

Ethnic Identity and Psychological Well-Being in Migrant Student of Manggarai at the Kupang City

Jesse Stevany Naben¹, Yeni Damayanti², Shela Christine Pello³

^{1,2,3}Psychology Department, University of Nusa Cendana

e-mail: *ijessenaben@gmail.com, ²yeni.damayanti@staf.undana.ac.id,

³pelloshela@yahoo.ac.id

Abstract. Migrant students face challenges in higher education that can impact their psychological well-being. This study aims to explore the relationship between ethnic identity and psychological well-being among migrant students from the Manggarai Tribe in Kupang City. Using purposive sampling, 385 participants were included. The Multigroup Ethnic Identity Measure (MEIM) and the Psychological Well-Being scale were employed, with reliability coefficients of 0.839 and 0.851, respectively. Data were analyzed using correlation analysis. Key findings include: (1) a significant relationship between ethnic identity and psychological well-being, with a correlation coefficient of $r_{xy} = 0.076$ and $p = 0.036 < 0.05$; (2) both variables are normally distributed, as indicated by an Asymp. Sig. (2-tailed) value of 0.71, greater than 0.05; and (3) ethnic identity and psychological well-being show linear distribution, with a deviation from linearity value of 0.314, greater than 0.05. The study concludes that stronger ethnic identity is linked to better psychological well-being.

Keywords: *Ethnic Identity, Psychological Well-Being, Migrant Students*

Abstrak. Mahasiswa migran menghadapi tantangan dalam pendidikan tinggi yang dapat memengaruhi kesejahteraan psikologis mereka. Penelitian ini bertujuan untuk mengeksplorasi hubungan antara identitas etnis dan kesejahteraan psikologis di kalangan mahasiswa migran dari Suku Manggarai di Kota Kupang. Dengan menggunakan teknik purposive sampling, 385 peserta dilibatkan dalam penelitian ini. Alat ukur yang digunakan adalah Multigroup Ethnic Identity Measure (MEIM) dan skala Kesejahteraan Psikologis, dengan koefisien reliabilitas 0,839 dan 0,851, masing-masing. Data dianalisis menggunakan analisis korelasi. Temuan utama meliputi: (1) hubungan signifikan antara identitas etnis dan kesejahteraan psikologis, dengan koefisien korelasi $r_{xy} = 0,076$ dan $p = 0,036 < 0,05$; (2) kedua variabel terdistribusi normal, yang ditunjukkan dengan nilai Asymp. Sig. (2-tailed) sebesar 0,71, lebih besar dari 0,05; dan (3) identitas etnis dan kesejahteraan psikologis terdistribusi secara linier, dengan nilai deviasi dari linearitas sebesar 0,314, lebih besar dari 0,05. Penelitian ini menyimpulkan bahwa identitas etnis yang lebih kuat terkait dengan kesejahteraan psikologis yang lebih baik.

Kata kunci: *Identitas Etnis, Kesejahteraan Psikologis, Mahasiswa Migran*

Article history:

Received 18 November 2024

Received in revised form 26 November 2024

Accepted 29 November 2024

Available online 30 November 2024

Introduction

In this age of globalization, many students pursue higher education outside their hometowns, so students must live away from their home environment or outside the region for a certain period of time to complete their education. According to Halim & Dariyo, (2017) one of the reasons for migrating is because of the uneven distribution of education in Indonesia and of course to get a proper education. Therefore, migrants are often found on campuses throughout Indonesia, most of whom are students. According to the data BPS, (2023) the number of youth in Indonesia is estimated at 64.16 million people or 23.13% of the total population of Indonesia. Based on regional distribution, 23.91% of this number is concentrated in the East Nusa Tenggara region. If linked to education, this data could suggest that many young people are migrating out of their home regions to get an education. Kupang is one of the cities where students migrate to because of the large number of universities in the city. Based on 2023 education data, Kupang has five public universities and 35 private universities.

The high and low psychological well-being of a person is also influenced by cultural factors (Karasawa et al., in Lubis, 2023). Culture can affect an individual's personality when a person follows what the people around him do and the individual considers the culture of his environment to characterize him. Conversely, individual personalities can change the culture of their environment.

