The State of Loneliness among Migrating Students: The Effect of Psychological Well-Being and Religiosity

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ARTICLE INFO

ABSTRACT

Being separated from their parents causes many migrated students to experience loneliness, not to mention that their age range is prone to it. Therefore, this study aims to determine the effect of psychological well-being and religiosity on loneliness and isolation in migrated students using ex post facto quantitative research methods. Respondents to this study were active 213 migrated students in several universities in Yogyakarta, Indonesia. Their ages ranged from 18 to 24. The measuring instruments used were UCLA Loneliness Version 3 (α 0.942), the Psychological Well-being Scale (α 0.776), and the Centrality of Religiosity Scale (α) 0.876). The data analysis technique used was multiple regression. The results indicated a significant negative effect of psychological well-being on loneliness and no significant negative impact of religiosity on loneliness in migrated students. Psychological well-being and religiosity contributed 58.2% to influencing the loneliness variable. The study concluded that psychological well-being made migrated students experience less loneliness when they were far away from their hometowns.

Citation:

Laksmidara, M. & Nashori, F. (2022). The state of loneliness among migrating students: The effect of psychological well-being and religiosity. *International Journal of Islamic Educational Psychology*, *3*(2), 172-187. http://dx.doi.org/10.18196/ijiep.v3i2.15613

INTRODUCTION

Individuals interact with their families, peers, or community. Interaction with family is considered the most important. Even so, certain circumstances prevent individuals from having high-frequency and quality interactions. One reason is that individuals, in this case, students, undergo higher education by migrating outside their area. By migrating, they must live away from home or family for a relatively uncertain period to complete their education. They are usually called migrating students. The Ministry of Education and Culture (Halim & Dariyo, 2016) defined them as students who migrate to tertiary institutions outside their area.

Students choose to go abroad due to the uneven education quality in various Indonesian regions. After all, good-quality higher education institutions are only concentrated in a few areas, especially Java. Irawati (2013) confirmed that one of the reasons students migrate is to obtain an adequate education. Another reason is to gain experience and challenges. Living away from parents is seen as a means of increasing independence. Living overseas allows individuals to gain experience in intercultural interactions, which can increase intercultural sensitivity.

According to Sholik et al. (2016), wandering is an individual's departure from where they grew up to another area to live life or seek experience. Furthermore, migrating students will leave their hometowns to live their lives without family beside them (Fauzia et al., 2021). In this study, students are said to migrate while studying in another province.

Ideally, even though they are away from home, students can still make good adjustments. They are expected to mingle immediately with friends and complete their college assignments well (Nashori, 2010). In reality, being away from home and being separated from family and friends can be, for most people, the cause of their loneliness. Nurlayli and Hidayati (2014) found that 40 out of 50 students who lived separately from their families felt lonely. Saputri et al. (2012) also found that 60% of 30 overseas students aged 18-21 from Bangka experienced severe loneliness. In 2018, the Australian Psychological Society and Swinburne University of Technology revealed that ages 18-25 are the most often experiencing loneliness.

In the early stages of moving to overseas areas, students experience problems of discomfort in their new environment, which can affect them physically and emotionally as a reaction to moving to a new environment (Devinta et al., 2015). According to Halim and Dariyo (2016), loneliness is one of the effects of migrating. Migrated students experience loneliness because of various transitions, such as being away from their families, taking higher education, living in a new society, and having different expectations. Aspects of loneliness itself, according to Russel (1996), include loneliness trait (lonely experienced by individuals because of the individual's personality, having less self-confidence, and having a fear of strangers), social desirability (events where individuals

experience loneliness because individuals do not get the desired social life in his life or environment), and depression (events where individuals experience loneliness because there are disturbing feelings such as feeling depressed, sad, unenthusiastic, feeling worthless and focusing on the failures that the individual is experiencing).

