. This etiquette also teaches that every individual holds a role and value within the community, regardless of intellectual ability. By positioning themselves within a mutually respectful system, students with lower IQs can develop a sense of belonging and social acceptance. This finding directly supports the formation of psychological resilience through strengthened social connections.

Etiquette regulating appearance, such as the recommendation of women to dress modestly, can be interpreted as a collective effort to create a safe environment that upholds individual dignity. In school settings, clear dressing guidelines help reduce social pressure and harmful comparisons, especially for students vulnerable to self-esteem issues. Learners with intellectual limitations are often more sensitive to others' judgments, making environments that emphasize simplicity and decency particularly supportive. Such etiquette shifts focus from physical appearance to behavior and character, areas more within their control. In counseling, this theme can be used to discuss the importance of self-worth, independent of external validation. Schools can adopt these principles through uniform policies or student codes of conduct, to foster an inclusive atmosphere. By minimizing social stress, students can concentrate better on personal growth and learning. Therefore, etiquette serves as an indirect psychological safeguard.

The requirement that visits from a romantic partner be supervised by parents and restricted after 10 PM reflects a cultural commitment to protecting youth dignity and honor. The principles of transparency

and family oversight can be adapted within schools through strengthened collaboration among teachers, counselors, and parents. For students with intellectual limitations, unsupervised interpersonal relationships may pose risks of exploitation or misunderstanding. With adult guidance, they learned that healthy relationships require boundaries and accountability. This etiquette also emphasizes intergenerational communication, which is applicable in family counseling programs. In education, cooperation between schools and families is key to supporting vulnerable students. Such local norms provide cultural legitimacy for parental involvement in children's education. Thus, traditional etiquette serves as a bridge between community values and educational institutions.

Etiquette concerning pregnant women—such as prohibitions against sitting in front of doors and the obligation to cover the head—though symbolic, reflects the values of protection and respect for life. This principle can be extended to a broader culture of safeguarding vulnerable individuals, including students with special needs. In school contexts, every student should be treated as a valuable individual who deserves special attention. Such etiquette fosters a collective awareness that society bears responsibility for its more vulnerable members. Students with low IQ scores may feel safer in environments that emphasize protection and respect. Counselors can use these values to develop peer support or buddy systems rooted in local traditions. By positioning them as part of a mutually protective system, stigma can be gradually reduced. Therefore, local etiquette plays a key role in building an inclusive and equitable school culture.

Environmental etiquette, such as the prohibition of indiscriminate tree felling and the obligation to utilize harvested wood, teaches the principles of responsibility and sustainability. These values can serve as metaphors in character education, in which every action must be evaluated for its impact on oneself and the environment. Students with cognitive limitations often struggle to grasp the long-term consequences of their decisions, making habituation to such principles particularly important. Through analogies such as tree care, counselors can teach the importance of self-care, valuing effort, and considering the outcomes of actions. A planned logging process and the proper use of resources reflect efficiency and responsibility values relevant to time and learning resource management. In counseling, this approach helps students understand that every effort has a purpose and outcome that must be preserved. Thus, environmental etiquette has become a meaningful educational tool.

The integration of local etiquette into the education system is not merely about cultural preservation, but a sustainable strategy for developing psychological resilience. Values such as respect, responsibility, self-control, and protection of the vulnerable have proven relevant in supporting student well-being, especially for those with intellectual limitations. By utilizing a familiar cultural framework, interventions become easier to accept and internalize. This approach avoids the dominance of Western models, which often fail to align with local realities. Schools can integrate such etiquette through local content curricula, extracurricular activities, or culturally based counseling programs. Collaboration between traditional leaders and their families is crucial for the successful application of these values. Thus, education becomes not only a cognitive development process but also a reinforcement of strong psychosocial foundations. Ultimately, local etiquette serves as a vital foundation for creating a generation that is resilient, ethical, and deeply rooted in a cultural identity.