One concept related to personality and culture is ethnic identity. When individuals or groups of individuals enter a new culture, they often encounter a different set of values, patterns of behavior and communication. Acculturation is seen as a situation when groups of individuals from different cultures enter into a new culture that will be different from their original cultural patterns that will take place on an ongoing basis. besides tolerance and respect for other cultures which in turn can build harmonious relationships between people with different cultural backgrounds (Varanida, 2018). Ethnic identity is an individual's knowledge related

to his or her own ethnic group and feels as a member of a particular group (Fathurroja et al., 2018).

In general, if overseas students in their group have a high ethnic identity bond, a sense of togetherness will be created. According to Amin et al., (2020) explains that if overseas students are in their ethnic group, they will certainly avoid the effects of bad prejudices related to race and stress related to psychological well-being and one of the functions of ethnic identity itself is to strengthen individuals against the negative effects of stress and anxiety.

Previous research that discusses the relationship between ethnic identity and psychological well-being is reviewed in research Zulma, (2021) regarding students with multi-ethnic backgrounds experiencing difficulties compared to students with mono-ethnic backgrounds with the title *The Effect of Ethnic Identity on Psychological Well-Being with Conflict Resolution Style as a Mediator Variable in UIN SDG Bandung Students* shows that ethnic identity has an effect on psychological well-being ($p: 5550 > 05$). Other studies that show different results are also found in research Setiawan, (2024) on late adolescents in Indonesia with the title *The Role of Ethnic Identity on Psychological Well-Being in Late Adolescents in Indonesia*. The results showed that there was no role of ethnic identity on psychological well-being in late adolescents in Indonesia ($p = 0.812 > 0.05$).

Based on the differences in the above research and the existing problems, researchers want to examine more deeply the relationship between ethnic identity and psychological well-being in Manggarai migrants in Kupang City.

Methods

The method used in this research is descriptive quantitative to describe the relationship between ethnic identity and psychological well-being. The population in this research is Manggarai migrants who are in Kupang City. The sample size was 385 migrants from the Manggarai tribe who are still actively studying at a number of universities and colleges in Kupang City. The sampling technique used simple

random sampling technique. The scale used to measure ethnic identity is the Multigroup Ethnic Identity Measure (MEIM) scale by Phinny, with reference to two aspects of ethnic identity namely exploration and affirmation. This scale has been adapted in Indonesia in research by Moningka et al., (2020). The PWB scale refers to research conducted by Fadhil, (2021) based on Ryff's theory.

Result

Table 1.

Ethnic Identity Data Category

Data	Formula	Value
Minimum Value	1 X 12	12
Maximum Value	5 X 12	60
Range	Max – Min	48
Standard Deviation	Range/6	6,9
Mean	(Max+Min)/2	51,3

Table 1 indicates that the mean is 51.3, the range is 48, the standard deviation is 6.9, the smallest categorization value achieved is 12, and the maximum value is 60.

Table 2

Ethnic Identity Measurement Results

Category	Interval	Frequency	Percentage
Low	12-44	51	13%
Medium	45-58	260	68%
High	59-60	74	19%
Total		385	100%

According to Table 2, 51 individuals, or 13% of the 385 migrant students in the city of Kupang, had a low ethnic identity level, 260 individuals, or 68% of the total, had a medium ethnic identity level, and 74 individuals, or 19% of the total, had a high ethnic identity level.

Table 3

Categorization of Ethnic Identity Based on Gender

Interval	Male		Female		Sum
	F	%	F	%	
Low	25	15	31	14	56
Medium	99	60	157	72	256
High	42	25	31	14	73
Total	166	100	219	100	385

Of the 385 respondents surveyed, Table 3 reveals that the female gender has the highest percentage of ethnic identification in the medium group (157, or 72%), whereas the male gender has the highest proportion in the high category (42, or 25%).

