Culture Shock with Subjective Well-Being in Overseas Students

Siti Rahmayanti[1*], Angelina Dyah Arum Setyaningtyas[1]
[1] Universitas Mercu Buana Yogyakarta, Indonesia.

Abstract
Environmental differences are one of the difficulties faced by overseas students. Individuals need to adapt hard to be able to compensate. When the conditions carried out in the new environment are not successful, it will cause many negative responses such as being dissatisfied with life, experiencing high negative emotions, and experiencing low positive emotions. The response to this situation is known as culture shock. This negative response can make the level of subjective well-being in individuals low. This study aims to determine whether there is a relationship between culture shock and the subjective well-being of overseas students. This research involved 174 overseas students with a span of 18-25 years. This research uses satisfaction with life scale (SWLS), positive effect negative affect schedule (PANAS) scale and culture shock scale. The research data were analyzed using the data collection method based on the Likert scale and analyzed using the product moment correlation. The results of the correlation analysis showed that there was a negative relationship between culture shock and subjective well-being in overseas students with a correlation value (rxy) of r = .228 and p = .002 (p < .05). This shows that the hypothesis in the study is accepted. These findings indicate that culture shock can affect the subjective well-being of overseas students.

Keywords: Culture Shock, Subjective Well-being, Overseas Students

Article Info
Artikel History: Submitted: 2023-08-15 | Published: 2023-12-31
DOI: http://dx.doi.org/10.24127/gdn.v13i4.8570
Vol 13, No 4 (2023) Page: 937-948

(*) Corresponding Author: Siti Rahmayanti, Universitas Mercu Buana Yogyakarta, Indonesia, Email: amalianurbaiti121@gmail.com

INTRODUCTION

Most students are identical with immigrants, the location of tertiary institutions which are scattered in big cities in Indonesia with different levels of quality raises different views on each prospective student in determining the choice of tertiary institution (Devinta, 2016). The mixing of students with different cultural identities in an area is not something new that has happened in Indonesia. This is due to the high level of geographical social movements of individuals or groups of individuals over cultural diversity, ethnicity, religion, language, customs and so on (Devinta, 2016). Educational factors can be in the form of the desire to continue their studies, increase knowledge, seek experience or skills and the lack of educational facilities in the area of origin. Students who decide to migrate from their place of origin must be able to become independent individuals. This may be a challenge for students, on the other hand they are kept away from their parents, siblings and friends they know, on the other hand they are required to be able to learn to seek knowledge wherever they are (Kertamuda, 2015).

As an overseas student, sometimes you are required to survive so you don't have difficulties when dealing with a new environment (Rahmawati, 2022). Environmental differences are one of the difficulties faced by overseas students. Individuals need to adapt hard to be able to keep up. When adaptation in a new environment is not successful, it will cause many negative responses such as being dissatisfied with life, experiencing high negative emotions, and experiencing low positive emotions (Sumaryonoessiani, 2021). This negative response can lower the level of subjective well-being in individuals (Samputri, 2015).

Subjective well-being is a very broad concept, encompassing pleasurable experiential emotions, low levels of negative moods, and high levels of life satisfaction. Meanwhile, according to Keyes (2002) subjective well-being is an evaluation of one's life regarding life satisfaction and the balance between positive and negative affect. A person is said to have high subjective well-being when the individual experiences more life satisfaction, joy, and rarely experiences unpleasant emotions such as sadness and anger (Utami, 2009).

There are two general components in subjective well-being proposed by Diener (1997), namely the cognitive dimension and the affective dimension. The cognitive dimension includes life satisfaction and the affective dimension includes positive affective and negative affective. Positive affective such as feeling happy, enthusiastic and cheerful while negative affective such as sad, anxious, angry and not excited. Based on these two dimensions, it can be concluded that if an individual has high life satisfaction, has high positive affect and has low negative affect, then this individual can be said to have a high level of subjective well-being (Rulanggi, 2021).

