Research Article

Immigrant students: An investigation on loneliness and psychological well-being

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Abstract

The internationalization of higher education is an increasing phenomenon. However, there is not much research on how immigrant students are affected psychologically by this situation. In this study, an examination was made on the psychological well-being and loneliness of immigrant students. The research is a quantitative research and regression analysis was used in the research. Participants are 273 undergraduate students who have a variety of ages, grades, and faculties at State University of Malang, Indonesia. Data collection was carried out using a loneliness scale based on Bruno's theory (2000) which was constructed by Silvia (2014) with a reliability value of 0.745 and a psychological well-being scale developed by Eva (2020) with a reliability value of 0.790. Data analysis technique using multiple linear regression. The results showed that psychological well-being had a significant influence with a contribution value of 61% on loneliness experienced by migrating students, with four influencing dimensions namely self-acceptance, positive relationships, environmental mastery, and self-development.

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Introduction

In the era of globalization and modernization, reforms and improvements in the field of education are carried out massively with the aim of taking on various challenges that exist in accordance with the times. The challenges faced by the education system include equity, relevance, quality, and effectiveness or effectiveness in education (Hidayat, 2018). Equitable education in facilities and infrastructure is believed to be one of the joint efforts that can advance and improve the quality or quality of education throughout Indonesia. Efforts to improve facilities and infrastructure have in fact not made education in Indonesia evenly distributed, thus causing students to choose to migrate (Lingga & Tuppattinaja, 2012) explains that students who live outside their area of origin with the aim of studying knowledge to achieve an expertise in college high is the explanation of overseas students.

Students generally migrate to Java Island because quality and superior tertiary institutions are dominated by universities located on Java Island (Kompas.com, 2017). The top ten tertiary institutions, both public and private in Indonesia, are all located on the island of Java. In line with this, Irawati (2013) argued that the desire to obtain a proper education is one of the reasons why students want to migrate. Obtaining proper and satisfactory education and learning is the right of the Indonesian people. If in the area of origin there is no proper place for education, then the individual tries to reach his goals by migrating. Therefore, nomads are often found on campuses throughout Indonesia, especially on the island of Java.

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Loneliness in migrating students

Lee et al, (2004) explained that for new students who live life as immigrants to carry out education in a new environment or area, the problems that will definitely be faced are adjustment to a foreign and new culture, a new social environment, and an education system that may be different. . Overseas students will try to adapt to the new environment. They are required to be able to adapt to changing conditions. Therefore, demands in adapting to the environment and various kinds of changes that occur quickly and continuously can cause stress for new students or overseas. This source of stress, if sustained, will trigger feelings of loneliness for overseas students due to separation from parents, friends, friends, siblings, as well as the emergence of feelings of isolation or isolation, as well as inferiority that exists in different economic strata from new friends (Saputri et al, 2012).

Loneliness is a condition in which individuals experience feelings of discomfort such as loss and feeling unsuited to existing social life (Taylor & Shelley, 2012). Furthermore, Baron & Byrne, (2005) explained that loneliness is a cognitive and emotional condition of individuals who experience feelings of unhappiness, caused by the failure to achieve expectations to engage in an intimate social relationship. Someone who experiences a high level of loneliness is accompanied by anxiety, feelings of unhappiness, dissatisfaction with life related to pessimism, feelings of depression, and shame. In addition, Myers (2010) explained that individuals who experience loneliness will tend to self-blame or blame themselves for bad social relationships. Perceptions of individuals who feel lonely towards other people also tend to be negative so that it is very difficult to build relationships, both individually and in groups. High levels of loneliness suffered over a long period of time can have negative consequences for individuals, such as physical illness, consuming alcohol and illegal drugs, to suicide (Perlman & Peplau, 1982). Loneliness can suppress the sufferer's hormones and slowly lose the body's immunity so that it is susceptible to disease (Myers, 2012). In addition, a psychologist from the University of Chicago also stated that the loneliness experienced by a person affects blood vessels, where blood vessels tend to harden, triggering inflammation or infection in the body, high blood pressure and impaired memory.

