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The Relationship between Resilience and Psychological Well-Being in New Students Migrating at 'Aisyiyah University Yogyakarta

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ABSTRACT

Keywords: student resilience; psychological well-being; overseas students.

New students who migrate outside their home areas often face adaptation challenges, both academically and socially. This creates emotional distress that can affect their psychological well-being. Resilience, or a person's ability to bounce back from pressure, is considered to play an important role in maintaining the psychological balance of regional students. This study aims to examine the relationship between resilience and psychological well-being in new students who migrate to the University of 'Aisyiyah Yogyakarta. This study uses a quantitative method with a correlational approach. The sample of this study is 97 new students of the 2022-2023 batch taken using a simple random sampling technique. Data were collected through questionnaires that measured the level of resilience and psychological well-being and then analyzed using the Spearman correlation test. The results showed that there was a strong and significant positive relationship between resilience and the psychological well-being of overseas students. The high level of resilience in migrant students has been proven to correlate with improved psychological well-being. Resilience plays a significant role in maintaining the psychological well-being of new students who travel. Therefore, educational institutions need to provide support that helps students develop resilience to face challenges during their studies.

Introduction

According to (Fitriyani, n.d.), education in a general sense includes all efforts and deeds of the older generation that provide experience, knowledge, skills, and skills to the younger generation to perform their life functions in association as well as possible. The definition of education is even broader in scope as activities and phenomena. Education as an activity means a conscious effort designed to help a person or a group of people develop their outlook on life (how a person lives and utilizes something in their life), life attitudes, and life skills both manually (practical instructions) and mental and social,

while education as a phenomenon is an event of a meeting between two people or even more that has an impact, namely the development of a view of life, attitude to life, or life skills on one or more parties.

(Pramitha & Astuti, 2021) Argues that the demands of education today and in the future are to improve the quality of intellectual and professional abilities as well as the attitudes, personalities, and morals of Indonesian society in general. Lectures are a process of advanced learning in the formal field where in lectures there are many majors. If in elementary school, or junior high school, students have to learn everything, in college a student only needs to learn things that are relevant to his chosen major. So, what you learn will be more specific according to your interests. One of the main goals of the lecture is to expand knowledge and insights, which in lectures students will also practice more directly.

Nowadays, many teenagers are pursuing higher education outside their hometowns so they have to live outside the home or the area for a certain period to complete their education often referred to as migrant students. According to data from the Ministry of Research and Technology (2019), the best universities in Indonesia are generally still concentrated on the island of Java. Data released by the Ministry of Research, Technology, and Higher Education on the 100 non-vocational universities with the highest ranking shows that nine out of ten of the best universities in Indonesia are on the island of Java. The good quality of education on the island of Java causes people from various regions of Indonesia to compete to win the available seats at the university. The better quality of education on the island of Java compared to outside the island of Java makes students try to get the opportunity to study on the island of Java (Hutabarat and Nurchayati, 2021). Because students who are from outside Java have a dream of enjoying education with superior quality in Java, they must migrate and leave their hometowns.

(Rufaida & Kustanti, 2018) Said that students who migrate will automatically survive in a new environment that is certainly different from their home environment so students in the region go through changes and differences in various aspects of their lives, such as responsibilities, lifestyles, and social interactions faced in each of their actions.

(Hasibuan et al., 2018) Said that first-level migrant students basically need help to adjust to their new status in various social and study problems. Difficulties in students revolve around the difference in the nature of education in high school to college, social relations, economic problems, and the choice of field of study. Many of the first-level nomadic students were able to overcome the problems that occurred during this transition period, but not a few students also failed to overcome these problems.