Table 4
Categorization of Ethnic Identity Based on Age

Age		Ethnic Identity			Total
		Low	Medium	High	
17	F	1	9	0	10
	%	10	90	0	100
18	F	5	39	11	55
	%	9	71	20	100
19	F	8	27	10	45
	%	18	60	22	100
20	F	12	41	14	67
	%	18	61	21	100
21	F	7	47	16	70
	%	10	67	23	100
22	F	12	55	6	73
	%	17	75	8	100
23	F	6	43	16	65
	%	9	66	25	100
Total		51	261	73	385

According to Table 4, out of the 385 respondents who participated in the study, the majority of them (nine, or 90%) fell into the medium category of ethnic identity at the age of 17, and the majority (sixteen, or 90%) fell into the high category at the age of 23. 23 percent.

Table 5
Categorization of Ethnic Identity Based on Place

Place	Ethnic Identity			Total
	Low	Medium	High	

Kos	F	52	252	64	368
	%	14	68	18	100
House	F	2	9	6	17
	%	12	53	35	100
Total		54	261	70	385

According to Table 5, of the 385 respondents who were surveyed, 252 people (68%) who lived in boarding houses had the highest ethnic identity in the medium category, while 6 people (35%) who lived in houses had the highest ethnic identity in the high category.

Table 6
Psychological Well-Being Data Category

Data	Formula	Value
Minimum Value	1 X 25	25
Maximum Value	5 X 25	125
Range	Max – Min	100
Standard Deviation	Range/6	10,8
Mean	(Max+Min)/2	99,2

Based on table 6, it is known that the minimum value obtained is 25, the maximum value is 125, the range is 100, the standard deviation is 10.8 and the mean is 99.2.

Table 7
Psychological Well-Being Measurement Result

Category	Interval	Frequency	Percentage
Low	25-87	49	13%
Medium	88-110	272	71%
High	110-125	64	16%
Total		385	100%

Table 7 shows that of the 385 respondents studied, the highest level of psychological well-being was in the medium category, amounting to 272 people with a percentage (71%) and the least was in the low category, amounting to 49 people with a percentage (13%).

Table 8

Categorization of Psychological Well-Being Based on Gender

Interval	Male		Female		Sum
	F	%	F	%	
Low	24	14	26	12	50
Medium	112	68	160	73	272
High	30	18	33	15	63
Total	166	100	219	100	385

Table 8 shows that of the 385 respondents studied, the female gender had the most psychological well-being in the medium category, amounting to 160 people with a percentage (73%) and the female gender had more psychological well-being in the high category, amounting to 33 people. with a percentage (15%).

Table 9

Categorization of Psychological Well-Being Based on Age

Age		Psychological Well-Being			Total
		Low	Medium	High	
17	F	2	6	2	10
	%	20	60	20	100
18	F	5	44	6	55
	%	9	80	11	100
19	F	7	32	6	45
	%	16	71	13	100
20	F	11	48	8	67
	%	16	72	12	100
21	F	12	45	13	70
	%	17	64	19	100
22	F	8	54	11	73
	%	11	74	15	100
23	F	7	41	17	65
	%	11	63	26	100
Total		52	270	63	385

Table 9 shows that of the 385 respondents studied, at the age of 18 years they had the most psychological well-being in the medium category with a percentage of 44 people (80%) and at the age of 23 years has the highest *psychological* well-being in the moderate category as many as 41 people (63%).

Table 10

Categorization of Psychological Well-Being Based on Place

	Place	Psychological Well-Being			Total
		Low	Medium	High	
Kos	F	48	260	60	368
	%	13	71	16	100
House	F	1	12	4	17
	%	6	71	23	100
Total		49	272	64	385

Table 10 shows that of the 385 respondents studied who lived in boarding houses and in the same house had the highest psychological well-being in the moderate category, amounting to 252 people and 12 people with a percentage of (71%).

Table 11

Normality Test Results

Variable	Asymp. Sig (2 tailed)	A	Information
Ethnic Identity	0,710	0,05	Normal
<i>Psychological Well-Being</i>	0,710	0,05	Normal

Data: Analysis Results SPSS 29.0

The basis for decision making in this test is, if the calculated t value is > 0.05 then the data is normally distributed. Conversely, if the calculated t value is < 0.05 then the data is not normally distributed (Periantalo, 2016). Based on the SPSS output results, the Asymp value. Sig. (2-tailed) of 0.71 is greater than 0.05, so according to

the basic calculation of the Kolmogorov-Smirnov normality test above, it can be concluded that the data is normally distributed.

