

Family Support for Student Wellbeing of Migrant Students at Universitas Hasanuddin Makassar

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ABSTRACT

This study aims to determine whether there is a relationship between family support and the welfare of migrant students. Knowing the level of student well being, and knowing the effective contribution of family social support to student well-being. The research subjects were 115 overseas students at Universitas Hasanuddin Makassar. The method uses a quantitative approach. The data analysis technique used in this study is the Product Moment correlation of the person. Based on the results of data analysis, the correlation coefficient was obtained as $r_{xy} = 0.723$ with sig. = 0.000; $p < 0.001$, so that the proposed hypothesis is accepted, it can be said that there is a very significant positive relationship between family social support and student well-being. The effective contribution of family support to student well-being is 63.5% and the remaining 36.5% is influenced by other variables. The level of student well being of overseas students is included in the high category with an empirical mean of 69.20 and a hypothetical mean of 57.5. Family support is included in the high category with an empirical mean of 79.25 and a hypothetical mean family support scale of 62.5

INTRODUCTION

Students are mostly identical to migrants, the location of universities spread across major cities in Indonesia with varying levels of quality gives rise to different views on each prospective student in determining their choice of university. Students in choosing a university will choose one that is appropriate and has good quality according to the student. Therefore, prospective students prefer to migrate to get an education that suits the criteria of each individual.

Migrant students have more challenges in the process of pursuing higher education, than students who do not migrate. Lee, et al (2014) stated that students who come from outside the region must adapt to a new culture, new education and new social environment, which can bring some changes and cause pressure that causes students to experience confusion in interacting with their environment. Social interactions carried out by migrant students do not always go well. Some students will feel pressured by their inability to adapt to new things, so that even as migrants, students need family support to be able to overcome their problems.

One of the universities that is a destination for migrants, especially in eastern Indonesia, is Universitas Hasanuddin (UNHAS) which is located in Makassar, South Sulawesi. Based on data from the Academic Sub-Division of Malang State University in January 2021, out of 10,546 active students registered, 6,789 of them were students from outside the city or out-of-town students. Moving to pursue higher education from another city or island can cause several problems for out-of-town students, one of which is culture shock which will make out-of-town students feel isolated (Devinta, 2016), and also loneliness which indicates low psychological well-being (Halim & Dariyo, 2016). An initial study conducted on 50 UNHAS migrant students indicated low welfare of migrant students, especially in the dimension of autonomy caused by lack of money management and time management when separated from family, then in environmental mastery caused by cultural differences in Makassar City which made them uncomfortable, and also in the dimension of building positive relationships with others caused by differences in language when communicating, making it difficult for them to speak

The Department of Education and Early Childhood Development Victoria Australia, Victorian General Report (2010) which conducted a comprehensive study on student welfare, formulated student welfare as attitudes, moods, health, resilience and student satisfaction with themselves and relationships with others and experiences at school. The research team from the Australian Catholic University and Erebus International (2008) defined student well-being as a relatively consistent state of positive attitudes and moods, resilience, and satisfaction with oneself, as well as in relationships with others, and expectations from the school.

The concept of well-being is described by several experts in various views. Well-being is a complex concept and consists of various aspects. Students who have well-being will be able to function positively for themselves and their environment, marked by their ability to accept themselves, have positive relationships with others, have environmental autonomy, have a purpose in their personal life (Ryff & Keyes, 1995). Myers, Sweeney & Witmer (2000) also said that students who have well-being will function holistically and master their developmental tasks, have high religiosity, have work skills, are able to be friendly and affectionate to others. The existence of social support, especially from parents or family, will provide physical and psychological comfort for individuals. Thus, a person will feel loved, cared for, appreciated by others in this case their parents (Utami, 2013). Lieberman (1992) argues that theoretically the existence of family support can reduce the tendency for events that can cause stress so that it can increase well-being. Family support will change the individual's perception of events that cause stress (pressure) and therefore will reduce the potential for stress in the individual concerned. Sarafino, (1998) found a correlation between social support and stress. Those who receive more social support, especially from family, tend to be less likely to experience stress.