Besides threatening physical health, loneliness also threatens mental health. According to Peplau & Goldston (1984) there is a study on the depression scale, namely the Beck Depression Inventory which apparently detects a strong relationship between loneliness and depression, which means that loneliness experienced can trigger depression in individuals. Based on research conducted by a neurologist in America, it was also stated that high loneliness can increase an individual's tendency to experience early death by 45%, this number is higher than the obesity factor which can cause early death by 20% (University of Bolton, 2013).). In line with this, Taufik et al (2012), also explained that individuals who continue to experience loneliness throughout their lives have a tendency to live shorter lives compared to individuals who do not experience loneliness. This loneliness phenomenon can be experienced by everyone, regardless of gender, age, or social status. Taylor et al (2009), argued that no community group or age group is immune or resilient to feelings of loneliness, even though there are some people who have a greater risk based on certain factors.

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Santrock (2003), suggests that leaving the area of origin and family is one of the factors that causes feelings of anxiety in students because of difficulties in adapting to the environment, such as meeting new people and trying to create social relations from these new people. High loneliness is usually experienced by students studying at university (Goossens et al, 2014). Research conducted by Williams & Braun (2019) suggests that adolescents and early adults are more prone to experiencing loneliness. Research conducted in England also proved that as many as 48% of participants aged 18 to 34 years experienced loneliness (AVIVA, 2014). In line with these results, a study was also conducted in 2018 conducted by a global health company, namely Cigna which proved that the highest loneliness scores were experienced by individuals in the age range of 18 to 22 years or those who were in early adulthood. Another study, according to Gil (2014), stated that individuals in the age range of 18 to 34 year's experience loneliness more often than individuals over 55 years of age. Furthermore, Taylor, Peplau, & Sears (2006) also suggested that loneliness is more common in adolescence and early adulthood.

Research related to loneliness in overseas students has also been carried out. Halim & Dariyo (2017) explain that loneliness experienced by overseas students is very likely to occur, especially for students who are far apart from their parents and live outside their hometown. In Indonesia alone a survey related to loneliness conducted by Misyaroh (2016) stated that loneliness was in the moderate category as much as 50.7% of 75 subjects in individuals who did that, research conducted by (Saputri, Rahman, & Kurniadewi, 2012) also stated that as many as 60% of 30 Bangka-based overseas students experienced loneliness in the high category where most of these students were in the age range of 18 to 21 years. In Malang, research related to loneliness was conducted by Asih (2017) which stated that 56 overseas students at the University of Muhammadiyah Malang experienced loneliness in the high category as much as 15% and 255 students in the medium category as much as 68% of the total 375 subjects studied. In line with that, research according to Salsabila (2022) stated that as many as 192 overseas students at the University of Muhammadiyah Malang experienced loneliness in the medium category and 31 overseas students were in the high category. Therefore, research related to loneliness will be conducted with different subjects, namely overseas students at Malang State University.

Based on the results of interviews with several overseas students at Malang State University on September 24 2022, students with the initials (A) said that (A) as an overseas student often felt alone and didn't have anyone, especially when in a boarding house. (A) also feels that he lacks friends or friendships because it is difficult to socialize and is the type of person who is not very friendly or friendly. In addition (A) also stated that he found it difficult to adapt and sometimes felt that he was not accepted by certain groups, this was what made him feel lonely. In line with statement (A), (L) who came from outside Java also felt the same way. (L) stated that he often felt lonely when his friends couldn't accompany him to go out. Moreover (L) also has an introverted personality, so he doesn't have too many friends. In addition, in his hometown, (L) has more friends, in contrast to Malang, that's what causes (L) to often feel lonely abroad. The next interview was conducted on (Y) who stated that (Y) often felt homesick because of being separated from his family, relatives, and friends during high school. Often (Y) returns to his hometown because he feels he can't be alone in his boarding house. Based on the results of the three interviews, it can be concluded that there is a tendency to experience loneliness among overseas students.