Tabel 12
Linearity Test Results

	F	Sig.
Linearity	64.020	<0,001
Ethnic Identity*Psychological Well-Being Deviation from Linearity	1.120	0.314

Data : Analysis Results SPSS 29.0

In this test, the data is considered to have a linear connection if the variation from the linearity value is more than 0.05. According to the basic linearity test calculations above, it may be inferred that the data is linearly distributed or that there is a linear relationship between the two variables based on the SPSS output findings, which show a deviation from linearity value of 0.314, greater than 0.05.

Tabel 13
Hypothesis Test Results

		Ethnic Identity (X)	Psychological Well-Being (Y)
Ethnic Identity (X)	Pearson Correlation	1	.076
	Sig. (2-tailed)		.036
	N	385	385
Psychological Well-Being (Y)	Pearson Correlation	.076	1
	Sig. (2-tailed)	.036	
	N	385	385

Data: Analisis Results SPSS. 29.0

Table 13 indicates that the significant value is $0.036 < 0.05$ and the Pearson's r value is 0.076 . The computation's findings indicate that among migrant Manggarai ethnic students in Kupang City, there is a positive and significant correlation between psychological well-being and ethnic identification.

Discussion

This study explores the relationship between ethnic identity and psychological well-being among Manggarai migrant students in Kupang City. A series of assumption tests were conducted, including tests for normality, linearity, and hypothesis testing. Prior to these analyses, a comprehensive description of the participants, respondents, and variables was provided.

The participants were migrant students aged 17 to 23 years residing in Kupang City, including both male and female university students from Manggarai. Data were collected via Google Forms, with a total of 385 respondents participating in the study. The research was conducted over one month, from October 1 to October 31, 2024. Data collection involved distributing a Google Form link through WhatsApp. Respondent demographics included gender, age, and place of residence.

The analysis revealed that 164 respondents (43%) were male, while 221 respondents (57%) were female. Female participants were noted for exhibiting greater friendliness, discipline, concern, and gentleness in community interactions (Kahang, 2018). The higher psychological well-being scores among females suggest that certain dimensions of psychological well-being are more conducive to the female gender (Salma et al., 2023).

In terms of age distribution, the largest group of respondents was 22 years old, comprising 73 individuals (19%), followed by 70 individuals (18%) aged 21. Additionally, 17% of the respondents were aged 20 and 23, while 45 individuals (12%)

were aged 19, and 55 individuals (14%) were aged 18. The smallest group, 10 individuals (3%), was aged 17.

Regarding residence, 368 respondents (96%) lived in boarding houses, while 17 respondents (4%) lived with their families. This finding indicates that the majority of participants resided in boarding house accommodations. The relationship between residence and area of origin in relation to student adjustment is influenced by various factors in the new environment. Students living in boarding houses often engage in diverse group activities, fostering familial bonds among fellow migrant and local students (Loupatty, 2022).

Variable description encompasses ethnic identity variables and psychological well-being variables. According to the results of SPSS 29.0 calculations, the number of individuals in the low category of ethnic identity is 51, representing 13%, while 260 individuals fall into the medium category, accounting for 68%, and 74 individuals are classified in the high category, comprising 19%. These findings suggest that the ethnic identity of migrant students in Kupang City predominantly resides in the medium category, indicating that these students possess a moderate level of ethnic identity. This description includes individuals with high ethnic identity but low commitment, as well as those who have explored their ethnic identity and made a commitment (Ulumiyah, 2017).

The assessment of psychological well-being reveals that 49 individuals are in the low category, representing 13%, 272 individuals are in the medium category, accounting for 71%, and 64 individuals are in the high category, comprising 16%. These results indicate that the psychological well-being of migrant students in Kupang City is also predominantly in the medium category, signifying that these students experience a moderate level of psychological well-being. This includes individuals with high psychological well-being but low commitment.