According to Shochib (1998) a family is a group of people who live together in a shared residence and each member feels an inner connection so that there is mutual influence, mutual attention, and mutual surrender. Social support is an exchange of resources aimed at improving the welfare and existence of people who can be relied on to provide assistance, encouragement, acceptance and attention (Sarungallo, 2009). Aspects of family social support according to Sarafino (2011) are as follows: 1. Emotional support: includes empathy, a state of care and attention to the person concerned, for example feedback, affirmation. 2. Appreciation support: occurs through positive expressions of respect (appreciation) for that person, encouragement or agreement with the individual's ideas or feelings and positive comparisons of that person with others, such as people who are less fortunate or worse off (increasing self-esteem). 3. Instrumental support: includes direct assistance such as if someone lends money to someone or helps with work when experiencing stress. 4. Informative support: includes providing advice, directions, suggestions or feedback.

Based on the description, the problem formulation can be made "is there a relationship between family support and student well-being of Migrant Students at Universitas Hasanuddin Makassar who live in the Student Dormitory (RAMSIS)?" This study aims to determine whether there is a relationship between family support and student well-being of Migrant Students at Universitas Hasanuddin Makassar who live in the Student Dormitory (RAMSIS). The hypothesis in this study is that there is a positive relationship between family support and student well-being of Migrant Students at Universitas Hasanuddin Makassar who live in the Student Dormitory (RAMSIS).

The importance of this study is due to the large number of UNHAS students who come from outside the region so that knowledge is needed to find out things related to academic well-being so that migrant students can solve problems that arise when they migrate so that they continue to function positively and do not feel isolated which causes bigger problems by seeking social support from various sources. This study is also an improvement of previous studies where this study uses a better methodology, such as knowing the actual population, using subjects from various regions in Indonesia, and using a more representative sampling method compared to previous studies related to migrant students. In addition, research on student well-being is still relatively new, especially at the student level, so this study is expected to be an additional insight into new knowledge.

LITERATURE REVIEW

Wellbeing or psychological well-being is an important aspect in individual development, especially for students who are currently studying. Migrant students face additional challenges compared to local students, such as cultural adaptation, loneliness, and higher academic pressure. Research on the well-being of migrant students is growing, and one factor that is often discussed is the role of family support. Family support is believed to help students overcome these challenges, improving their emotional and social well-being.

Family support can be in the form of emotional, instrumental, or informational support provided by parents or other family members to migrant students. Several studies have shown that students who feel family support have lower stress levels and better coping skills (Devaney et al, 2021). Emotional support, such as feeling loved and appreciated, helps students overcome feelings of alienation and social difficulties that they may experience when away from home (Stevenson et al, 2020). Family involvement in academic and non-academic matters can also provide a sense of security and emotional stability for migrant students.

Migrant students who do not receive family support tend to be more susceptible to mental health problems such as anxiety, depression, and burnout. According to a study, students who receive good family support are better able to manage academic stress and adapt to new environments (Dalimunthe, 2022). Conversely, lack of family support often worsens their psychological well-being problems. This indicates that family support is an important determinant in maintaining students' mental health during their studies abroad.

In addition to mental health, family support also plays an important role in the social adaptation process of students who are away from home. Students who receive support from their families are reported to find it easier to establish new social relationships and adapt more quickly to the campus environment and local culture (Mailin et al, 2023). Family support allows students to have a strong foundation in dealing with uncertainty and social challenges in a new environment. In addition, good communication with family can help students feel emotionally connected to home, even though they are physically separated.

The well-being of migrant students has become an increasingly important topic in education research, as these students often face unique challenges such as cultural adjustments, language barriers, and social isolation. One critical factor that significantly influences the well-being of migrant students is family support. Literature consistently demonstrates that strong family support can help migrant students navigate these challenges, leading to better emotional, social, and academic outcomes.

Family support is often seen as a protective factor for migrant students, buffering the stress associated with migration and cultural adaptation. Studies show that emotional support from parents and family members plays a key role in providing a sense of stability and belonging during times of transition. Migrant students who feel emotionally supported by their families tend to experience less anxiety and stress related to their new environments. This emotional stability helps them focus better on their academic pursuits and cope with the social pressures of being in a new culture.

Moreover, family support extends beyond emotional backing. It also includes practical aspects, such as providing a conducive learning environment at home and encouraging educational achievement. Migrant students whose families are involved in their education tend to exhibit higher levels of academic success. This involvement can manifest in various ways, such as monitoring academic progress, encouraging the pursuit of educational goals, and maintaining regular communication with teachers.