Loneliness is an individual's reaction when they do not get social relationships or the relationships they have are unfamiliar or not following what they want. In general, loneliness arises when individuals lack close relationships with other people, so they cannot meet the need for intimacy. Cacioppo and Cacioppo (2014) stated that loneliness could interfere with physical, cognitive, and mental well-being. Prasetio et al. (2019) also noted that loneliness in new students could present symptoms of emotional and mental disorders. Richard et al. (2017) showed that loneliness could be a factor in depression, so severe loneliness can lead to depression. Richard et al. (2017) also revealed that individuals who experienced loneliness within the limits specified in the study reported chronic disease more often than individuals who did not.

Matthews et al. (2016) explained that individuals with early adulthood are likelier to experience loneliness. When individuals experience loneliness, as revealed by Agarwal et al. (2014), what happens is that individuals experience low self-esteem, excessive shame, and a low ability to adapt to social environments. Those in emerging adulthood especially experience the risk of loneliness. Luning and Pijpers (2017) found that college students have a fairly high risk of experiencing loneliness due to increased social demands and feelings of homesickness. Individuals who experience loneliness view themselves, others, and their environment negatively. They also have low self-esteem and are pessimistic, helpless, disliked, and unappreciated. In addition, it has deficient social skills.

Miller et al. (2007) stated that loneliness occurs due to various factors. One important factor is inadequate individual social relations. Here, the individual shows a negative attitude toward others. Individuals are also not skilled in establishing social relationships. Heinrich and Gullone (2006) said humans must belong to a certain group. If this need for affiliation is not met, feelings of loneliness will arise, affecting mental health and psychological well-being.

Psychological well-being is one of the important factors that influence low loneliness. Opree et al. (2018) stated that psychological well-being is an individual's ability and evidence of the individual's potential in the long term. According to Ryff (2013), psychological well-being has six dimensions: environmental mastery (competence in managing the environment, setting up complex controls on external activities, using opportunities effectively, being able to choose, and creating contexts that suit individual needs and values). Personal growth (a feeling of being able to go through stages of development, being open to new experiences, being aware of one's potential, and making improvements to one's life at any time), purpose in life (beliefs that give a feeling

that there is purpose and meaning in his life, whether from the past or currently living), self-acceptance (recognizing and accepting various positive and negative aspects of himself, and positive feelings about past lives), autonomy (skills in making his own and independent decisions, being able to resist pressure social in thinking and behaving with good efforts, behaving according to standards the value of the individual, and evaluate themselves with personal standards), and positive relations with other (individual skills in carrying out intimate interpersonal relationships and trust each other).

Halim and Dariyo (2016) showed that psychological well-being could predict loneliness. Individuals who have good psychological well-being can create a positive and balanced life. Halim and Dariyo's research was conducted on students from various regions studying in Jakarta. In contrast to students from Jakarta, who have a more individualistic socio-cultural setting, this research was conducted in Yogyakarta, which has a Javanese socio-cultural background. As known, Javanese culture upholds hospitality and places great importance on harmony. It is interesting to know whether students who study in cities with a lonely-friendly cultural setting are also influenced by their psychological well-being. Subsequent empirical findings in different locations, as presented by Ergin et al. (2022), Ntozini and Abdullahi (2021), and Rantepadang and Gery (2020) show that the higher the psychological well-being of an individual, the lower the loneliness of the individual.

Besides psychological well-being, religiosity influences loneliness (Rahmi et al., 2015; Upenieks, 2022). Religiosity plays a major role in an individual's life. From the perspective of Islam, religion is the bond between God as the Ultimate Reality and His creations, with humans being one of them. It is a way of life *(al-din)* or path *(tariqat)* with God as the anchor that encompasses the total of a Muslim's work, faith, and being (Mahudin, 2016). Religiosity can provide hope when individuals feel hopeless. According to Ancok and Suroso (2018), religiosity is based on various dimensions of ritual or worship behavior and other activities motivated by supernatural powers. Furthermore, Huber and Huber (2012) divide the aspect of religiosity into five different elements, namely: a) Intellectual or general knowledge (individuals' broad knowledge of their religion, where they can explain their views on God, religion, and faith), ideology (individual beliefs relating to the existence and meaning of life, as well as the relationship between God and humans), public practice (worship performed by individuals and manifested in their participation in rituals, ceremonies, and religious activities), private practice (worship executed by individuals by devoting themselves to God in activities, worship, and ways that are carried out alone), and religious experience (the experience of individual direct contact with God, where the incident affects the individual emotionally).