The basic normality test employed is the Kolmogorov-Smirnov test. The decision-making criterion for this test states that if the calculated t value is greater than 0.05, the data is normally distributed; conversely, if the calculated t value is less than 0.05, the data is not normally distributed. The SPSS 29.0 calculation yields an Asymp. Sig. (2-tailed) value of 0.71, which exceeds 0.05, indicating that both the ethnic identity variable and the psychological well-being variable are normally distributed. For the validity test, the decision-making criterion is that if the deviation from linearity value exceeds 0.05, the data exhibits a linear relationship. Based on SPSS calculations, the deviation from linearity value of 0.314 is greater than 0.05, confirming a linear relationship between the ethnic identity variable and the psychological well-being variable.

The hypothesis test results, utilizing Pearson moment correlation with SPSS 29.0, reveal a Pearson's r value of 0.076 and a significant value of 0.036, which is less than 0.05. This indicates a positive and significant relationship between ethnic identity and psychological well-being among Manggarai migrant students in Kupang City.

Through a series of analyses, it is evident that migrant students' perceptions of ethnic identity influence their psychological well-being. This study demonstrates a positive correlation between ethnic identity and psychological well-being among migrant students, suggesting that an increase in migrant students' perceptions of their ethnic identity correlates with an enhancement in psychological well-being. The perceptions of ethnic identity among migrant students significantly impact the effectiveness of their psychological well-being in their activities and the knowledge they acquire in a new environment. Ethnic identity can be understood as a collective sense of belonging to an ethnic group Amin, et al., (2017) and it positively correlates with individuals' subjective well-being. The findings of this study align with research conducted by Zulma, (2021) and Amin, Z. N et al., (2020), which indicates that ethnic identity influences psychological well-being.

Conclusion

The findings of this study provide a cue to understand the influence of ethnic identity context on subjective psychological well-being and its impact on the attitudes of Manggarai migrants in Kupang City. This can be due to the influence of ethnic background, gender, age, and place of residence that contribute to a person's well-being. Female migrant students find it easier to express their emotions by telling their close friends about the problems they are facing in the right environment so that they together find solutions to overcome problems that have an impact on psychological well-being. The results of this categorization show that women have more psychological well-being than men (Salma et al., 2023).

In particular, this study also highlighted the positive role of ethnic identification as a potential aspect that can support or hinder the psychological well-being of overseas students. To the extent that ethnic identity supports individuals' self-beliefs and self-efficacy, it is important to understand that ethnic identity can influence the way people perceive and respond to obstacles and influence the subjective psychological well-being of overseas students. Thus, to accurately understand issues related to individual well-being, it is necessary to examine them from different cultural and ethnic backgrounds.

Suggestion

The findings of this study may offer recommendations or answers to students, academic institutions, and upcoming researchers. For instance, migrant students can improve their positive psychological well-being and ethnic identity by being open-minded, able to adjust to new situations, and forming positive relationships. Similarly, native students—those who do not migrate—need to be open-minded, willing to interact with others, and accepting of all differences. Therefore, these different approaches can also improve students' psychological health.

Future researchers can use this as a reference or guideline when studying the relationship between Ethnic Identity and psychological well-being among students

from different ethnic backgrounds. Universities must support migrant students from different ethnic groups by working with cultural student communities from different ethnicities and planning culturally themed campus activities in an effort to instill self-confidence, a sense of security, and most importantly, to ensure that migrant students maintain their ethnic identity, which will undoubtedly enhance their psychological well-being. In order to uncover internal or external factors that may influence psychological well-being, the researcher also recommends that future researchers carry out additional studies in East Nusa Tenggara utilizing other variables or students from various ethnic groups.