Psychological well-being on loneliness in migrating students

Loneliness is caused by a variety of factors, Miller, Perlman, & Brehm (2007), states that these factors can be in the form of a relationship that has changed and there is no significant attachment so that individuals are not satisfied with the relationship they have. In line with this, Heinrich & Gullone (2006) explained that humans have an urge to become members of a group and there is an attachment to this social life. If these needs are not met, a feeling of loneliness will arise, and this loneliness can be overcome by the positive traits possessed by individuals through their psychological well-being (Susanti et al, 2021). Furthermore, research conducted by Simanjuntak (2021), explains that several dimensions of psychological well-being can directly predict the level of loneliness. These dimensions are the dimensions of positive relationships with others, self-acceptance, environmental mastery, and independence. In this study it was also explained

that in dealing with loneliness, psychological functioning of students is needed which can be seen through the level of psychological well-being.

Research conducted by Rezan (2007) also explains that psychological well-being is a major factor in predicting individual loneliness, especially in the dimensions of positive relationships with others. In this study it was also explained that the lack of knowledge of the life that is currently being lived leads to low psychological well-being and causes loneliness. Roux, (2012) also suggested that depression and psychological well-being significantly affect loneliness. This study also explains that negative things that happen to an individual's life will affect the psychological well-being of the individual and can lead to loneliness. In line with this statement, Çeçen & Cenkseven (2007) also stated that the loneliness experienced by overseas students is related to the psychological well-being of these students. Halim & Dariyo (2017) also explained that if an individual's psychological well-being is not disturbed, the possibility of feeling lonely tends to be minimal.

Psychological well-being or psychological well-being (PWB) according to Ryff (1989) is a description of a person's attitude that has a bearing on what the individual feels in carrying out daily activities and influences the expression of personal feelings. In line with this, Ryff & Keyes (1995) also stated that psychological well-being is related to the process of achieving self-actualization which includes mental, physical and social conditions of individuals and affects the mental health of these individuals. Wikanestri & Prabowo (2015) suggest that individuals who are prosperous are defined as individuals who are able to accept the life they are currently living (self-acceptance), ability to face obstacles, have goals in life, have good relationships with people around them, have suitable environmental conditions. , and have a desire in self-potential development. Ryff & Singer (2008) explained that the dimensions of psychological well-being are self-acceptance, namely self-acceptance, environmental mastery, namely self-adjustment and the ability to manage the environment, personal growth, namely self-development, positive relationships with others, namely positive relationships with people around them, purpose in life, namely have a purpose in life, and autonomy or independence. Psychological well-being which consists of six dimensions is needed to face various challenges in life (Compton & Hoffman, 2013). These six dimensions can also fulfill individual psychological functioning which is directly related to the physical, mental, and social aspects of a person (Pramitha, & Astuti, 2018)

Research related to psychological well-being and loneliness has been previously conducted by Halim & Dariyo (2017) with the subject of overseas students studying in Jakarta. The results of this study are that there is a negative relationship between psychological well-being and loneliness in college students. Furthermore, research by Pramitha (2018) also suggested that overseas students in Yogyakarta found a relationship in a negative direction between psychological well-being and loneliness. Based on some of the research that has been described above, the researchers make psychological well-being or psychological well-being as a variable that influences loneliness. Research on how each dimension of psychological well-being affects loneliness is scarce. Therefore, researchers want to know how psychological well-being contributes to loneliness in overseas students at Malang State University.

Problem of Study

Based on the theoretical explanation of the studies above, the hypothesis of this study was compiled, namely:

➢ There is a contribution of psychological well-being to loneliness among overseas students at Malang State University.

