

Subjective Well-Being of Overseas Students at the State University of Malang

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Abstract

Overseas students experience various new problems in the overseas environment. The problems experienced can be from loneliness to difficulty adapting. This research aimed to determine the differences in subjective well-being between overseas and local students based on age group, gender, and coping strategies used by overseas students at the State University of Malang. The research method used is a mixed method consisting of comparative quantitative methods with 54 respondents and phenomenological qualitative methods with four respondents. The instruments used are the Satisfaction With Life Scale (SWLS), with a reliability value of .948 and validity ranging from .903 to .975, and the Positive Affect Negative Affect Schedule (PANAS) scale, with a reliability value of .889 for positive affect and .905 for negative affect and has validity ranging from .445 to .838 for positive affect and .646 to .838 for negative affect. The results of the analysis show that there is no significant difference in subjective well-being between overseas students and local students (p equal to .272), and there is also no significant difference in terms of gender (p equal to .626) or age. Furthermore, the coping strategy used by overseas students to overcome their problems is to do their favorite activities and gather with their friends. The findings support that other factors can affect overseas students' subjective well-being, including social support, social relationships, and technological developments.

Abstrak

Mahasiswa rantau mengalami berbagai permasalahan baru di lingkungan daerah. Masalah yang dialami bisa mulai dari kesepian hingga kesulitan beradaptasi. Penelitian ini bertujuan untuk mengetahui perbedaan kesejahteraan subjektif antara mahasiswa rantau dan lokal berdasarkan kelompok umur, jenis kelamin, dan strategi koping yang digunakan oleh mahasiswa rantau di Universitas Negeri Malang. Metode penelitian yang digunakan adalah metode campuran yang terdiri dari metode kuantitatif komparatif dengan 54 responden dan metode kualitatif fenomenologis dengan empat responden. Instrumen yang digunakan adalah Satisfaction With Life Scale (SWLS) dengan nilai reliabilitas 0,948 dan validitas berkisar antara 0,903–0,975, dan skala Positive Affect Negative Affect Schedule (PANAS) dengan

nilai reliabilitas 0,889 untuk afek positif dan 0,905 untuk afek negatif dan validitas berkisar antara 0,445–0,838 untuk afek positif dan 0,646–0,838 untuk afek negatif. Hasil analisis menunjukkan bahwa tidak ada perbedaan yang signifikan pada kesejahteraan subjektif antara mahasiswa rantau dan lokal (p sama dengan 0,272), dan juga tidak ada perbedaan yang signifikan dari segi jenis kelamin (p sama dengan 0,626) atau usia. Selanjutnya, strategi coping yang digunakan mahasiswa rantau untuk mengatasi permasalahannya adalah dengan melakukan kegiatan yang disukainya dan berkumpul dengan teman-temannya. Temuan mendukung bahwa faktor lain dapat memengaruhi kesejahteraan subjektif mahasiswa rantau, termasuk dukungan sosial, hubungan sosial, dan perkembangan teknologi.



INTRODUCTION

Along with the times that continue to advance and continue to experience development, humans will always have the urge to be able to adapt and compete with others. Competition occurs because of a person's desire to achieve their life goals by defeating others (Deaux, 1993). Thus, competition is a desire to exceed or even bring others down (Hurlock, 1978). This happens because someone is struggling with the same thing. So competition can occur in the political environment, companies, education and even anywhere. Competition in the political environment occurs when candidates compete to get more votes to win the general election (Singh et al., 2012). Workers in the corporate setting will improve their performance in order to be considered for a promotion (Francesconi, 2001). In the educational environment, people compete to get an education at the best university to support their future (Finch et al., 2013). Therefore, a person must undergo a series of selections to be accepted and become a student at the college of their choice.

College students are students who have registered and are actively studying at a university. Students become in a transitional period from adolescence to early adulthood which ranges from 18 to 25 years of age (Santrock, 2006). It is characterized by changes in thought processes, behavior, and feelings of active challenge from intellectual or academic tasks (Dellafrinida & Harsono, 2022). Statistics Indonesia (Indonesian: *Badan Pusat Statistik*; 2021) recorded 7.66

million active students in 2021. This data shows that the Indonesian people are serious about getting a higher education.

Each university is filled with students from various regions, whether they are from the same region as the university or other regions. Many students choose to continue their education outside their area of origin to get a better quality of education, improve their quality of life, and become more independent (Santrock, 2015). This can encourage students to migrate to the area they want. Based on data from the Ministry of Research, Technology and Higher Education (Indonesian: *Kementerian Riset Teknologi dan Pendidikan Tinggi*) students are more likely to migrate to Java (Bakrie, 2019). This is because many universities have high accreditation on the island of Java. One of the cities that is a destination for overseas students is Malang City.

Malang City is one of the cities located in East Java and is a destination for continuing higher education. This is because there are many universities in Malang. The universities are divided into public and private universities. In the data of the Malang City Government (Indonesian: *Pemerintah Kota Malang*), universities in Malang City consist of polytechnics, private academies, private institutes, colleges, public universities and private universities. State universities in Malang City are the State University of Malang, Brawijaya University, Maulana Malik Ibrahim State Islamic University, and UPBJJ Open University of Malang. Meanwhile,

private universities include Cipta Wacana Christian University of Malang, Ma Chung University of Malang, Merdeka University of Malang, Muhammadiyah University of Malang, Gajayana University, Islamic University of Malang, Kanjuruhan University of Malang, Widya Karya Catholic University of Malang, Tribhuwana Tunggal University of Malang, Widayagama University of Malang and Wisnuwardhana University of Malang.