In addition to emotional and practical support, cultural transmission from families also enhances the well-being of migrant students. Maintaining a connection to their cultural heritage through family traditions, language, and values can offer migrant students a strong sense of identity and belonging. This cultural continuity helps them navigate the complexities of adapting to a new cultural environment while preserving their self-identity. Studies indicate that when migrant students feel secure in their cultural identity, they are better equipped to manage the stresses of acculturation and are more likely to integrate successfully into the host society (Bennouna et al, 2024).

However, the dynamics of family support can be complex for migrant students. In some cases, family expectations and pressures, particularly around academic success or maintaining cultural traditions, can create additional stress for migrant students. Balancing the expectations from both their family and the demands of their new educational and social environments can be challenging. This tension, as highlighted by Szelei (2024), can sometimes lead to conflicts within the family or feelings of guilt among migrant students, particularly when their experiences in the new country diverge from the cultural expectations of their family.

Family support is a crucial factor in the well-being of migrant students, contributing to their emotional stability, academic success, and cultural identity. While family support generally offers positive reinforcement and security, it can also present challenges, particularly when students struggle to balance familial expectations with the pressures of adapting to a new environment. To optimize the well-being of migrant students, it is essential to recognize the multifaceted role that family support plays and to foster supportive environments both at home and in schools.

Based on existing literature, family support has a significant influence on student well-being of students who are away from home. This support helps students deal with academic pressure, social difficulties, and mental health problems. Strong family support can improve students' coping skills and support their adaptation process in a new environment. Therefore, it is important for families to remain involved in the lives of students living away from home, even when physically separated, for optimal psychological well-being.

METHODOLOGY

This study is a quantitative study using the product moment correlation method which aims to reveal the form of the relationship between two variables, namely between Student well being and Family support for migrant students. This study was conducted at the Student Dormitory (RAMSIS) of Universitas Hasanuddin, Makassar. The population in this study were UNHAS students while the research sample was 115 UNHAS migrant students. The sampling method was purposive sampling, with an accidental sampling technique. The research survey was conducted on students who met the requirements for research respondents, namely:

1. UNHAS students who come from outside the city of Makassar
2. Have never lived in Makassar before,
3. Are currently students for a study program at UNHAS with a minimum study period of 1 semester and are in the first year of college (early semester), and
4. Do not have a family who lives in Makassar.

The method of collecting data on Student well-being in this study is to use a student well-being scale adapted from the Noble and McGrath scale (2015) which explains each aspect, namely: Positivity, Resilience, Self-Optimization, and Satisfaction. Furthermore, the method of collecting data on Family support in the study uses a scale based on aspects of social support put forward by Sarafino, (2011) explaining each aspect which includes: instrumental support, emotional support, appreciation support and informative support. The subjects in this study were students who were studying abroad at Universitas Hasanuddin Makassar. The sampling technique used in taking 115 research subjects was cluster random sampling. The data analysis technique in this study used Pearson's product moment correlation. Data processing with the SPSS Series 24 IBM for Windows Program.

RESULT

Observation aspects in the Student well being questionnaire items include four things, namely 1) Positivity (8 items), 2) Resilience (10 items), 3) Self Optimization (12 items), and 4) and Satisfaction (7 items). Each of these observation aspects is described in 20 favorable statement items and 17 unfavorable statement items. Then in the family support questionnaire items include 4 things, namely: 1). Instrumental support (5 items), 2). Emotional support (6 items), 3). Appreciation support (4 items) and informative support (5 items). Based on the table, it can be seen that most of the migrant students come from within the Sulawesi island region. Furthermore, most of the migrant students studied were female.

Table 1. Demographic Data of Migrant Students

Area of origin	Gender		Total	Percentage
	Male	Female		
Originating from the island of Sulawesi	24	42	66	57 %
Originating from areas outside Sulawesi	18	31	49	43%
TOTAL	42	73		

Before testing the correlation between variables, it is known that the significance value of the normality test is $0.86 > 0.05$, which means that the residual value of the variable is normally distributed and the sig. deviation from linearity value is $0.203 > 0.05$, which means that there is a linear relationship between the variables. The results of this study are the results of a hypothesis test conducted using the IBM SPSS Series 24 for Windows Program. The following are the results of data processing from the research that has been conducted.