This study confirms that local etiquette is more than customary rules; it is a value system with strong potential to build students' psychological resilience. The integration of values such as respect for privacy, responsibility, and social boundaries can form the foundation for character development and mental well-being. For students with intellectual limitations, clear behavioral guidelines from local etiquette provide certainty and reduce social anxiety. Long-preserved local values can serve as contextual and inclusive educational tools. A culture-based approach is more readily accepted than foreign interventions, which often lack relevance to community realities. Thus, local etiquette serves as a bridge between tradition and the psychosocial needs of younger generations.

The findings indicate that students with low IQ scores are highly vulnerable to stigma, isolation, and academic pressure, all of which can disrupt their psychological development. Under such conditions, support from an environment that respects diversity is a primary protective factor. An etiquette emphasizing respect for parents, teachers, and fellow community members fosters a safe and supportive

social climate. Values such as *maka'du* (mutual respect) and *maka'bisa* (mutual assistance) can be reinforced through formal education to strengthen social cohesion. The active involvement of teachers, parents, and community leaders in applying local values is critical for intervention success. Therefore, building resilience cannot be achieved individually but must involve the entire educational ecosystem.

The application of local etiquette in education must be systematically designed and integrated into curricula or counseling programs. The developed intervention models should account for the diversity of students' cognitive abilities and social backgrounds. Regular training for teachers and counselors in inclusive education and the use of local values should be implemented. Collaboration with customary leaders provides cultural legitimacy and enhances community participation. Routine psychological assessments should inform the planning of different educational approaches. With holistic and sustainable strategies, schools can become agents of social transformation that strengthens mental well-being.

The ultimate conclusion of this research is that local wisdom is a strategic resource for addressing mental health crises in remote areas, such as the Talaud Islands Regency. Local etiquette values proven to build community resilience can be adapted to strengthen individual resilience. IQ scores should not be the primary basis for assessing potential, as numerous non-cognitive factors determine life success more significantly. Equitable education embraces diversity and empowers every individual according to their capacity. By honoring cultural identity and leveraging it as a strength, young people can grow with high self-confidence and psychological resilience. Therefore, the integration of local etiquette into education must become a priority in community-based educational policies.

CONCLUSION

This study affirms that local etiquette is not merely a set of customary rules, but a value system with significant potential to foster students' psychological resilience. The integration of values such as respect for privacy, responsibility, and clear social boundaries can serve as a foundation for character development and mental well-being. For students with intellectual limitations, the explicit behavioral guidance provided by local etiquette offers clarity and reduces social anxiety. Time-honored local values can be repurposed as contextual and inclusive educational tools. A culturally grounded approach is more readily accepted than external interventions, which often fail to align with community realities. Thus, local etiquette functions as a bridge between tradition and the psychosocial needs of younger generations.

The findings indicate that students with lower IQ scores are particularly vulnerable to stigma, social isolation, and academic pressure, all of which can disrupt their psychological development. In such circumstances, support from an environment that values diversity is the primary protective factor. An etiquette that emphasizes respect for parents, teachers, and fellow community members fosters a safe and supportive social climate. Values, such as mutual respect and assistance, can be reinforced through formal education to strengthen social cohesion. The active involvement of teachers, parents, and community leaders in applying local values is crucial for the success of any intervention. Therefore, building resilience cannot be achieved in isolation but must involve the entire educational ecosystem.

The implementation of local etiquette in education must be systematically designed and integrated into the curriculum or counseling programs. The developed intervention models should consider the diversity of students' cognitive abilities and social backgrounds. Regular training for teachers and counselors in inclusive education and the application of local values should be institutionalized. Collaboration with customary leaders provides cultural legitimacy and enhances community engagement. Routine psychological assessments should inform the planning of educational strategies. With a holistic and sustainable approach, schools can become agents of social transformation that strengthens mental well-being.

Local wisdom is a strategic resource for addressing mental health crises in remote regions, such as the Talaud Islands Regency. Etiquette values that have long strengthened community resilience can be adapted to reinforce individual resilience. IQ scores should not be the primary criterion for assessing a child's potential, as numerous non-cognitive factors, such as perseverance, empathy, and emotional regulation, play a more decisive role in life success. Equitable education is one that embraces diversity and empowers every individual according to their capacity. By honoring cultural identity and leveraging it

as a strength, young people can grow with confidence and psychological resilience. Therefore, the integration of local etiquette into education should be a key priority in community-based educational policies.

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