Pratiwi and Mashoedi's (2011) research on first-year students showed that the higher the religiosity, the lower the feeling of loneliness. Rahmi et al. (2015)

and Upenieks's (2022) studies on elderly subjects proved a negative and significant relationship between religiosity and loneliness. The more religious the individual is, the lower the level of loneliness that individual experiences. The difference between this research and the studies above is the setting of migrating students. In contrast, Pratiwi and Mashoedi (2011) used first-year students, Rahmi et al. (2015) studied elderly subjects, and Upenieks' (2022) research used later-aged respondents. It is interesting to study whether the results of this study will be the same or different from previous studies. Thus, this study aims to determine whether psychological well-being and religiosity affect loneliness in migrated students in Yogyakarta.

METHODS

Research Design

This study implemented an ex post facto design, a research conducted to examine the facts and then make retrospective observations about the factors that can cause these events. This research was not done using manipulation as is usually done in experimental research.

Research Subject

The subjects in this study were 213 active migrating students in several universities in Yogyakarta. The criteria were active students, coming from outside the Special Region of Yogyakarta, aged 18-24, and not living with their parents, meaning the subject lived in Yogyakarta alone, such as in boarding houses or dormitories. The selection of ages 18-24 in this study was since age 18 is the initial age for subjects entering college, while 24 is the normal age for graduating.

Data Collection Method

Researchers use The data collection method to collect data (Arikunto, 2010). Data was collected using the loneliness scale, the psychological well-being scale, and the religiosity scale.

The Loneliness Scale used in this study aimed to determine the loneliness level felt by migrating students. The measuring instrument used was UCLA Loneliness 3, designed by Russell (1996) and adapted by researchers by translating English into Indonesian. The aspects of loneliness revealed in this study include personality, social desirability, and depression. Examples of two items used are "I feel that I am often left out" and "I feel that I feel distant from people." The assessment is very appropriate (5 points), appropriate (4), neutral (3), not suitable (2), and very inappropriate (1) for favorable items. The results showed that 20 items on the loneliness scale passed. The item-total correlation coefficient was 0.401 – 0.796, and Cronbach's alpha (α) coefficient was 0.942.

The researchers modified the Psychological Well-being Scale compiled by Ryff and Singer (2008). Its aspects include self-acceptance, positive relationships with

others, autonomy, having a purpose in life, personal growth, and mastery of the environment. Examples of items used are "In general, I feel responsible for the situation in which I live" and "I am good at managing responsibilities in everyday life." The assessment is very appropriate (5 points), appropriate (4), neutral (3), not suitable (2), and very inappropriate (1) for favorable items. The analysis of the psychological well-being scale showed that out of 18 items, 7 were declared invalid because they had a corrected item-total correlation of less than 0.30. Of the 11 items that passed, the item-total correlation coefficient was obtained from 0.301 to 0.639, and the coefficient value of Cronbach's alpha (α) was 0.776.

The Religiosity Scale determined the level of religiosity of migrating students. This study used The Centrality of Religiosity Scale (CRS) created by Huber and Huber (2012). The aspects measured through the religiosity scale were intellectual, ideological, worship practices, public practices, and religious experience. This religiosity scale was compiled using the Likert scale model. Research items include "I am interested in learning more about religion" and "I think participating in religious services is important." The assessment is very appropriate (5 points), appropriate (4), neutral (3), not suitable (2), and very inappropriate (1) for favorable items. The results of the religiosity scale analysis showed 15 items. One item was declared invalid because it had a corrected item-total correlation coefficient of less than 0.30. After item number 7 was deleted and 14 items remained, the item-total correlation coefficient was 0.395 – 0.695, and Cronbach's alpha (α) coefficient was 0.876.