Someone who has a high level of subjective well-being can have the ability to regulate emotions well and solve problems well. Conversely, if a person's level of subjective well-being is low, they tend to feel that their life is unhappy, always thinking about negative things that cause anxiety, anger, and even the risk of depression (Diener, 1997). Based on the results of research conducted by Muflihah, et al (2018) in his research showed that the level of subjective well-being of students from outside the Province of D.I.Y. Yogyakarta, as many as 144 people showed that (9) 6.3% of students had a high level of subjective well-being, as many as (123) 85.4% of students had a moderate level of subjective well-being, and (12) 8.3% of students had a low level of subjective well-being. low. Furthermore, research conducted by Kurniasari (2019) regarding the subjective well-being of overseas accounting education students for the 2018/2019 academic year, there were (13) 16% of

students having a high level of subjective well-being, as many as (36) 46% of students having a high level of subjective well-being moderate, and (30) 38% of students have a low level of subjective well-being.

This research method was conducted using a descriptive quantitative approach. The data collection method used in this study was a questionnaire prepared using a Likert scale modeling. The data analysis technique used in this study is product moment correlation analysis which will be interpreted using the rules in the calculations. This study uses data analysis methods in the form of statistical tests such as normality tests, linearity tests, and hypothesis testing or correlation tests. Diener et al (1985) said that to get the right measure of satisfaction, the assessment of life satisfaction depends on a comparison between actual circumstances or events with individual expectations, so that the assessment of life satisfaction is subjective, because the standard of satisfaction is determined by the individual himself. Complaints and dissatisfaction expressed by overseas students indicate the low life satisfaction of overseas students. Low life satisfaction in individuals is an indication of low subjective well-being (Diener, 1997). Then on the affective dimension including negative affective, students say they often feel sad, miss their parents and friends in their hometown.

Some students said that they had not seen their parents for a long time, which made students often feel lonely and missed their parents, and being far from friends in their hometown made some students feel lonely. Negative affect is indicated by various unpleasant emotions such as anger, contempt, dislike, guilt, sadness, fear and anxiety which cause tension and discomfort in individuals (Urbayatun, 2006). The feeling of sadness experienced by overseas students shows the negative impact felt by overseas students. Individuals who feel more negative affect show lower subjective well-being (Diener 2009).

In positive affective, some students said that they often feel hopeless and unenthusiastic about the routine they live on campus. This shows the low positive influence on students. If the individual has high positive affect, he will be excited, active, which is characterized by high energy, full of concentration, and full of comfort. Meanwhile, if you have negative affective, the individual will feel tension and discomfort due to various unpleasant emotions such as anger and so on. Individuals who feel less positive affective show lower subjective well-being (Diener 2009). Overseas students are expected to have high subjective well-being because they tend to have a good impact such as being more productive, creative, and more integrated with the social environment (Karaca, 2016). Veenhouven (2011) explains that subjective well-being is the level at which a person assesses his life satisfaction as something to be expected and feels pleasant emotions.

Myers and Diener (1995) say that individuals who are able to evaluate their life satisfaction well will be able to control their emotions and be able to face challenges in their life, whereas individuals who have poor evaluation skills of their life satisfaction tend to look down on their life. and find it difficult to cope with the challenges they face or tend to perceive challenges as unpleasant. Compton (2005) explains that subjective well-being can be seen from how individuals deal positively with situations or experiences in their lives, so that the more often individuals face pleasant events, the happier the individual will be.

Subjective well-being is important to study because it relates to benefits for health and endurance, where happy people tend to be healthier, less likely to get sick, tend to live longer, and can control themselves (Diener & Chan, 2011). This research is in accordance with research conducted by Rina Oktavia in 2015 which examined the relationship between subjective well-being and self-management. Where subjective well-being can improve self-

management with a contribution (R2) of 13.3 percent to self-management. Schiffrin and Nelson (2010) further stated that subjective well-being also has a relationship with stress levels where individuals who have high levels of subjective well-being have low levels of stress, while individuals who have low levels of subjective well-being have high levels of well-being. stress level. tall. Chao (2012) said that students who have low subjective well-being are more likely to engage in negative activities such as alcohol use, sedentary behavior, sleeping too little or too much, life dissatisfaction or even suicidal behavior. High-being tends to be able to direct itself effectively and skillfully in dealing with challenges that arise (Bowman, 2010).