Resilience is the ability of individuals to cope with adverse and stressful situations. Resilience can also be interpreted as a mental attitude that encourages a person to seek new experiences and view life as an ever-evolving process. People who have high resilience tend to have a positive attitude, are confident, and dare to take risks. Resilience is a person's ability to overcome difficulties and challenges in life. This ability can be manifested in various forms, such as a positive attitude, confidence, daring to take risks, and being able to adapt to change. Resilience makes a person remain resilient and bounce

back after experiencing difficulties or trauma. According to Connor and Davidson (2003), resilience can be measured by an individual's ability to cope with stress, anxiety, and depression. Resilience is also a dynamic process that can be developed by individuals (Cope et al., 2016).

Research objectives

1. General Purpose

Knowing the relationship between resilience and psychological well-being in new students who migrated to the University of 'Aisyiyah Yogyakarta.

2. Special Purpose

1) Knowing the psychological well-being level of new students who migrate at 'Aisyiyah University Yogyakarta

2) Knowing the level of resilience of new students who migrate at 'Aisyiyah University Yogyakarta

Method

This study uses quantitative research. In this study, a quantitative correlational research method was used. Research with the quantitative correlational method is research to obtain knowledge by the process of analyzing data in the form of numbers, which is then processed statistically so that the significance of the relationship between variables or groups can be obtained. (Periantalo et al., 2020).

Research Variables

A variable is the object of research or what is the point of attention of research. Variable identification is a step in determining the main variables in the research and the function of each variable. The variables in this study consist of 2, namely the resilience-free variable and the psychological well-being-bound variable.

Population and Sample

1. Population

The research population is the party that provides data relevant to the problem being investigated in the study. The research population in this study is all new students who migrate, namely students of the 2022-2023 batch who are currently studying at 'Aisyiyah University Yogyakarta. The total number of new students who entered was 2,409 students divided into 3 faculties, namely FIKES as many as 1698 students (70%), FST as many as 180 students (7%), and FEISHUM as many as 510 students (23%).

2. Sample

The sample is a part of the population that is used to represent the population (Sugiyono, 2015). In this study, the sample was calculated based on the Slovin formula based on a population of 2,409 new students with an error margin of 10% (0.1). The sample is calculated based on the following formula:

$$n = \frac{N}{1 + (N \text{ x } e^2)}$$

Information:
N = Total Population
n = Number of samples
e = Error percentage (0,1)

$$n = \frac{2.409}{1 + (2.409 \text{ x } 0,1^2)}$$

$n = 96,02$

$n = 97$

Based on calculations, the minimum sample needed is 97 respondents (Sugiyono, 2017).

Sampling Techniques

The sampling technique in this study uses random sampling. Random sampling is a type of probability sampling in which everyone across the target population has an equal chance of being selected. The sample is randomly selected which is intended to be an unbiased representation of the total population. In this study, simple random sampling is used where this method is intended that as many as n samples are taken from the N population and each member of the population has the same chance to be taken.

Data Collection Methods and Tools

The data in this study was collected using the questionnaire distribution method. The Student Resilience Scale is measured by adopting The Connor-Davidson Resilience Scale (CD-RISC) to measure the level of resilience of students. The resilience scale measured includes 7 dimensions, namely emotional regulation, impulse control, empathy, self-efficacy, optimism, causal analysis, and achievement. Based on the validation results, CD-RISC shows Crobach's alpha of 0.87 and a correlation coefficient (r) of 0.76 which indicates the validity and reliability of the adopted scale.

Reliability and Validity

The last step of a study is to conduct data analysis. (Bahartiar & Arwadi, 2020). The analysis used in this study is:

1. Content Validity Test

A questionnaire that is said to be valid indicates that the measuring tool used to obtain the data is valid or can be used to measure what is supposed to be measured. The test uses the validity test method using the Pearson product-moment correlation by saying that the instrument is valid if the calculated value is > table or sig. > 5%.