Because of the large number of universities, Malang has earned the nickname of the City of Education. One of the universities in Malang City that is the destination of prospective students from outside Malang City is the State University of Malang. According to *Statistik UM*, the State University of Malang (Indonesian: *Universitas Negeri Malang*) has 37 thousand active students. These active students consist of students from the city of Malang and outside the city of Malang or overseas students.

However, being a overseas student is challenging because students must be able to adjust to the new environment and be independent without their parents' help. The family environment can influence the self-adjustment of overseas students. When someone has an attachment relationship with their parents, they tend to have good social behavior (Flaherty & Sadler, 2011). Attachment to parents not only affects self-adjustment but can also increase one's happiness. (Mónaco et al., 2019). Thus, a student attached to their parents will have good social relationships and feel happy living overseas. However, being away from their parents can be a challenge for overseas students in dealing with various problems while overseas. It is normal for students to experience culture shock when studying in another region. Culture shock happens when students find themselves in an unfamiliar environment, such as the one they were in before moving (Ward et al., 2001). Thus, overseas students need time to adjust to the environment, manage daily needs, and adjust to the rules that apply, food and language in the overseas envi-

ronment. Niam (2009) also confirmed that overseas students need to learn to adjust to the overseas environment because, in the overseas environment, students will face various problems that require them to be independent and adjust.

The ability of overseas students to adjust, however, does not guarantee that they will be content in their new environment. This can happen because overseas students tend to feel bored, afraid, and lonely (Amelia et al., 2022). Also, they often experience the feeling that they are alone (Lee et al., 2004). Previous research by Amelia et al. (2022) found that 73.5% of overseas students felt their life was full of boredom, and as many as 14% felt fearful. These feelings can have negative effects that can reduce happiness for overseas students. Another research conducted by Özdogan (2021) also found that loneliness can affect a person's happiness or subjective well-being. The loneliness experienced by a person can also impact the emergence of dissatisfaction with social life (Russell et al., 1980), so that students who migrate will have the potential to experience these negative affect or unpleasant moods, which can reduce happiness to low levels of subjective well-being in overseas students.

Subjective well-being is a person's cognitive and affective assessment of life experiences (Diener, 2009). In subjective well-being, according to Diener (1984), there are two aspects, namely affective and cognitive aspects. Affective aspects include both positive and negative affect (Diener, 2009). The frequency of positive and negative affect such as good, happy, joyful, satisfied, bad, unhappy, sad, afraid, and angry experienced by a person can be a measure of well-being. These affections are obtained from a person's response to an event (Diener, 1984). Thus, when a person responds to an event with a positive affect more frequently, the person will be more prosperous, while the more often a person responds to an event with a negative affect, the less prosperous they will be. However, positive and negative affect do not affect each other

(Diener et al., 1999). Therefore, when a person uses positive affect more often, it does not imply that they will use negative affect less often. However, both affections must be measured because they are not related to each other. Also, positive and negative affect are not measured based on how much they are but on how often they are used by a person (Diener et al., 2003). A person will be said to have high subjective well-being when they use positive affect more often and rarely use negative affect in their life.

Meanwhile, life satisfaction is included in the cognitive aspect (Diener, 2009). The life satisfaction experienced by a person can be a measure of well-being. Life satisfaction compares a person's assessment of their current situation with the desired situation. The assessment can be done specifically, such as education, finance, romance, and many more. However, the assessment of subjective well-being can also be done as a whole (Diener, 1984). Although the assessment can be done as a whole, someone will tend to make an assessment specifically or according to their current condition. For example, if someone gets bad grades at school, their economic condition is difficult, or their romance fails, it will be used to make an overall assessment (Diener et al., 2003). Based on this, a person will judge that their life satisfaction is low. A person's assessment of life satisfaction is also often influenced by their current feelings. Thus, the overall assessment of life satisfaction will be influenced by various factors. Although various factors can influence it, a person's assessment of life satisfaction will tend to be stable or unchanging and valid (Diener et al., 1999). Thus, the assessment of overall life satisfaction is a way of assessing one's level of well-being.

Subjective well-being can also be influenced by several factors. Diener (2000) suggests that subjective well-being is influenced by emotional, cognitive, and social. Emotions can have a fifty per cent influence on a person's level of well-being (Diener, Lucas & Smith, 1999). This is because affect, which includes positive and

negative emotions, can impact the level of subjective well-being. Cognition can also affect a person's view or assessment of their life satisfaction, including the desired state and the current state. In addition, society influences the fulfillment of one's needs to achieve well-being, and the social environment also plays a role in influencing the level of subjective well-being of someone in that environment. Although overseas students tend to have lower subjective well-being due to problems such as difficulty adjusting to the environment and feelings of loneliness due to being away from parents or family, however, subjective well-being is important for overseas students to have. Diener (2009) explains that when someone has high subjective well-being, it will affect social relationships, so that when overseas students have high subjective well-being, these students will be able to establish social relationships well. Students will also find it easier to solve problems in college (Amelia et al., 2022).