➢ There is a contribution of the dimension of self-acceptance to loneliness in overseas students at Malang State University

➢ There is a contribution of the dimensions of positive relationships with other people towards loneliness in overseas students at Malang State University.

➢ There is a contribution of the independence dimension to loneliness among overseas students at Malang State University.

➢ There is a contribution of the environmental mastery dimension to loneliness among overseas students at Malang State University.

➢ There is a contribution of the dimension of life goals to loneliness among overseas students at Malang State University.

➢ There is a contribution of the self-development dimension to loneliness among overseas students at Malang State University.

Method

Research Model

This research design is in the form of correlational quantitative. This study aims to determine whether there is a contribution of psychological well-being to loneliness among overseas students at Malang State University. There are two variables that will be used, namely psychological well-being as the independent variable (X) or the predictor variable and loneliness as the dependent variable (Y) or the outcome variable.

Participants

The subjects used were undergraduate students who migrated to Malang State University. According to the Academic Directorate, Registration and Learning Management Section of the Graha Rectorate, the total population of overseas students is 25,155 people (as of March 1 2023). The number of samples is 273 respondents. The sample was selected based on several criteria or using the purposive sampling method, with the criteria being active students of the 2019-2022 class at Malang State University, coming from outside Malang Raya (Malang City, Malang Regency, and Batu City), aged 18-24 years, and do not live with people who have family relations because based on a survey conducted by researchers, there are many overseas students who live with relatives so they are not fully overseas students. The researcher chose subjects from outside Malang Raya in accordance with the history of the Malang residency which stated that the City of Malang, Kab. Malang, and Batu City are one demographic area which is also stated in the District Regulation Malang Number 14 of 2018. In addition, the researcher chose the age of the subject from 18 to 24 years because 18 years is the initial age for the subject to enter the world of lectures, and age 24 is the age of the final student who is still found on campus.

After collecting the data, it is known that the results of the description of the participant's data based on age are mostly 22 years old with a total percentage of 25.6%. In terms of class, most of the respondents came from the 2019 class with a percentage of 38.1%. The next description is in terms of gender, with the majority of respondents being women as many as 213 subjects (78%). Judging from the origin of the faculty, it can be seen that most of the subjects came from the engineering faculty with a total of 42 respondents or 16.1%. Based on overseas origin, the majority came from East Java with a total of 108 respondents or 38.2%. If viewed using a graph, the graph of each participant's characteristics is as follows.

Figure 1. Participants' structures' graphical representations

Data Collection Tools

The data of this research were collected by an online Likert scale. The participants are asked to choose the following statements.

Psychological Well Being Scale

The psychological well-being scale is a scale adapted by Eva (2020) from the original Psychological Well-being Scale by Ryff & Singer (2006). This scale contains 18 statements, with six dimensions, namely self-acceptance, positive relationships, independence, environmental mastery, purpose in life, and self-development. Reliability on the psychological well-being scale is 0.790.

Loneliness Scale

The loneliness variable is measured using a scale constructed by (Silvia, 2014). This loneliness scale consists of 50 statements consisting of 8 aspects by Bruno (2000). These aspects of loneliness consist of isolation, feeling misunderstood, feeling unloved, closed off, not having friends, bored, and anxious with four alternative answers. Reliability on this scale is 0.745.

Data Analysis

The technique in analyzing and presenting data uses descriptive analysis which will categorize the answers of the research subjects. The categorization is carried out on each dimension of psychological well-being and is divided into three categories, namely High, Medium and Low categories. Furthermore, a normality test was carried out using the Kolmogorov-Smirnov test, a linearity test using a test for linearity, a multicollinearity test, a heteroscedasticity test using the Glesjer method, and a hypothesis test was also carried out using multiple linear regression.

Results

In this section, testing the hypotheses of the research and presenting the relevant findings were made.