Data Analysis Method

The data analysis method used in processing the data in this study was a quantitative analysis using statistical techniques of multiple linear regression analysis. This analysis technique was used to see a relationship between several variables, and then a different test was used to see if there was an effect. The multiple linear regression analysis technique is the dependent variable with one or more independent variables to predict the population mean or the dependent variable's average value based on the independent variable's value. Assumption tests were done by linearity, normality, multicollinearity, and heteroscedasticity tests (Purbani & Santoso, 2013). The analysis was done with the SPSS (Statistic Product and Service Solution) version of IBM SPSS Statistics 2.3. for the Windows evaluation version.

RESULT AND DISCUSSION

Result

The following is the result of multiple linear regression analysis. The analysis includes the coefficient of determination test, partial t-test, and simultaneous F-test. The coefficient of determination test aims to determine how far the model's ability to explain variations in the dependent variable is. The test results for the

coefficient of determination have values ranging between zero and one. If the value is close to one, the independent variable provides almost all the information needed to predict the variation of the dependent variable. Conversely, if it has a value close to 0, then the model's ability to explain the variable is limited.

Table 1. Determination Coefficient Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.763	0.582	0.578	10.69362

Table 1 shows that the coefficient value is close to 1 of 0.763, meaning the relationship between the independent and dependent variables is 76.3%. The value of the coefficient of determination 1 is 0.582, meaning that the contribution or contribution of psychological well-being and religiosity to loneliness is 58.2%. The remaining 41.8% comes from other variables not measured in this study.

The partial t-test in this study aims to test whether the independent variables partially or individually affect the dependent variable. The partial t-test has a sig value <0.05, so the independent variables significantly affect the dependent variable. Meanwhile, if it has a sig value > 0.05, the independent variable has no significant effect on the dependent variable.

Table 2. Partial T-Test Results

Variable	B (Coefficient)	Beta	Sig	Description
Psychological Well-being	-0.735	-14.865	0.000	Accepted
Religiosity	-0.060	-1.218	0.224	Not Accepted

Table 2, in the partial t-test, shows that the psychological well-being variable has a significant value of 0.000 (P <0.05). The value is -14.865 (1.652142>). Hence, psychological well-being partially has a negative and significant effect on loneliness. At the same time, the religiosity variable has an important value of 0.224 (p <0.05) and a value of -1.218 (1.652142 > p). Hence, religiosity does not negatively and significantly affect loneliness.

The simultaneous F-test in this study aims to determine whether or not an accompanying effect is given to the dependent variable to the independent variable. The simultaneous F-test has the following criteria. If the significance value is <0.05, then the dependent variable has a simultaneous influence on the independent variable. Meanwhile, if the data obtains a significance value of > 0.05, the dependent variable does not affect the independent variable.

In addition, the value of the simultaneous f test can be known by comparing the value with the value. Value is determined by the statistical table, namely significance 0.05, value = (k-1) and value = (n-k), and k is the sum of the number

of independent and dependent variables. At the same time, n is the number of respondents.

Table 3. Simultaneous F-Test Results

Model	Sun of Squares	Df	Mean Square	F	Sig.
Regression	33425.723	2	16712.862	146.151	0.000
Residual	24014.230	210	114.353		
Total	57439.953	212	114.353		

Table 3 illustrates that the Simultaneous F-test in this study has a significant value of 0.000 (p = <0.05). Psychological well-being and religiosity simultaneously or jointly affect loneliness in students migrating.