Based on the explanation above, subjective well-being is important for overseas students. With high subjective well-being, overseas students are able to assess their overall life satisfaction, tend to use positive affection rather than negative affection, and have the ability to establish social relationships and solve problems experienced. However, in reality, not all students have high subjective well-being. This is supported by research conducted by Amelia et al. (2022) which shows that there are phenomena that occur among students due to low subjective well-being, such as feeling stressed, losing motivation, and even experiencing suicide. Therefore, this research aims to see whether there are significant differences related to subjective well-being in overseas students from outside East Java and local East Java students. In addition, this research also aims to see the high or low subjective well-being of overseas students at the State University of Malang.

Hypothesis

Based on this, the research hypothesis is formulated as follows.

Ha: There is a significant difference in subjective well-being between overseas students and local students.

H0: There is no significant difference in subjective well-being between overseas students and local students.

METHODS

Type of Research

This is a mixed methods research. According to Creswell (2010), mixed methods research is a research approach that combines quantitative and qualitative research. In the first research, a quantitative method with a comparative approach was used. A comparative approach compares the value of one independent variable in different populations (Sugiyono, 2015). Meanwhile, in the second research, a qualitative method with a phenomenological approach was used. This approach is used to develop an understanding of an event experienced by a person or group of people (Creswell, 2010). Mixed methods are used to find the general picture and search for a deeper meaning of a phenomenon.

Research Data

The data used in the research are primary data and secondary data. Sugiyono (2015) explains that primary data is data collected by researchers themselves from the main source, while secondary data is data obtained indirectly. Primary data is obtained from the results of surveys and interviews conducted by researchers, and secondary data is obtained from previous research or literature studies.

Population

The population in this research were students registered in the Academic Bureau of the State University of Malang. The population is a generalization of subjects with certain characteristics determined by researchers (Sugiyono, 2015). This research used purposive sampling, which according to Sugiyono (2015), is a sampling

technique with certain considerations based on certain characteristics. For the first research, the characteristics that had been determined were: (1) students from East Java and outside East Java who are actively studying at the State University of Malang; (2) aged 19–21 years; and (3) male and female gender. Meanwhile, for the second research, the characteristics were students from outside East Java who had taken part in the first research.

Instrument

The instrument used in the first research was a Likert scale questionnaire in Indonesian, distributed online using the Google Forms web application. The Likert scale measures attitudes and perceptions of a social phenomenon (Sugiyono, 2015).

As previously mentioned, subjective well-being consists of cognitive and affective aspects. The Satisfaction with Life Scale (SWLS) instrument developed by Diener et al. (1985) is used to measure cognitive aspects or life satisfaction. Meanwhile, affective aspects or positive and negative affect are measured using the Positive Affect Negative Affect Schedule (PANAS) scale developed by Watson et al. (1988) and translated into Indonesian by Akhtar (2019). In several studies, it is suggested to view subjective well-being as something that is not limited to one dimension only (Lazić et al., 2021). Therefore, in this research, subjective well-being is measured by combining cognitive aspects or life satisfaction and affective aspects or positive and negative effects.

This research adapted the SWLS, translated into Indonesian by Akhtar (2019), which consists of five items in the form of statements that describe an individual's life assessment with a 7-point scale (1 = strongly disagree, 7 = strongly agree). In this research, SWLS has Cronbach's alpha reliability with a coefficient of 0.948 and the validity of the Pearson correlation ranges from .903 – .975, so this instrument can be said to be valid and reliable. Meanwhile, the PANAS scale, which has also been translated into Indo-

nesian by Akhtar (2019), has 20 items that describe individual feelings, which are divided into ten items to measure positive affect and ten items to measure negative affect with a 5-point scale (1 = never, 5 = always). The PANAS scale has Cronbach's alpha reliability with a coefficient of 0.899 for positive affect and .905 for negative affect and has Pearson correlation validity ranging from .445 – .838 for positive affect and .646 – .806 for negative affect, so that the instrument can be said to be valid and reliable. In the second research, in-depth interviews were conducted in order to explore complete and in-depth information (Kriyantono, 2006).

Table 1.
Subjective Well-Being Scale

Aspects	Sub-Aspects	Item	Total
Cognitive	Life satisfaction	1, 2, 3, 4, 5	5
		6, 8, 10, 12, 14, 16, 18, 20, 22, 24	10
Affective	Positive affect	7, 9, 11, 13, 15, 17, 19, 21, 23, 25	10
		Negative affect	10

Data Analysis

The data obtained from the first research was analysed using descriptive analysis. Prior to testing the hypothesis, a normality test was first performed on each group based on status, gender, and age, which was then followed by a homogeneity test. The independent sample t test was used to test the research hypothesis. It compares the average between two groups with no relationship (Priyatno, 2016). Thus, the independent sample t test was used to test differences in subjective well-being between groups of overseas students and local students and also to test differences between male and female groups.

One-way ANOVA was used to test for age differences. The first research data analysis was

carried out with the help of IBM SPSS Statistics 25 software, while the second was done using thematic analysis. Thematic analysis is used to identify themes in the data, which are then interpreted into research aspects (Boyatzis, 1998).

RESULTS

Based on the data obtained from the first research and processed using the help of IBM SPSS Statistics 25 software, a description of the respondents can be seen in Table 2 below.

Table 2.