Descriptive analysis of immigrant students' psychological well-being and self-acceptance of loneliness

Table 1. Descriptive analysis of immigrant students' psychological well-being and self-acceptance of loneliness

Variable	Empirical Mean	S.D. of Empirical	Mean Hypothetical	S.D. Hypothetical
PWB	79,35	12,942	72	18
SAL	113,55	22,204	125	25

PWB :Psychological Well Being **SAL**: Self-acceptance of Loneliness

Based on the descriptive data, it is known that psychological well-being has a higher empirical mean than the hypothetical mean, while loneliness has a lower empirical mean than the hypothetical mean. This means that the reality of the level of psychological well-being of overseas students is better than what was predicted by scale. Meanwhile, the reality of the loneliness level of overseas students is lower when compared to what was predicted by the scale. In more detail, descriptive data is presented in table 1.

Table 2. Descriptive analysis of immigrant students' psychological well-being and self-acceptance of loneliness sub-dimension scores

Dimension	Categorization	Frequency	Percentage
Loneliness	High	14	5,1%
	Moderate	190	69,6%
	Low	69	25,3%
Self-Acceptance	High	34	12,5%
	Moderate	127	46,5%
	Low	34	41%
Positive Relationship	High	9	7,3%
	Moderate	244	89,4%
	Low	20	3,3%
Independence	High	81	29,7%
	Moderate	163	59,7%
	Low	29	10,6%
Environmental Mastery	High	112	41%
	Moderate	147	53,8%
	Low	14	5,1%
Life Purpose	High	99	36,3%
	Moderate	143	52,4%
	Low	31	11,4%
Self Development	High	181	66,3%
	Moderate	86	31,5%
	Low	6	2,2%

Based on the results of data collection, the loneliness experienced by overseas students is in the moderate category at 69.6%. While the psychological well-being described in tables 3 to 8 it is known that in the self-acceptance dimension, most are in the moderate category of 46.5%. In the dimensions of the positive relationship most are also in the medium

category of 89.4%. Furthermore, on the independence dimension the majority of respondents are in the medium category at 59.7%. In the dimensions of environmental mastery and life goals, the majority of respondents are in the medium category, amounting to 53.8% and 53.4% respectively. Finally, on the self-development dimension, most of the respondents were in the high category, namely 66.3%.

Testing the hypothesis to prove the contribution of psychological well-being to loneliness in overseas students was carried out using multiple regression analysis. Before carrying out multiple regression analysis and testing the hypothesis, it is necessary to test the assumptions first. The assumption tests performed are the normality test, linearity test, multicolinearity test, and heteroscedasticity test.

Table 3. Normal distribution tests of psychological well-being and loneliness scales

Variable	Sig. (2-tailed)	Description
Self-acceptance	0,200	Normal
Positive relationship	0,200	Normal
Independence	0,200	Normal
Environmental mastery	0,200	Normal
Life purpose	0,200	Normal
Self-development	0,200	Normal

The first assumption test that was carried out was the normality test using the Kolmogorov-Smirnov method which had the aim of testing whether the data in this study were normally distributed or not. Based on the normality test results presented in table 9, it is known that the Sig (2-tailed) result is 0.200 which means greater than 0.05. Therefore the data is stated to be normally distributed and the assumption of normality in the regression model is said to be fulfilled.

Table 3. Linearity tests of psychological well-being and loneliness scales

Variable	Sig.	S.D.
Self-acceptance	0,000	0,060
Positive relationship	0,000	0,071
Independence	0,000	0,145
Environmental mastery	0,000	0,057
Life purpose	0,000	0,600
Self-development	0,000	0,066

The next assumption test is the linearity test with the test for linearity method. The linearity test was carried out with the aim of knowing whether the variables have a significant linear relationship or not. Based on the results of the linearity test shown in table 10, it is known that all 6 dimensions of psychological well-being have a significance value of 0.000. Because the p value <0.005, the relationship between variables can be explained well by a linear model or which means that the variables have a significant linear relationship. Sig. Value Deviation from Linearity of all 6 dimensions of psychological well-being is also worth above 0.05. This means that the value of p> 0.05 which states that there is no deviation. Thus, the assumption of linearity in the regression model is fulfilled.