Based on the description above, there are several factors that influence a person's level of subjective well-being, namely genetic factors, personality, demographic factors, social relations, social support, community and cultural influences, cognitive processes, and goals (Samputri, 2015). From these factors, the authors focus on the influence of society and culture, this is to see the relationship between culture shock and subjective well-being of overseas students. The relationship between society and culture with subjective well-being can also be explained by the differences in people's perceptions in each country regarding the importance of the concept of happiness (Diener & Suh, 1999). Differences in cultural norms can also affect a person's positive and negative affect. Oishi and Shao (in Diener & Lucas, 1999) say that positive affect is more influenced by cultural norms than negative affect.

Baker (in Diener & Lucas, 1999) says that pleasant affect is more influenced by the environment because it is more social. The influence of society and culture greatly influences the level of individual subjective well-being, where when a person adapts to a new culture, adaptation problems lead individuals to pressure in facing challenges in adapting to a new culture which sometimes causes many people to experience it. culture shock. This is because they have to adapt a new way of thinking and acting as a personality that can be adapted to the local environment and culture.

Culture shock in Indonesian means culture shock, this term is used to describe a person's condition and feelings in the face of a new, different socio-cultural environment. According to Oberg (1960) culture shock is a disease or symptom related to the actions suffered by individuals or groups who suddenly have to move to a new environment that is different from their original environment. According to Ward et al (2001) culture shock is an active process of dealing with change when in a foreign environment. Active processes include affective, behavioral, and cognitive, namely individual reactions to feelings, behaviors and thoughts when facing cultural influences from their new environment. Meanwhile, according to Mulyana and Rakhmat (2009) culture shock is the anxiety experienced because of the loss of all familiar symbols and symbols in social relations, including daily habits, for example when we have to shake hands. , and what should we say when we meet people, how to buy, when and where we don't need to respond. From this definition it can be concluded that culture shock is a problem that involves feelings, ways of thinking and behaving in individuals when facing new experiences and different cultures.

The dimensions of culture shock according to Ward et al (2001) are called ABC culture shock, namely affective, behavioral, cognitive. The affective dimension is a dimension related to feelings and emotions that can be positive or negative. Feelings and emotions that occur or arise as a result of culture shock include individuals experiencing confusion and feelings of being overwhelmed by coming to a foreign environment. While the behavioral dimension is individual behavior that influences a person when experiencing

a culture shock, this dimension is related to cultural learning and the development of social skills. In this dimension, individuals experience errors in the rules, habits, and assumptions that govern individual interactions, which include verbal and nonverbal communication, which vary in each culture. And finally the cognitive dimension, this dimension is the result of affective and behavioral processes which are changes in individual perceptions of identification and ethnic values due to cultural contact. This will result in individuals having negative views, language difficulties, thoughts focused on their culture, and difficulties in social interaction with the community.

Life satisfaction felt by individuals is one part of subjective well-being. Subjective well-being can be interpreted as an assessment of individual life which includes a cognitive assessment of life satisfaction and an affective assessment of moods and emotions (Diener & Lucas, 1999). Chow (2005), said that the level of individual satisfaction can be influenced by the environment. The individual's ability to adapt to a new environment will determine how satisfied they are with their life. Environmental differences are one of the difficulties faced by overseas students. A person's ability to adapt to a new environment and receive social support from his environment will determine how satisfied he is with his life. One example of an important life event is moving to a new area (Diener & Suh, 2000).

When adaptation in a new environment is not successful, it will cause many negative responses such as being dissatisfied with life, experiencing high negative emotions, and experiencing low positive emotions (Sumaryonoessiani, 2021). The response to this situation is known as culture shock. Culture shock is a term used to describe the feelings of shock, anxiety, or confusion one feels when one comes into contact with a culture that is different from one's culture of origin.

Mulyana and Rahmat (2009) say that culture shock reactions can cause hopelessness, fatigue and discomfort. This reaction can cause an individual's well-being and cultural identity to be shaken. This is because newcomers are faced with various changes and differences in various aspects of life, such as daily habits, social relations, and responsibility for the actions taken.