Demographic Description of Participants

Information	Total	%	M	SD
Status				
Local Students	33	61.1	90.24	11.31
Overseas Students	21	38.9	93.94	12.32
Gender				
Male	20	37.0	91.45	12.57
Female	34	63.0	93.12	11.74
Age				
19	12	22.2	89.58	9.62
20	26	48.2	93.31	13.57
21	16	29.6	93.38	11.05

Based on Table 2, a total sample of students (N = 54) was obtained, divided into students from East Java (N = 33) and students from outside East Java (N = 21) with male (N = 20) and female (N = 34) gender and aged 19 years (N = 12), 20 years (N = 26), and 21 years (N = 16). As for the second research, students from outside East Java (N = 4) were engaged to participate, consisting of participants aged 19 years (N = 1), 20 years (N = 1), and 21 years (N = 2). Local students had a mean score of 90.24 (SD = 11.31), while overseas students had a mean score of 93.94 (SD = 12.32). In terms of gender, male respondents had an average score of 91.45 (SD = 12.57), and female respondents had an average score of 93.12 (SD = 11.74), whereas in terms of age, 19-year-old respondents had an average score of 89.58 (SD = 9.62), 20-year-old respondents had an average score of 93.31 (SD =

13.57), and 21-year-old respondents had an average score of 93.38 (SD = 11.05).

Table 3.
Level of Subjective Well-Being

Description	Frequency	Percentages
Low	12	22.2
Medium	33	61.1
High	9	16.7

Based on Table 3, the respondents' scores are grouped into low to high categories. The group-

ing results show that there are respondents in the low category (N = 12), in the medium category (N = 33), and in the high category (N = 9).

From the Shapiro-Wilk normality test conducted on overseas student groups, it showed a significance value of .969 ($> .05$) and .987 ($> .05$) for local student groups, while the homogeneity test showed a significance value of .592 ($> .05$), so the assumption normality and homogeneity are met. Therefore, it can be continued for the independent sample t test in Table 4 below.

Table 4.
Independent Sample T Test Result Based on Status

	Levene's Test for Equality of Variances		T Test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal Variances Assumed	.291	.592	-1.110	52	.272	-3.710	3.333	-10.390	2.987
Equal Variances Not Assumed			-1.132	45.421	.264	-3.710	-3.269	-10.284	2.882

Based on Table 4, a significance value (p) of .272 ($> .05$) is obtained. Thus, it can be concluded that there is no significant difference in subjective well-being between overseas students and local students, so that the hypothesis H_a is rejected and H_0 is accepted.

From the Shapiro-Wilk normality test conducted in the male sex group, a significance value

of .496 ($> .05$) was obtained, while in the female sex group, it was .336 ($> .05$). The homogeneity test shows a significance value of .735 ($> .05$), which meets the normality and homogeneity assumptions so that it can be continued for the independent sample t test in Table 5 below.

Table 5.
Independent Sample T Test Result Based on Gender

	Levene's Test for Equality of Variances		T Test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal Variances Assumed	.116	.735	-.491	52	.626	-1.668	3.397	-8.483	5.148
Equal Variances Not Assumed			-.482	37.781	.632	-1.668	3.458	-8.670	5.334

Based on Table 5, a significance value (p) of .626 (> .05) is obtained. Thus, there is no significant difference in subjective well-being between male and female respondents.

The Shapiro-Wilk normality test conducted in the 19-year-old group showed a significance value of .683 (> .05), in the 20-year-old group

.908 (> .05), and in the 21-year-old group .985 (> .05). The homogeneity test shows a significance value of .352 (> .05), which meets the normality and homogeneity assumptions so that it can be continued for the independent sample t test in Table 6 below.

Table 6.
One-Way Anova Test Results Based on Age

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
19	20	-3.724	4.220	.654	-13.91	6.46
	21	-3.792	4.618	.692	-14.94	7.36
20	19	3.724	4.220	.654	-6.46	13.91
	21	-.067	3.842	1.000	-9.34	9.21
21	19	3.792	4.618	.692	-7.36	14.94
	20	.067	3.842	1.000	-9.21	9.34

Based on Table 6, a significance value of (p) .654 (> .05) and (p) .692 (> .05) is obtained so that it can be concluded that there is no significant difference between the 19-year-old group and the 20-year-old and 21-year-old group, a significance value of (p) .654 (> .05) and (p) 1.00 (> .05) indicates that there is no significant difference between the 20-year-old group and the 19-year-old and 21-year-old group, and a significance value (p) .692 (> .05) and (p) 1.00 (> .05)

indicates that there is no significant difference between the 21-year-old group and the 19-year-old and 20-year-old group.

Following are the results of interviews obtained in the second research using overseas students who had taken part in the first research as participants (N = 4).

Personality

Participants 1, 3, and 4 tend to have good personalities in the overseas environment. These per-

sonalities include being friendly, open, communicating well, and helpful. This is evidenced by the participants' statements, as follows.

"Sebisa mungkin kalau lagi papasan itu saling tegur sapa. Kayak saling sekedar senyum..." [As much as possible, when we pass each other, we greet each other. Like just smiling at each other] (W1.P1.8Nop22.038).

"Sebisa mungkin gak bikin orang lain itu tersinggung atau sakit hati ... Jaga komunikasi yang baik" [As much as possible, I don't offend or hurt others. Keep good communication.] (W1.P1.8Nop22.052).

"Saya orangnya ... dibilang kayak humble, welcome gitu ya ... Jadi saya kalau teman kos baru mah gampang akrab" [I am the type of person who can be said to be humble and welcoming. So, I get along easily when I have new boarding house friends] (W1.P3.6Nop 22.062).