Table 4. Multicollinearity tests of psychological well-being and loneliness scales

Variable	Tolerance	VIF
Self-acceptance	1	1
Positive relationship	1	1
Independence	1	1
Environmental mastery	1	1
Life purpose	1	1
Self-development	1	1

The next assumption test is the multicollinearity test. Based on the table of results of the multicollinearity test analysis above, it is known that the six dimensions of psychological well-being have a tolerance value of 1>0.10 and a VIF value of 1<10.00. So, it can be concluded that there is no multicollinearity. Accordingly, the assumption of multicollinearity in the regression model is fulfilled.

Table 5. Heteroscedasticity tests of psychological well-being and loneliness scales

Variable	Sig.
Self-acceptance	0,052
Positive relationship	0,072
Independence	0,093
Environmental mastery	0,060
Life purpose	0,087
Self-development	0,106

The heteroscedasticity test has the objective of testing whether there is residual inequality or variance from the observations made in the regression model. Based on the results of the heteroscedasticity test shown in the table above, it is known that the Sig. the overall dimension on psychological well-being is greater than 0.05. Based on this, it is known that there are no symptoms of heteroscedasticity and the assumptions of heteroscedasticity in the regression model are fulfilled.

Based on the results of the classical assumption test, all declared fulfilled. Furthermore, hypothesis testing was carried out using multiple regression analysis. Multiple regression analysis is a regression model that is carried out if it uses more than one independent variable (Ghozali, 2018).

Table 6. Regression analysis on psychological well-being and loneliness levels of immigrant students

Variable	B	t Calculate	Sig	Conclusion
1 (Constant)	216,490	33.404	0.000	
Self-acceptance	11,742	-5.696	0,000	Affected
Positive relationship	-1.140	-2,471	0,014	Affected
Independence	0,144	0,421	0,674	Unaffected
Environmental mastery	-1,809	-4,464	0,000	Affected
Life purpose	-0,255	-0,967	0,335	Unaffected
Self-development	-2,713	-6,753	0,000	Affected
F Sig. Regression		0,000		Affected
R Square		0,610		

The results of testing the hypothesis of psychological well-being on loneliness are attached in table 13. In the t test, it is known that the value of Sig. the dimensions of self-acceptance, environmental mastery, and self-development have a value below 0.05 which means they have an influence on loneliness. The other dimensions, namely positive relationships, independence, and life goals have values >0.05, which means they have no effect on loneliness. Furthermore, on the F test, it is known that the value of Sig. of 0.000 <0.05 which means simultaneously, psychological well-being contributes to loneliness by 61%. The value of the contribution of psychological well-being to loneliness is seen from the value of the determinant coefficient or R Square of 0.61.

Discussion and Conclusion

Based on the results of the descriptive analysis, overseas students at Malang State University as a whole have a moderate level of loneliness. Loneliness is defined by Bruno (2000) as an emotional and mental state characterized by a feeling of alienation and a lack of meaningful relationships with other people. Aspects of loneliness according to Bruno (2000) are divided into 8, namely isolation, feeling misunderstood, feeling unloved, closed, not having friends, bored, and anxious. Loneliness is in the moderate category as many as 190 respondents (69.6%). This is also in line with research conducted

by Asih (2017) which stated that 68% of students at the University of Muhammadiyah Malang experience loneliness in the moderate category. Loneliness in the medium category means that even though individuals feel dissatisfied with the intimacy in their social relationships, individuals still try to increase the intensity of social interactions with those closest to them (Tranggono et al, 2022). Individuals who are in the medium category according to Perlman & Peplau (1982) also have a tendency to be able to understand the feelings experienced by themselves so that they will try to find other individuals to listen to them, or suppress thoughts related to no one understanding them.