2. Reliability Test

The reliability test determines the extent to which the research instrument used can be trusted. In the reliability test, the goal is to see the consistency of the measuring tool and consistency if it is carried out repeatedly using the same tool. The reliability test of the instrument is a tool used in the measurement of questionnaires. A reliable questionnaire means that in the respondents' answers, there are consistent questions. The Cronbach Alpha technique was used to ensure that the measuring instrument to be used

in the study was reliable. In this study, Cronbach Alpha was used with a minimum score of 0.70 with the help of SPSS (Faradiba & Musmulyadi, 2020).

Data Management and Analysis Methods

1. Normality Test

The normality test was used to see whether the research data obtained followed the normal distribution curve or not. The normality of data must be fulfilled because it can represent the entire population. The normality test in this study was carried out with the Kolmogorov Smirnov Test which is one of the menus in the SPSS software used to see the distribution of data whether it is normal or abnormal. If the value of Asymp. Sig. of variables > level of significant 5% (>0.05), the distribution of data is said to be normal, while if Asymp. Sig. < level of significant 5% (<0.05) then the distribution is said to be abnormal.

This normality test determines the statistical analysis method to be used. If the data obtained is obtained from a normally distributed population, a parametric approach can be used as a follow-up test. However, if the data obtained from the population is abnormally distributed, a nonparametric approach is used as a follow-up test. (Chyan et al., 2024).

2. Bivariate Analysis

The data obtained in this study will then be quantitatively analyzed using statistical techniques. The reason the researcher chose this technique is that statistical analysis techniques can show the conclusion of the research by taking into account the validity factor. For the research hypothesis, the statistical technique that will be used is Product Moment correlation analysis. Correlational analysis was carried out with the help of a computer program from the Statistical Package for Social Science (SPSS).

Results and Discussion

Categorization Psychological Well-Being

Psychological well-being, as one of the important indicators of mental health, encompasses various aspects related to how individuals assess the overall quality of life of students. (Angraini & Rahardjo, 2023). According to Carol Ryff, a psychologist known for her theories of psychological well-being, psychological well-being consists of six main dimensions: self-acceptance, positive relationships with others, autonomy, control of the environment, life goals, and personal growth. Self-acceptance refers to a positive attitude toward oneself and acceptance of various aspects of life experiences. Positive relationships with others indicate an individual's capacity to have warm, satisfying, and affectionate relationships. Autonomy indicates the ability to self-regulate and feel independent in making decisions. Environmental mastery reflects an individual's ability to effectively manage and influence the environment around students. Life goals include having direction and goals in life, while personal growth refers to the feeling of growth and continuous self-improvement. (Fauzia et al., 2020).

This psychological well-being is rooted in various theories and research that support the importance of balancing internal and external factors in a person's life. Internal factors include aspects such as emotional intelligence, self-efficacy, and resilience, which help individuals overcome challenges and stressors in daily life. Meanwhile, external factors include social support, healthy working conditions, and access to adequate mental health services. The interaction between these internal and external factors is key in determining a person's level of psychological well-being. Research also shows that psychological well-being not only affects mental health, but also plays an important role in physical health, academic achievement, and job satisfaction. (Mansur & Rafiudin, 2020).

Table 1
Hypothetical and Empirical Overview of Psychological Well-Being Variables

Data Type	Aitem	Minimum Value	Maximum Value	Mean	Standard Deviation
From the hypothetical	97	115	148	134,31	9,13
Empirical	97	42	168	105	21

Based on the results of the calculation in Table 1, the subjects can be grouped into 3 categories, namely low, medium, and high. The details of the categorization of Psychological Well-Being variables are as follows:

Table 2
Categorization of Empirical Data on Psychological Well-Being in New Students

Tingkat Psychological Well-Being	Frekuensi	Persentase
Sedang	97	100%
Total	97	100%

Based on Table 2, it is known that all new students who live overseas and study at Universitas 'Aisyiyah Yogyakarta are students who have a moderate level of psychological well-being, which is as much as 100%.