"... kalau ada yang butuh bantuan ya sebisa mungkin aku bantu mereka" [If anyone needs help, I will help them as much as I can] (W4.P4.8Nop22.038).

Statements from Participants 1, 3, and 4 illustrate that overseas students have good relationships with their friends in the overseas environment. In addition, all participants also tended to have optimistic personalities marked by self-confidence and the ability to go through and try to get the best results. This is evidenced by the participants' statements, as follows.

"Iya dong. Harus yakin. Kalau ga yakin ya gimana ya mau menjalani ... Jadi, harus yakin dan percaya kalau kita bisa berhasil" [Of course, yes. We must be sure. If we are not sure, how will we go through it. So, we must be sure and believe that we can succeed] (W1.P1.8Nop22.079).

"Kalau untuk itu ya ... gimana ya ... Kayak kita mau gak mau harus optimis gak sih ... Jadi, kayak optimis aja. Ke depannya pasti ada

jalan yang lebih baik lagi sih" [As for that, well, like it or not, we have to be optimistic, right? So, we just remain optimistic. In the future, there must be a better way] (W2.P2.8Nop22.056).

"Seratus persen sih, menurut aku sendiri ya. Soalnya kayak dari dulu aku berusaha. Aku pingin apa, berusaha sampai dapat. Seratus persen optimis" [One hundred percent, in my own opinion. Because, it's like I've always tried. What I want, I will try to get it. One hundred percent optimistic] (W1.P3.6Nop 22.146).

"Jujur, aku optimis ya. Optimis maksudnya ya tergantung perjuanganku sendiri. Kalo aku bener-bener ini, aku optimis lah aku bisa meraih apa yang aku perjuangkan, sedangkan jika aku berjuangnya kurang ya pasti nggak akan pernah tercapai" [Honestly, I'm optimistic. Optimistic, meaning that it depends on my own struggles. If I really do it, I'm optimistic I can achieve what I strive for, whereas if I struggle less, then I definitely won't achieve it] (W4.P4.8Nop22.066).

Participants 3 and 4 also felt more independent when they were in the overseas environment because participants were required to be able to solve problems, fulfill their needs, and adjust to their environment. This is evidenced by the participants' statements, as follows.

"Lebih mandiri sih, jadi kalau ada masalah apa, jadi bisa, bisa menyelesaikan sendiri ... Kalau sebelumnya kan, kalau misalkan ada masalah nih, kita cerita kalau saya kan bercerita ke nenek gitu ..." [I became more independent so that if there was a problem, I could solve it myself. Previously, if there were a problem, I would tell my grandmother about it] (W1.P3.6Nop22.102).

"Ternyata kayak gini ya beratnya, berat banget gitu, karena apa-apa sendiri jadi kayak aduh harus ngelakuin sendiri, harus gini sendiri, berat apalagi kan saya merantau kan,

kayak orang asing gitu ya, jadi datang ke tempat orang lain jadi kayak bener-bener harus menempatkan diri gitu, beradaptasi di lingkungan gitu [Turns out it's hard. Very hard. Having to do everything myself, so I'm like, ouch, I have to do that myself, have to do this myself. It was very hard, especially since I'm an immigrant. I am like a stranger who has come to someone else's area. So I have to really position myself and adapt to the environment] (W1.P3.6Nop22.110).

"Untuk kehidupanku ... Di Malang ini aku merasa jadi lebih mandiri gitu. Kalau mau cari makan ..." [For my life in Malang, I feel that I have become more independent when I want to find food] (W4.P4.8Nop22.050).

Life Satisfaction

All participants tended to feel unsatisfied with their lives. This is because many things still have not been successfully achieved, so they need to develop other abilities. This is evidenced by the participants' statements, as follows.

"... saya emang belum merasa puas karena menurutku dari segi manapun ya masih perlu dikembangkan gitu kan, baik dari akademik, skill public speaking ... soft skill yang lain juga, di keorganisasian, bahkan dalam pertemanan..." [I am not yet satisfied because, in my opinion, from any perspective, there is still something that needs to be developed, both in terms of academics, public speaking skills as well as other soft skills, in organizations, even in friendships] (W1.P1.8Nop22.066).

"... untuk sejauh ini sih ya bisa dibilang belum sih. Karena masih banyak hal yang belum bisa dicapai ..." [So far, you could say I haven't because many things have not been achieved.] (W2.P2.8Nop 22.048).

"Kadang emang ada sulitnya gitu, lebih bersyukur aja..." [Sometimes there are things that are difficult, just be more grateful] (W1.P3.6Nop22.126).

"Untuk kepuasan ini, masih ada yang kurang, terutama nanti gimana aku menjalani kehidupan setelah perkuliahan ini, terutama dalam menentukan cari kerja dulu atau apa dulu..." [For this satisfaction, something is still lacking, especially later in how I live life after college, especially in determining whether to find a job or do something else first] (W4.P4.8Nop22.054).

Participants 1 and 3 also felt that life as a overseas student was hard, tedious, lacked motivation, and made them feel like foreigners so they had to position themselves and adapt to their environment. This is evidenced by the participants' statements, as follows.

"... cuman kayak aku ngerasanya hidupku kayak monoton gitu ... kadang kayak ada semangat, kadang gak ada semangat, kayak gitu. Kurang motivasi lah saya" [It's just like I feel my life is like monotonous. Sometimes there's enthusiasm, sometimes there's no enthusiasm. I'm lacking motivation] (W1.P1.8Nop22.054).