References

- Amin, Z. N., Loekmono, J. L., Sofyan, A., & Mulyawati, V. (2020). Kontribusi Identitas Etnis dan Identitas Akademik terhadap Subjective Well-Being Mahasiswa. *Bibliocouns: Jurnal Kajian Konseling Dan Pendidikan*, 3(1), 67–73. <https://doi.org/10.30596/bibliocouns.v3i2.4967>
- Amin, Z., Wibowo, M., Loekmono, L., Hariyadi, S., & Isrofin, B. (2017). *Ethnic Identity and Other-group orientation on Javanese and Chinese Students BT - Proceedings of the International Conference on Teacher Training and Education 2017 (ICTTE 2017)*. 827–832. <https://doi.org/10.2991/ictte-17.2017.94>
- BPS. (2023). *Statistik Pemuda Indonesia 2023*. <https://www.bps.go.id/id/publication/2023/12/29/18781f394974f2cae5241318/statistik-pemuda-indonesia-2023.html>
- Fadhil, A. (2021). Evaluasi Properti Psikometris Skala Psychological Well-Being (PWB) Versi Indonesia. *Jurnal Pendidikan Tambusai*, 5(2), 46666–4674. <https://jptam.org/index.php/jptam/article/view/1622/1407>
- Fathurroja, A., Mumtazah, H., Rosiana, R., Pudoli, S. B. M., & Fridayanti, F. (2018). Gambaran Identitas Etnis Remaja Suku Jawa dan Sunda. *Jurnal Psikologi Islam Dan Budaya*, 1(2), 107–112. <https://doi.org/10.15575/jpib.v1i2.3412>
- Halim, C. F., & Dariyo, A. (2017). Hubungan Psychological Well-Being dengan Loneliness pada Mahasiswa yang Merantau. *Journal Psikogenesis*, 4(2), 170–181. <https://doi.org/10.24854/jps.v4i2.344>
- Kahang, O. (2018). Hubungan Agama, Etnis, dan Jenis Kelamin dengan Penentuan Pilihan Calon Kepala Kampung Studi Kasus di Kampung Long Merah Kecamatan Long Bagun Kabupaten Mahakam Ulu. *EJournal Pemerintahan*

Integratif, 6(2), 243–252.

Loupatty, J. J. (2022). *Perbedaan Psychological Well-Being pada Mahasiswa Baru Asli Salatiga dan Pendetang*. Universtas Kristen Satya Wacana.

Lubis, S. R. Z. (2023). *Gambaran Psychological Well-Being Pada Mahasiswa Aktiois Kemanusiaan Di Ranah Kebencanaan*. Universitas Malikussaleh.

Moningka, C., Owena, A., & Herlita, H. (2020). Adaptasi Skala Identitas Etnis: Studi Pada Etnis Jawa Dan Etnis Tionghoa Di Indonesia. *Prosiding Seminar Nasional Pakar*, 1–6. <https://doi.org/10.25105/pakar.v0i0.6919>

Periantalo, J. (2016). *Penelitian Kuantitatif untuk Psikologi*. Pustaka Pelajar.

Salma, C., Thayeb, K., & Suryadi, D. (2023). Overview of Psychological Well-Being Differences in the Sandwich Generation Based on Gender: Statistical Analysis With Spss *Gambaran Perbedaan Psychological Well-Being Generasi Sandwich Berdasarkan Jenis Kelamin: Analisis Statistik Dengan Spss. Journal of Social and Economics Research*, 5(2), 775–783. <https://idm.or.id/JSER/index>.

Setiawan, D. (2024). *Peranan Identitas Etnis terhadap Psychological Well-Being pada Remaja Akhir di Indonesia*. Universitas Lambung Mangkurat.

Ulumiyah, K. (2017). *Skala Identitas Etnik : Dengan Pendekatan Delayed Alternate Form (Desain A' – A)*. Universitas Brawijaya.

Varanida, D. (2018). Keberagaman Etnis dan Budaya sebagai Pembangunan Bangsa Indonesia. (*PROYEKSI Jurnal Ilmu-Ilmu Sosial Dan Humaniora PROYEKSI Jurnal Ilmu-Ilmu Sosial Dan Humaniora (e-Journal)*), 23(1). <https://doi.org/10.26418/proyeksi.v23i1.2444>

Zulma, R. A. (2021). *Pengaruh Ethnic Identity terhadap Psychological Well-Being dengan Gaya Resolusi Konflik sebagai Variabel Mediator pada Mahasiswa UIN SDG Bandung. UIN Sunan Gunung Djati Bandung*.