Hypothesis Testing

In this study, hypothesis testing uses a correlation test, namely between the Pearson correlation test and the Spearman correlation test. The determination of the type of correlation test used is based on the results of the normality test. If the results of the normality test show that the data is distributed normally, then the correlation test used is the Pearson correlation test, but if the results of the normality test show that the data is abnormally distributed, then the correlation test used is the Spearman correlation test. The following are the results of the normality test in this study.

Table 3

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Normality Testing
One-Sample Kolmogorov-Smirnov Test

		Resilience	Psychological Well-Being
N		97	97
Normal Parameters[a,b]	Mean	93.8763	134.3093
	Std. Deviation	9.36111	9.13482
Most Extreme Differences	Absolute	.146	.129
	Positive	.146	.087
	Negative	-.113	-.129
Test Statistic		.146	.129
Asymp. Sig. (2-tailed)		.000[c]	.000[c]

Based on Table 3, it is known that the significance value of the two research variables in the normality test is <0.05. Thus, it can be concluded that the data in this study is abnormally distributed.

Based on the results of the normality test, in this study hypothesis testing using the Spearman correlation test.

Table 4
Hypothesis Testing
Correlations

			Resilience	Psychological Well-Being
Spearman's rho	Resilience	Correlation Coefficient	1.000	.770[**]
		Sig. (2-tailed)	.	.000
		N	97	97
	Psychological Well-Being	Correlation Coefficient	.770[**]	1.000
		Sig. (2-tailed)	.000	.
		N	97	97

Based on Table 4, it is known that the correlation values and significance values in the correlation test are 0.770 and 0.000. The correlation value indicates that the relationship between the two variables is positive and is categorized as strong. Meanwhile, the significant value < 0.05 which shows that there is a significant relationship between the two variables.

In this study, it was found that resilience had a strong and significant positive relationship with psychological well-being in new students who migrated to the University of 'Aisyiyah Yogyakarta. Resilience, as an individual's ability to cope with challenges, stress, and trauma, is closely linked to psychological well-being. In the context of overseas students, who often face additional pressures from adapting to a new environment, away from the support of old family and friends, the level of resilience can be a determining factor in the student experience. Students who have a high level of resilience tend to be able to cope with various challenges that students face, such as

academic pressure, loneliness, and future uncertainty, more effectively. As a result, college students tend to exhibit higher psychological well-being, including better levels of happiness, life satisfaction, and academic motivation.

This seems to be in line with what is explained. (Tasalim et al., 2023) That resilience in students is an important factor that can affect students' ability to face various challenges that often arise in the academic and social environment. The high level of resilience allows students to respond more effectively to academic pressure. In this context, students who have a high level of resilience tend to have the ability to manage stress resulting from academic demands such as tight lecture schedules, tight assignment deadlines, and competition between peers. Students may be better able to identify effective coping strategies, such as good time management or social support seeking, to maintain optimal emotional balance and academic performance.

In addition, students who have a high level of resilience may also be better able to overcome feelings of loneliness that often arise during college. The transition period from a familiar social environment to a new and unfamiliar environment can lead to feelings of loneliness and social isolation. However, students who have a high level of resilience tend to have the ability to build healthy social relationships and gain support from the surrounding environment. Students can create strong social networks among classmates, lecturers, or members of student organizations, which can provide emotional and practical support in facing social challenges. (Syafriani et al., 2022).

A high level of resilience also plays an important role in helping students deal with future uncertainties. The college period is often marked by uncertainty related to career, finance, and personal life. Students who have high resilience may be better able to develop an adaptive attitude to this uncertainty. Students tend to have the ability to stay focused on the student's long-term goals, despite being faced with unexpected challenges and changes. In addition, resilience can also help students see uncertainty as an opportunity for growth and learning, rather than as an insurmountable obstacle (Hapsari & Eva, 2021).