"Ternyata kayak gini ya beratnya ... Karena apa-apa sendiri ... Apalagi kan saya merantau kan, kayak orang asing gitu ya, jadi datang ke tempat orang lain. Jadi kayak bener-bener harus menempatkan diri gitu, beradaptasi di lingkungan gitu" [It turned out to be this difficult because I had to do everything alone. Moreover, I am a comer, like a foreigner, so I came to other people's region. So it's like having to really position myself, adapt to the environment] (W1.P3.6Nop22.110).

Although all participants tended to feel dissatisfied with life overseas, all participants still prioritized their education. This is evidenced by the participants' statements, as follows.

"... jadi, kayak aku pengennya sekarang prioritasin di akademiknya dulu. Selain itu, organisasi bisa mengimbangi lah. Kalau aku mampu ya aku jalanin ..." [So, I want to pri-

oritize academics first. Other than that, being in an organization can balance it. If I can do it, then I will do it] (W1.P1.8Nop22.062).

“Kalau buat prioritas sendiri sih, aku ... jujur aja prioritasin kuliahku dulu ya untuk nomor satunya ...” [As for my own priorities, to be honest, I will prioritize my studies first as number one] (W2.P2.8Nop22.046).

“... lebih ke kuliah aja, terus ya bisa ngebanggain orang tua ...” [It’s more towards studying, then I can make my parents proud] (W1.P3.6Nop22.120).

“... prioritas tetap yang pertama yaitu perkuliahan, terus yang kedua mungkin di luar kuliah kayak paling ngga nyempetin ikut KOMIPA ...” [The first priority is still studying, then the second is maybe outside of studying, such as at least taking the time to join KOMIPA] (W4.P4.8Nop22.052).

Positive Affect

Participants 1 and 4 have different forms of happiness in the overseas environment. Their happiness is meeting new friends or people, hanging out with friends, and learning more quickly. This is evidenced by the participants’ statements, as follows.

“... senengnya karena itu bisa langsung ketemu sama temen-temen, jadi kayak akses buat belajar juga kan lebih gampang ya di sini ketimbang di tempatku kemarin ...” [It’s nice because I can meet my friends right away, so it’s like access to learning is also easier here than at my place yesterday] (W1.P1.8Nop22.068).

“Merasa bahagianya kalau lagi makan-makan ... kalau lagi jalan-jalan sama temen ... atau bahagianya karena ya gak ada yang ngawasin kalau mau tidur seharian ...” [I feel happy when eating, hanging out with friends, or happy because no one watches me when I want to sleep all day] (W1.P1.8Nop22.074).

“Setelah di Malang, cukup bahagia sih, bisa kenal sama orang-orang baru dan suasana kota ...” [After being in Malang, I was pretty happy to be able to meet new people and get to know the atmosphere of the city] (W4.P4.8Nop22.060).

Participants 2, 3, and 4 tend to feel comfortable in the neighborhood or boarding houses when overseas. This is evidenced by the participants’ statement, as follows.

“Kalau di lingkungan kos yang sekarang... Alhamdulillah nyaman...” [In the current boarding house environment. Thank God, it’s comfortable] (W2.P2.8Nop22.028).

“Jarang sih aku ngerasa gak nyaman, nyanantai-nyantai aja gitu ...” [I rarely feel uncomfortable. Just relax, like that] (W1.P3.6Nop22.078).

“Jujur aku sangat nyaman tinggal di kosan ...” [Honestly, I’m very comfortable living in a boarding house] (W4.P4.8Nop22.032).

Participant 3 was also more enthusiastic because they felt challenged to solve their problems while overseas. This is evidenced by the participant’s statement, as follows.

“... kayak lebih tertantang gitu loh. Kayak gini, kalau dulu kan, kalau misalnya kita ada masalah atau gimana gitu, hal-hal baru gitu kayak udah biasa aja gitu kan. Kalau sekarang lebih, wah aku harus bisa nih, harus bisa, harus bisa nyelesain masalah ini gitu loh, jadi kayak lebih tertantang dalam suatu hal yang belum pernah kita lewati sebelum merantau gitu” [I feel like I’m more challenged. For example, in the past when there was a problem, things like that were common. Now though, it’s more like having to be able to solve this problem. So it’s like being more challenged in something that you’ve never been through before going overseas] (W1.P3.6Nop22.132).

Negative Affect

All participants had some negative affect when they were in the overseas environment, which is characterized by feelings of sadness for several reasons, such as the emergence of feelings of longing for family and closest people, feeling tired because of the many tasks that are done, the emergence of academic problems, romance problems, and friendship problems. This is evidenced by the participants' statements, as follows.

"... nangisnya karena homesick ..." [Crying because of homesickness] (W1.P1.8Nop22.081).

"... kangen rumah, kangen temen-temen di sana juga ..." [I miss home, I miss my friends there too] (W1.P1.8Nop22.070).

"Akhir-akhir ini cukup sering ... Mungkin karena ke-trigger dengan tugas-tugas juga kali ya. Jadi, kayak ngerasa lelah banget, terus lampiasannya ya ke nangis ..." [Recently quite often. Maybe it's because I've been triggered by assignments, right? So, I felt really tired, then took it out to cry] (W1.P1.8Nop22.083).