Based on hypothesis testing, the partial t-test shows a significant negative relationship between psychological well-being and loneliness among migrated students. Hence, the first hypothesis in this study is accepted. Meanwhile, the partial t-test conducted on religiosity and loneliness shows that religiosity partially does not negatively affect loneliness. Hence, the second hypothesis in this study is rejected. Furthermore, the simultaneous F-test found that the results of psychological well-being and religiosity simultaneously or jointly affect loneliness in students who migrate. Hence, the third hypothesis in this study is accepted.

In this study, additional analysis was carried out, namely the aspect correlation and difference tests. The aspect correlation test in this study aims to determine whether the aspects in the independent variable, namely psychological well-being, influence the dependent variable or loneliness. The correlation test in this research can be correlated if it has a significance value (p) <0.05. It is considered uncorrelated if it has a significance value (p) > 0.05. The level of attachment to the relationship between variables can be seen from the correlation coefficient (r) value. The following are the results of the aspect correlation test on the independent variables with the dependent variable.

Table 4. Correlation Test Results of Aspects of Psychological Well-Being and Loneliness

Variable	Correlation coefficient (r)	Significance (p)	Description
Self-acceptance with loneliness	-0.689	0.000	Correlated
Positive relationship with loneliness	-0.715	0.000	Correlated
Independence with loneliness	-0.503	0.000	Correlated
Environmental mastery with loneliness	-0.187	0.006	Correlated
The purpose of living with loneliness	-0.289	0.000	Correlated
Personal development with loneliness	-0.432	0.000	Correlated

Table 4 shows that the correlation test results with aspects of self-acceptance with loneliness are negatively correlated, indicated by the acquisition of a value

of 0.000 (p <0.05) and a correlation coefficient (r) of -0.689. Then, the aspect of the positive relationship with loneliness has a negative correlation, indicated by the acquisition of a value of 0.000 (p <0.05) and a correlation coefficient (r) of -0.715. Furthermore, independence and loneliness have a negative correlation, indicated by the acquisition of 0.000 (p <0.05) and a coefficient value of -0.503. Then, on the aspect of environmental mastery with loneliness, there is a negative correlation, indicated by the acquisition of a value of 0.006 (p <0.05) and a coefficient of -0.187. Aspects of life goals with loneliness have a negative correlation, indicated by the acquisition of a value of 0.000 (p <0.05) and a coefficient of -0.289. After that, a negative correlation in personal development with loneliness is indicated by the acquisition of 0.000 (p <0.05) and a coefficient value of -0.432.

Discussion

Based on the results, psychological well-being significantly affected loneliness in college students, aligning with studies that several experts have conducted. Therefore, this study supports the research's theory and results that psychological well-being affects loneliness. Halim and Dariyono (2016), Rantepadang and Gery (2020), Simanjuntak et al. (2021), Ntozini and Abdullahi (2021), and Ergin et al. (2021) showed a significant negative relationship between psychological well-being and loneliness. These studies were conducted on overseas students (Rantepadang & Gery, 2020; Halim & Dariyo, 2016) and students in general (Simanjuntak et al., 2021); elderly (Ergin et al., 2022; Ntozini & Abdullahi, 2021). The results of this study and some of the studies above further confirmed n effect of subjective well-being on loneliness. The higher the psychological well-being of an individual, the lower the perceived loneliness. If the individual has low psychological well-being, the individual's loneliness will be high.

The correlation test results determined the effect of each aspect of psychological well-being on loneliness. The results showed that all aspects of psychological well-being had a negative and significant correlation with loneliness. Positive relationships or relations with others had the highest value on psychological well-being. These findings indicated that positive relationships with others played the most important role in reducing loneliness among overseas students. Simanjuntak et al. (2021) found that positive relationships with others were the strongest aspect contributing to reducing loneliness. Myers (2010) stated that loneliness is a condition where social relations are less meaningful than expected. Therefore, overseas students do not have positive relationships with other people because social relations are meaningless. Overseas students who have highly positive relationships with other people can reduce feelings of loneliness felt by individuals.