Further explanation of the relationship between psychological well-being and resilience, (Pratama et al., 2022) explained that the level of resilience is an important factor in determining a person's psychological well-being, especially for students in the academic environment. Students with high levels of resilience tend to have better adaptation skills in the face of academic, social, and emotional pressures that are often part of the college experience. Students are better able to handle challenges and failures, thereby reducing the risk of experiencing excessive stress or mental health disorders.

In addition, students who have a high level of resilience also tend to have strong social support. College students may have a solid social network that can provide emotional and practical support when facing difficulties. This social support can help students feel more confident and able to overcome obstacles, as well as provide students with the sense of security and comfort needed to achieve high psychological well-being. Thus, the level of resilience is not only a direct indicator of psychological well-being but

can also be an important mediator between social and psychological factors that affect student well-being (Indrawati et al., 2019).

However, it is important to remember that resilience is not an innate trait alone. Resilience can be improved through various interventions and self-development strategies, both through psychological skills training programs and through social support and a supportive environment. Therefore, in the context of higher education, higher education institutions can play a significant role in helping students develop student resilience through the provision of appropriate resources and support, such as counselling services, personality development programs, and an inclusive learning environment (Mahendika & Sijabat, 2023).

Based on the findings in Table 4, it is known that the majority of new students who experience life outside the city and attend lectures at 'Aisyiyah University Yogyakarta show a level of resilience that is at a moderate level, reaching as much as 99%. This indicates that most of the students can overcome pressures and challenges in facing changes in the environment and academic demands in a new environment. However, there is a small fraction, about 1% of the total students, who show a high level of resilience. This may indicate that students have stronger abilities in dealing with stress and difficulties, as well as have effective coping strategies in dealing with various situations that may arise during the transition period of overseas life and studying in a new environment.

Based on the findings in Table 4.3, it is known that all new students have a moderate level of psychological well-being, reaching 100%. This shows that despite the challenges of living abroad which may include social adaptation, being away from family, and academic pressures, students are still able to maintain a fairly good mental balance overall.

This seems to be in line with the explanation (Angraini & Rahardjo, 2023) that students who live overseas are often faced with a complex set of challenges. One of the main challenges is social adaptation. As students move into a new environment, separated from their family and social surroundings, they must overcome a sense of isolation and find ways to integrate into a new community. This adaptation process often requires significant time and effort, as students must build new relationships and understand different social dynamics (Angraini & Rahardjo, 2023).

In addition, being far from family can also be a psychological burden for overseas students. Longing and the need for emotional support from family can be factors that cause stress and anxiety. While technology allows for long-distance communication, nothing can replace the warmth and support felt when you're with your family in person. Therefore, migrant students often have to develop effective coping strategies to overcome feelings of loneliness and anxiety that may arise due to separation from family (Halim & Dariyo, 2017).

Another challenge faced by migrant students is the academic pressure that may be higher. Students must cope with academic demands that are often more complex while

maintaining a balance between social life, extracurricular activities, and the student's mental health. The feeling of need to succeed in a new environment can add to the psychological burden of students, which requires a high level of mental resilience (Ardiwinata & Ismuniar, 2021).

Despite these challenges, most of the migrant students are still able to maintain a good mental balance. This can be due to factors such as social support from peers, the availability of mental health services in college, as well as the individual's ability to develop effective coping strategies. Although student journeys may be fraught with obstacles, migrant students often exhibit an extraordinary level of resilience.

Conclusion

Based on the results and discussion, the conclusions of this study are as follows.
1. All new students who live overseas and study at 'Aisyiyah University Yogyakarta are students who have a moderate level of psychological well-being, which is as much as 100%.
2. Most of the new students who live overseas and study at Universitas 'Aisyiyah Yogyakarta are students who have a moderate level of resilience, which is 99%, while the rest are students who have a high level of resilience of 1%.
3. Resilience has a strong and significant positive relationship with psychological well-being in new students who migrate to the University of 'Aisyiyah Yogyakarta.

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