"Sedihnya ... Kayak karena gak bisa manajemen waktu jadi kayak ngerasa aku perlu arahan nih dari orang tua ... Terus juga sedihnya karena interaksi dengan keluarga kan lebih berkurang ya. Jadi, kayak memanajemen segala hal itu jadi ya bener-bener gak ada arahan, gak ada yang ngawasin juga, gak ada yang membimbing..." [It's sad because I can't manage time, so I feel like I need direction from my parents. It's also sad because there is less interaction with family. So, it's like managing all those things, there's really no direction, no one to supervise either, and no one to guide] (W1.P1.8Nop22.068).

"Yaa ... paling tugas ... masalah percintaan ... masalah temen juga ..." [Well, mostly assignments problems, love problems, friends problems too] (W2.P2.8Nop22.062).

"... kalau lagi capek banget tuh pasti sedih atau nangis ..." [If I'm really tired, I will definitely be sad or cry] (W1.P3.6Nop22.154).

"... sedih cuma sesekali, keinget keluarga di rumah" [I feel sad only occasionally when I remember my family at home] (W4.P4.8Nop22.070).

Not only did the participants feel sad, but also upset. Participants 1, 3, and 4 feel upset when their friends are stubborn, difficult to work with, and must do something they don't want to do. Besides that, participants can also feel upset just because they are hungry. This is evidenced by the participants' statements, as follows.

"Ngerasa jengkel kalau misalnya temen bicara itu ngotot banget sama omongannya ... Terus juga kalau misalnya, kalau akhir-akhir ini ya, kalau temen sekelompok itu gak bisa diajak kerja sama yang baik, kurang respon gitu" [Feeling irritated if, for example, there are friends who are really stubborn about what they say. Also, for example, recently, if there are group friends who can't work well together or don't respond like that] (W1.P1.8Nop22.089).

"... kalau lagi lapar aku bisa jengkel banget ..." [If I'm hungry, I can get really annoyed] (W1.P3.6Nop22.166).

"... aku merasa jengkel kalo aku dituntut melaksanakan sesuatu itu harus kayak gini, intinya dipaksa ngelakuin sesuatu yang nggak aku pengen" [I get irritated when I'm asked to do something that has to be like this, the bottom line is being forced to do something I don't want to do] (W4.P4.8Nop22.076).

Coping Strategy

Participants 1, 3, and 4 cope with sadness by contacting their families to exchange news and doing favorite activities such as listening to songs, reading books, watching funny videos, or gathering with other friends. In addition, calming down by giving affirmations to oneself is also a step participants take in overcoming their sadness.

This is evidenced by the participant’s statement, as follows.

“Biasanya sih aku denger lagu, yang hype ... baca novel, atau juga lihat-lihat video lucu, ngefangirling, sama denger-denger lagu yang hype ... Kalau gak, ya ngajak temen kos jalan atau temen-temen di kampus main ...” [Usually I listen to hype songs, read novels, or watch funny videos, fangirling, and listen to hype songs. If not, invite my roommates or friends on campus to hang out] (W1.P1.8Nop22.087).

“Kayak nenangin diri gitu ... kasih kata-kata ke diri sendiri” [It’s like calming myself

down, giving words to myself] (W1.P3.6Nop22.160).

“Biasanya ngechat ibuk buat nanya kabar aja” [Usually, I chat with my mother to ask how she’s doing] (W4.P4.8Nop22.074).

Based on the explanation from the interview results that have been obtained, it is known that life overseas can affect the subjective well-being of overseas students. These influences include how overseas students evaluate and assess their lives, the ability to adapt to the environment, establish social relationships, and control emotions. This can be seen in Figure 1 below.