Maizan (2020) reveals that overseas students who have a low level of culture shock will experience life satisfaction, high positive emotions, and experience low negative emotions and this is a sign of students who have a high level of subjective well-being, while students who have a high level of high culture shock will cause many negative responses such as dissatisfaction with life, experiencing high negative emotions, and experiencing low positive emotions and this is a sign of students who have a low level of subjective well-being. The purpose of this research is to find out whether there is a relationship between culture shock and the subjective well-being of overseas students.

METHOD

Design

This research was conducted using a quantitative descriptive approach. The data collection method used in this study was a questionnaire prepared using a Likert scale modeling.

Data Analysis

The data analysis technique used in this study is product moment correlation analysis which will be interpreted using the rules in the calculation. This study uses data analysis methods in the form of statistical tests such as normality tests, linearity tests, and hypothesis testing or correlation tests.

Participants

The subjects of this study were overseas students with an age range of 18-25 years. The number of respondents in this study were 174 people with 88 male respondents and 86 female respondents. Based on these respondents, there were 22 people with 1 year of migration, 47 people with 2 years of migration, 61 people with 3 years of migration, 29 people with 4 years of migration, 10 people with 5 years of migration, and 5 people. with 6 years experience. wandering year.

RESULT AND DISCUSSION

The results showed that there was a significant negative relationship between*culture shock* with*subjective well-being* for overseas students, with a correlation value (rxy) of r = .228 and p = .002 (p < .05). This shows that there is a negative relationship between*culture shock* with*subjective well-being* to overseas students. This shows that the subject has*culture shock* which is high, then it will have*subjective well-being* the low. On the other hand, when the subject has*culture shock* which is low, then it will have*subjective well-being* tall one. Based on this explanation, the hypothesis in this study can be accepted. Acceptance of the hypothesis in this study by obtaining a correlation coefficient (rxy) of .170 and a coefficient of determination (R^2) of .029, this indicates that the variable*culture shock* have contributed to*subjective well-being* as much as 5.2%. While the remaining 94.8% is influenced by other factors not examined in this study.

The research data obtained from the culture shock scale and the subjective well-being scale in this study can be used to describe the research results using hypothetical scores and also empirical scores. Hypothetical score data and empirical scores described by the researcher are the minimum value, maximum value, range, mean, and standard deviation. These data can be used as a basis for making the categorization of research subjects.

Based on the results of the analysis that the researcher has done on the research data, a statistical description of each variable is obtained. The number of items on the culture shock scale is 30 items, with the minimum hypothetical score on the subject obtained from calculations such as 1 x 30 = 30 and the maximum hypothetical score is 4 x 30 = 120, the average hypothetical score is (1 x 30) + (4 x 30) : 2 = 75, with a standard deviation of (4 x 30) – (1 x 30) : 6 = 15. Empirical data from the culture shock variable obtained a minimum score of 40 and a maximum score of 100 with an empirical average of 72.45 and a standard deviation of 9.737.

Table 1. Statistical Description of Culture Shock Scale Data on Overseas Students (N=174)

Variabel	Hypothetical Data				Empirical Data			
	Min	Maks	Mean	SD	Min	Maks	Mean	SD
Culture Shock	30	120	75	15	40	100	72.45	9.737

Information :
N = Number of subjects
Min = Minimum or lowest score
Max = Maximum or highest score
Mean = Rate-rate
SD = Standard Deviation

For the subjective well-being scale, the calculation of the hypothetical score cannot use the above calculation. This is because the subjective well-being variable has two dimensions and three components, namely life satisfaction, which is measured using the Satisfaction With Life Scale (SWLS) which consists of 5 items, then positive affect and negative affect are calculated using Positive Affect and Negative Affect (HOT) each of which amounted to 10 items with a total of 20 items. If you use the raw score and then add up the three respective scores, then the weight of the positive affect and negative affect aspects will be more dominant than life satisfaction, because it has more items, even though theoretically the three components have the same weight. To calculate the subjective well-being hypothetical score, it is necessary to standardize the score first.

Table 2 shows a table of statistical descriptions of the subjective well-being scale before finally being transformed into a Z-score and T-score. For the empirical mean and SD of the subjective welfare variable that has been transformed into a T-score, it has a standardized value of mean = 50 and SD = 10.