The self-acceptance aspect of psychological well-being also had a negative and significant correlation with loneliness. Kong et al. (2021) revealed that college

students had a negative relationship between self-acceptance and loneliness. According to Kong et al. (2021), individuals who have positive self-acceptance will have realistic expectations of their situation, respect themselves, and be able to improve themselves compared to individuals who have low self-acceptance will range from feeling lonely.

The next aspect of psychological well-being, independence, is also negatively and significantly correlated with loneliness. Independence is an individual's decision-making skill, independence, and resisting social pressure in thinking and behaving. Henning et al. (2021) revealed that the higher the independence, the lower the loneliness. Furthermore, on environmental mastery with loneliness, environmental mastery had a negative and significant correlation. Stickley et al. (2013) stated that individuals competent in mastering the environment experience considerable loneliness.

Life goals and loneliness had a negative and significant correlation. The purpose of life can guide individuals in choosing a place to live, support environmental mastery, and build relationships with people (Ryff, 2013). Neville et al. (2018) showed that life goals were negatively correlated with loneliness. Personal development with loneliness also had a negative and significant correlation. According to Compton and Hoffman (2013), self-development is an individual's ability to explore one's potential and develop it and individual openness in dealing with new experiences. If the individual has a large aspect of personal development, he does not experience loneliness.

In addition, the results indicated no correlation between religiosity and loneliness. The results do not align with Pratiwi and Mashoedi (2011), Ismail and Soha (2012), Rahmi et al. (2015), and Upinieks (2022), who found that religiosity is negatively related to loneliness among students who migrate. Even so, the results align with Purwono and French (2016), showing no relationship between religiosity and loneliness. This study and several previous studies showed no consistency in empirical research that religiosity influences loneliness. The inconsistent results indicated that the religiosity factor was not essential and influenced the low level of loneliness in early adulthood.

Then, on the three variables in the sex group, there was no significant difference based on the sex group. Febriani (2021) revealed differences in loneliness in terms of gender. However, Fikrie et al. (2019) found no significant difference in loneliness based on gender. Furthermore, in the well-being variable based on gender groups in Izzati and Mulyana's (2021) study, there are differences in psychological well-being between men and women. Then, Ramadhani et al. (2016) found no significant differences in psychological well-being based on gender. Then, on the religiosity variable based on gender group. Ismail (2009) showed significant differences between men and women in religiosity. In this study, women had a higher level of religiosity than men. Then, Supriyadi et al. (2021) found no significant difference in religiosity based on gender.

Overall, in this study, there were deficiencies during the research. The drawback was that data collection was carried out online, thus making researchers unable to directly supervise respondents in filling out the questionnaire. This issue allowed respondents to fill out the questionnaire in earnest. Then, in a sample that was not representative of gender, there were more female subjects than male subjects. In addition, the items used were favorable in the third variable, allowing respondents to carry out social desirability. Then, researchers also did not carry out social desirability control on the measuring instruments used.

CONCLUSIONS

Based on the results, psychological well-being negatively and significantly affected loneliness among migrating students. The higher the psychological well-being of migrating students, the lower the loneliness. Religiosity did not affect loneliness. Furthermore, psychological well-being and religiosity simultaneously affected loneliness in migrating students. The higher the psychological well-being and religiosity of migrating students, the lower the loneliness.

There are numerous implications of this research. First, optimizing migrated students' well-being is important to prevent them from experiencing loneliness. Then, in addition to the fact that students have to strive for this, campus leaders are expected to assist, given their strategic position. To ensure that international kids are in small groups with their elder siblings and classmates and attain psychological well-being, campus leaders must develop certain programs/activities. Second, when collecting the data, it is crucial to ensure that participants are free from social desirability. Various control measures are required to prevent any social desirability. Third, conducting further research on unproven hypotheses about how religiosity affects loneliness is essential. The adolescent, young adult and middle adult age groups should be involved in this research.

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