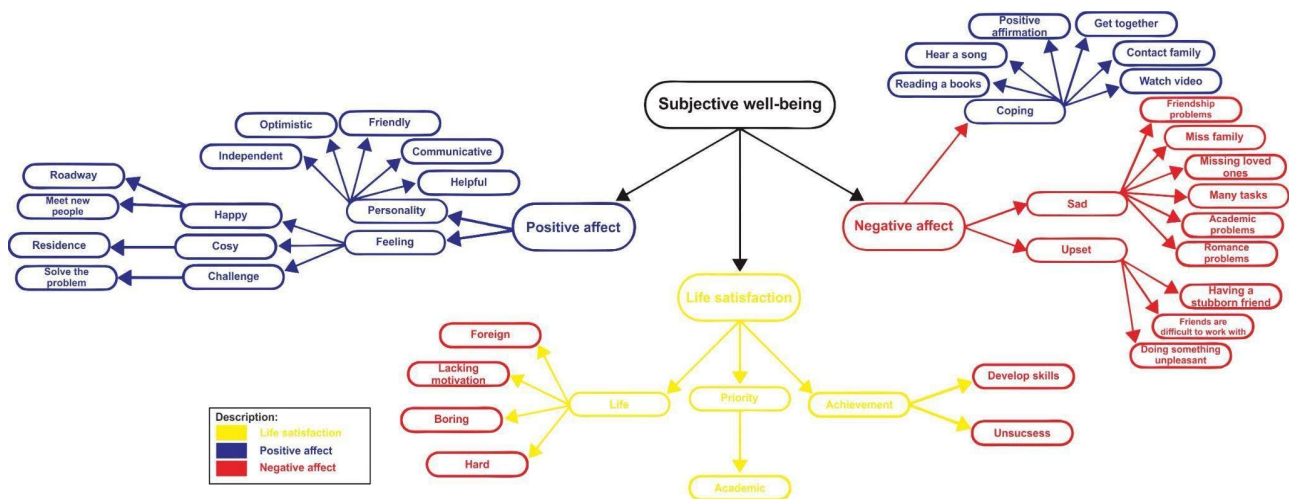


Figure 1.
Concept Map

DISCUSSION

The findings of this research show that overseas students tend to experience various new problems in the overseas environment. The problems encountered can be loneliness and difficulty adapting to the overseas environment. This can be seen from the data obtained from interviews that overseas students tend to experience feelings of loneliness because they are far from their families and have difficulty adapting to their environment. The difficulties experienced are in the form of hardships in following applicable regulations, adapting to food, or organizing the needs of daily life. Although overseas students tend to experience these problems in overseas environments, this does not necessarily mean

that overseas students have significant differences in subjective well-being compared to local students. The results of hypothesis testing in this research indicated no significant difference between the subjective well-being of overseas and local students, showed by the significance value (p) of .272 (> .05).

The results obtained can be caused by other factors, such as social support from overseas students from their families or friends in the overseas environment. According to Newsom & Schulz (1996), social support is closely related to subjective well-being. This was also confirmed in studies by Huang et al. (2021) and Mahasneh (2022) that social support is an essential factor in influencing a person’s subjective well-being.

tive well-being so that when overseas students get social support which can be in the form of emotional encouragement or just attention and understanding from family or friends in the overseas environment towards the conditions experienced, this can help improve their subjective well-being even though they face various new problems in the overseas environment.

Another factor that can influence is social relationships. According to Diener & Seligman (2002) and Diener et al. (2005), social relationships also have a link to improve a person's subjective well-being. This is confirmed by Amati et al., (2018) and Puteri (2020) that social relationships, such as having close friends, can improve subjective well-being so when overseas students can establish good social relationships, such as having friends or being able to get involved in social activities, this can improve their subjective well-being. The interview results in this research also show that overseas students tend to have good social relationships with their friends, especially in the overseas environment. This is evidenced by the statement that participants are happy when they can meet with college friends, get to know more new people with different backgrounds, and enjoy time with their friends in the overseas environment.

Physical distance is also no longer the main obstacle for overseas students to establish and maintain relationships with families with the development of technology. Overseas students can utilize technology such as smartphones to establish social interactions with friends and families in their hometowns. This can help reduce feelings of loneliness for overseas students. Based on study conducted by Liu et al. (2022), using smartphones can reduce one's feelings of loneliness so that smartphones can help overseas students maintain and establish relationships with families in their hometown to reduce feelings of loneliness when away from their parents. The results of this study also show that when participants feel sad, they will contact their families by using the chat feature on their smartphones.

This research also found that the subjective well-being of overseas students tends to be higher than that of local students. These findings can be caused by factors such as higher intrinsic motivation possessed by overseas students compared to local students. According to Kasser & Ryan (1996), intrinsic motivation is related to subjective well-being. It is also confirmed by Bailey & Phillips (2015) and Chi et al. (2020) that the higher the intrinsic motivation, the higher the subjective well-being of a person so that when overseas students can have high intrinsic motivation while overseas, it will also increase their subjective well-being. The results of the interviews in this research also show that even though the participants viewed their lives overseas as unsatisfactory, the participants had the enthusiasm or willingness to improve their quality of life for the better.

This research discovered that there were no significant differences in subjective well-being based on the gender or age of the students. However, female students have higher subjective well-being compared to male students so the results of this research support previous studies that women have higher subjective well-being than men. A study conducted in 90 different countries shows that women tend to have higher subjective well-being than men (Meisenberg & Woodley, 2015). This can happen because according to Tifferet (2020), women tend to give and receive more social support than men. The amount of social support women receive can be one factor that causes women to have higher subjective well-being than men.

Other results from this research also found that the older the age of students, the higher the subjective well-being. This finding aligns with research conducted by Nureffa & Khasanah (2022) that first-year students have lower subjective well-being than later-level students. Factors influencing this include academic adjustment (Asghar et al., 2022) and adjustment to a new environment (Botha et al., 2019). As a result, lower-level students are more likely to face

new problems, so they must adapt, especially to academic demands and demands from their new environment.

This research also found that although participants tend to experience various negative impacts in overseas environments, such as friendship or romance problems to many assignments that can cause participants to feel sad or disappointed, participants have various coping strategies to overcome these problems. The coping strategies used include doing preferred activities such as listening to songs, reading books, watching funny videos, giving positive affirmations, and hanging out with friends. According to Littman-Ovadia & Russo-Netzer (2019), when someone does fun activities, they can trigger positive affect and avoid negative affect, so by doing these fun activities, overseas students can trigger more positive affect and avoid negative affect.

CONCLUSION

This research found no significant difference between the subjective well-being of overseas students and local students. This finding can be influenced by the social support received by overseas students from family or friends in the overseas environment and the good relationships that exist between overseas students and their friends. Technological developments have also caused physical distance to no longer be an obstacle for overseas students to be able to communicate with their families in their hometown so that overseas students can avoid feeling lonely when away from family. Overseas students also have various coping strategies to overcome problems experienced in overseas environments, including doing activities that can trigger positive affect. This study also found no significant differences in subjective well-being in terms of the age and gender of the students.

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