Meanwhile, loneliness in the low category consisting of 69 respondents (25.3%) means that individuals have good social relations with people around them and have attachment and intimacy to these social relations so they do not feel alone and alienated (Tranggono et al, 2022). According to Perlman & Peplau (1998), individuals with a low level of loneliness realize that they are experiencing loneliness and try to find solutions to the feelings they are experiencing, such as finding friends to tell stories to listen to their problems so that the individual always feels that there are other individuals who will listen to him and reliable.

The other category is the high category which consists of 14 respondents (5.1%). Individuals who are in the high category mean that they experience high loneliness which is characterized by low intensity of social interaction with family, relatives, and close friends, and even though they already have social relationships, individuals still feel alone because there is no intimacy or attachment in these relationships even though the individual is incorporated in a large social network (Tranggono, 2022). This can be explained that it is not only the number or number of relationships that is important, but also the quality (Wawera and McCamley, 2020). Loneliness can also be caused by the social relations he is currently experiencing that are not in accordance with his wishes, resulting in a feeling of dissatisfaction in living his social relations (Dianelia & Sembiring, 2017). It is this feeling of loneliness that makes it difficult for an individual to communicate, feel bored, feel alienated, isolate himself, and find it difficult to solve the problems he is currently facing (Cosan, 2014).

Psychological well-being consists of six dimensions, namely self-acceptance, positive relationships, independence, mastery of the environment, purpose in life, and self-development. Based on the results of descriptive analysis, in this study it was found that most overseas students at Malang State University had moderate levels of self-acceptance, positive relationships, independence, environmental mastery, and life goals. While the dimension of self-development has a high level. These dimensions of psychological well-being are needed by individuals to fulfill their psychological functioning related to various aspects, such as physical, mental and social (Compton & Hoffman, 2013).

The dimensions of psychological well-being really help individuals in facing life's challenges, one of which is loneliness. (Simanjuntak et al, 2021). Based on the results of the descriptive analysis, the dimensions that influence loneliness are self-acceptance, positive relationships, environmental mastery, and self-development. The results of this study are in line with previous studies which state that several dimensions of psychological well-being have a high correlation with loneliness, namely the dimension of self-acceptance (Halim & Dariyo, 2017). Furthermore, research conducted by Pramitha (2018) also suggests that there is a negative correlation between the six dimensions of psychological well-being and loneliness.

The dimension of self-acceptance is an attitude in which individuals are able to accept everything that is in them, both in the form of weaknesses and strengths of the individual (Ryff & Singer, 2008). This concept of self-acceptance is related to individual self-esteem, which is believed to be a buffer in dealing with various kinds of stress in life, one of which is loneliness (Simanjuntak et al, 2021). Self-acceptance which is part of student self-actualization is also suggested to have a negative relationship with loneliness (Perjan, Sanduleac, & Plamadeala (2017).

The next dimension that has an influence on loneliness is the positive relationship dimension. A positive relationship is an individual's ability to have trust in other people, so that they are able to establish relationships accompanied by affection, sympathy and empathy, as well as intimacy (Ryff & Singer, 2008). Lack of positive relationships with others can make individuals feel lonely, hopeless, and worthless (Aronson, Wilson, Akert, & Sommers, 2016). Relationships

that have intimacy and meaning are able to meet a person's expectations about their social relations so that they do not cause individuals to feel lonely (Hawkins-Elder, Milfont, Hammond, & Sibley, 2018). Furthermore, positive relationships with others can also be a protection for people who have experienced bullying who feel isolated (Reid, Holt, Bowman, Espelage, & Green, 2016). Approaches through the dimensions of positive relationships are also found in various loneliness interventions (Cruwys et al, 2014). Several intervention models for loneliness according to Cacioppo et al (2015) are one-on-one intervention methods, community interventions, and group therapy.