Table 2. Correlation Test of Family Support for Student Well Being

Model	Correlation coefficient	Sig.
Correlation between family support and student well being	0,723	0,000

Based on the results of the analysis, the correlation coefficient value of the family support variable with the student well-being variable was 0.723 with $p = 0.000$ ($p < 0.05$). This means that family support has a significant positive relationship with student well-being of migrant students. These results prove that the hypothesis stating that family support is positively correlated with student well-being of migrant students at Universitas Hasanuddin Makassar who live in the Student Dormitory (UNHAS) is accepted. The research assumption stating that the higher the family support, the higher the student well-being of migrant students at Universitas Hasanuddin Makassar who live in the Student Dormitory (UNHAS), and the lower the family support, the lower the student well-being of migrant students at Universitas Hasanuddin Makassar who live in the Student Dormitory (UNHAS), is correct.

DISCUSSION

The hypothesis of this study is that social support correlates with student well-being of migrant students at Universitas Hasanuddin who live in the UNHAS student dormitory (RAMSIS). The assumption of this study is that the higher the social support, the higher the welfare of migrant students at Universitas Hasanuddin who live in the UNHAS student dormitory (RAMSIS) and the lower the social support, the lower the welfare of migrant students at Universitas Hasanuddin who live in the student dormitory (RAMSIS). Based on the results of the study, it is known that there is a significant positive relationship between family support and student well-being of migrant students at Universitas Hasanuddin Makassar who live in the Student Dormitory (UNHAS), where the hypothesis of this study is accepted. The assumption of the study which states that the higher the family support, the higher the student well-being of migrant students at Universitas Hasanuddin Makassar who live in the Student Dormitory (UNHAS), and the lower the family support, the lower the student well-being of migrant students at Universitas Hasanuddin Makassar who live in the Student Dormitory (UNHAS), is true.

These results are in accordance with research conducted by Cohen & Syme (1985) who stated that one of the factors that influences psychological well-being is family support which functions as a liaison between a person and a pressing problem (stressor). Conversely, the lower the social support obtained, the higher the academic stress experienced by the student (Salam, 2019). According to Sarason (in Kumalasari et al., 2012) social support is the existence, willingness, concern from people who can be relied on, appreciate and love the recipient. The statement above can be interpreted that family support can reduce the stress in the lives of migrant students so that their well-being is higher. Judging from the results of the study, it can be seen that migrant students who have high scores on family support from their parents are better able to build positive relationships with others, feel more independent in a new place, and have a purpose in life. Meanwhile, the lack of family support from parents indicates that migrant students find it difficult to accept themselves as they are, find it difficult to make friends with new people and have difficulty adapting to a new environment so that this will interfere with their well-being while studying at university. Previous studies have also proven that there is a positive relationship between

social support and subjective well-being in first-year migrant students from outside Java with a correlation of $r = 0.435$ and a significance of 0.00, which means that there is a significant positive relationship between social support and subjective well-being in first-year migrant students (Dewa, 2015).

Other researchers also revealed that there is a positive relationship between psychological well-being and social support in migrant students at Malikusalleh University (Adyani, 2019). When viewed from the two studies above, this study is in line with what has been previously studied that with family support obtained from parents, it will make a migrant student have high student well-being. The conclusion that can be drawn from this explanation is that family support is positively and significantly related to student well-being in migrant students at Universitas Hasanuddin Makassar who live in the Student Dormitory (RAMSIS). Students who have high family support will tend to have high student well-being as well.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that there is a significant and positive relationship between social support and psychological well-being in migrant students at Universitas Hasanuddin Makassar who live in the Student Dormitory (RAMSIS) with the following details, There is a very significant positive relationship between family support and student well-being of migrant students at Universitas Hasanuddin Makassar. The coefficient value $r_{xy} = 0.723$ with sig. = 0.000; $p < 0.01$. The effective contribution of family support to student well-being is 63.5% and there are still 36.5% remaining influenced by other variables. The level of student well-being is in the high category. The empirical average is 69.20 with a standard deviation of 7.305. The hypothetical average of the student well-being scale is 57.5 and a standard deviation of 9.5. The level of family support is in the high category. The empirical mean for family support is 79.25 with a standard deviation of 8.527. The hypothetical mean of the family support scale is 62.5 and a standard deviation of 10.5.

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