The dimension of environmental mastery also has an influence on loneliness. Environmental mastery or environmental mastery is an individual's capability to control a complicated or complex environment (Ryff & Singer, 2008). In addition, individuals are also able to take advantage of all the opportunities they get and adapt to the environment. In line with the explanation from (Nicolaisen & Thorsen, (2014), external events experienced by individuals play a major role in creating a person's subjective experience of experiencing loneliness. According to Myers (2012), lonely people often blame themselves for social relationships that bad and feel unable to take control or control various things. This control refers to the context of the social environment (Cacioppo & Cacioppo, 2014)

Self-development is a potential capability possessed by individuals, such as openness to new opportunities and experiences, seeing oneself as an individual who is able to develop, and believing in one's own potential (Ryff & Singer, 2008). Self-development also influences the loneliness experienced by overseas students. The existence of self-development allows students to change their behavior by opening themselves up and adapting to their surroundings (Buecker, Maes, Denissen, & Luhmann, 2020).

Based on the results of the descriptive analysis, the dimensions of independence and life goals have no effect on the loneliness experienced by overseas students. The independence dimension itself is explained as an attitude that is able to make choices and decide something for himself (Ryff & Singer, 2008). Theoretically, the higher a person's independence, the lower the level of loneliness experienced by the individual (Simanjuntak et al, 2021). Loneliness itself is a form of dependence on other people. However, empirically no effect was found between independence and loneliness, so it can be explained that the loneliness experienced by overseas students is not caused by dependence on other people.

Another dimension, namely the purpose of life for overseas students, also has no effect on loneliness. The purpose of life itself is defined as an individual's belief that the behavior carried out by him has a clear meaning and purpose (Ryff & Singer, 2008). In line with research conducted by Simanjuntak et al (2021), the dimension of life goals is not a predictor of loneliness experienced by students.

Overall, these six dimensions of psychological well-being have a significant contribution to the loneliness experienced by overseas students at Malang State University by 61%. Psychological well-being has a negative effect on loneliness, which means that the psychological well-being of students is able to reduce the loneliness they experience. Previous research also proved that there was a contribution of psychological well-being to loneliness among overseas students in Makassar with a value of 31.3% with a negative influence direction (Tranggono et al, 2022). Other researchers at Cukurova University, Turkey also explained that psychological well-being is a predictor of loneliness experienced by students with the biggest predictor being in the dimension of positive relationships with others by 47% (Çeçen & Cenkseven, 2007)

This study has seven hypotheses. The results showed that the first hypothesis which stated that there was a contribution of psychological well-being to loneliness in overseas students at Malang State University was accepted with a contribution value of 61%. Furthermore, the second, third, fifth, and seventh hypotheses which state that there is a contribution to the dimensions of self-acceptance, positive relationships, environmental mastery, and self-development towards loneliness in overseas students are accepted. The results of the hypothesis testing that were rejected were the fourth and seventh hypotheses, which stated that there was a contribution to the independence dimension with a Sig value. 0.674 (> 0.05) and life goals with a value of Sig. 0.335 (> 0.05) on loneliness among overseas students.

The results of this study indicate that psychological well-being has a significant influence with a contribution value of 61% on loneliness experienced by overseas students, with four influencing dimensions namely self-acceptance, positive relationships, environmental mastery, and self-development.

Recommendations

There are several recommendations hereby: overseas students can reduce the loneliness they experience by trying to improve their psychological well-being, especially in the dimensions of self-acceptance, positive relationships, environmental mastery, and self-development. Recommendations that can be given to future researchers are the use of different methods such as qualitative methods in order to know more deeply about the loneliness experienced by overseas students. Another thing is to look for other factors that influence and contribute to loneliness. Future researchers can also broaden the reach by adding other variables related to overseas students such as ethnicity, race, and social class.

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