Table 2. Statistical Description of Subjective Well-Being Scale Data

	Life Satisfaction (Y1)	Positive Affect (Y2)	Afek Negatif (Y3)
Score	1-4	1-4	1-4
Number of items	5	10	10
Score range – Y	5-20	10-40	10-40
Empirical Mean	50	50	50
SD	10	10	10
Score range – T	22-76	16-73	22-75

Based on the descriptive data, two research variables can be categorized. The categorization used is level categorization for culture shock variables and subjective well-being variables. According to Azwar (2017), level categorization is categorization whose goal is to place individuals in groups whose positions are tiered according to a continuum based on the attributes being measured. The categorization of the subject's answer scores on the culture shock scale and the subjective well-being variable uses three criteria, namely height. medium, and low. Classification of the subject's answer scores from each variable, namely:

Culture Shock

The results of the subject's culture shock score categorization can be seen in table 3 below:

Table 3. Categorization of Culture Shock Score Subjects

No.	Guidelines	Score	Categorization	N	%
1	X<M-1SD	X < 60	Low	43	24.7
2	M-1SD ≤ X< M +1SD	60 ≤ X < 90	Currently	126	72.4
3	M + 1SD≤ X	X ≥ 90	Height	5	2.9
Amount				174	100

Information :

N = Number of Subjects

M = Average Hypothetical Score

SD = Standard Deviation

Based on the categorization results above, it can be seen that 43 subjects (24.7%) are in the low category, 126 subjects (72.4%) are in the medium category, and 5 subjects

(2.9%) are in the high category. Based on the data above, it can be concluded that the level of culture shock among overseas students tends to be moderate.

Subjective Well-Being

The results of the subject's subjective well-being score categorization can be seen in table 4 below:

Table 4. Subject Categorization of Subjective Well-Being Scores

No.	Guidelines	Score	Categorization	N	%
1	X<M-1SD	X < 40	Low	29	16.7
2	M-1SD ≤ X< M +1SD	40 ≤ X < 60	Currently	110	63.2
3	M + 1SD≤ X	X ≥ 60	Height	35	20.1
Amount				174	100

Information :
N = Number of Subjects
M = Average Hypothetical Score
SD = Standard Deviation

Based on the categorization results above, it can be seen that 29 subjects (16.7%) are in the low category, 110 subjects (63.2%) are in the medium category, and 35 subjects (20.1%) are in the high category. Based on the data above, it can be concluded that the subjective well-being level of overseas students tends to be moderate.

Hypothesis testing

Hypothesis testing was carried out using the product moment correlation technique (pearson correlation) developed by Karl Pearson. According to Siregar (2015), the product moment correlation technique is used to apply the relationship between two variables, namely the independent variable and the dependent variable. If a significant correlation is obtained, it means that there is a relationship between one variable and another. The guideline for the correlation test is if p < .050 shows a correlation between variables, but if p ≥ .050 then there is no correlation between variables. The product moment correlation technique is also used to measure the strength of the relationship between one variable and another, to see whether the relationship is weak, moderate or strong. If the correlation coefficient value is close to +1.00, then one variable with another variable has a positive correlation direction. Conversely, if the correlation coefficient value is close to -1.00, then one variable with another variable has a negative correlation direction. The correlation coefficient of .00 indicates that there is no correlation between one variable and another (Hadi, 2015). From the results of the product moment analysis (Pearson correlation) a correlation coefficient (rxy) = .228 with p = .002 (p < .05) means that there is a negative relationship between culture shock and subjective well-being in overseas students so that the hypothesis proposed in this study is accepted. . Acceptance of the hypothesis in this study shows the coefficient of determination (R) obtained is .052. This shows that the culture shock variable contributes 5.2% to the subjective well-being variable and the remaining 94.8% is influenced by other factors.

According to Chow's research (2005), thatindividual satisfaction level can be influenced by the environment. This will have an impact on how satisfied with their lives.A person's ability to adapt to a new environment and receive social support from their environment will determine how satisfied they are with their life. When individuals feel

uncomfortable in a new environment, such as physical, educational, socio-cultural and language discomfort, it will cause individuals to experience culture shock (Compton, 2005). Individuals who experience culture shock can be described as people who experience a confused reaction to interact with their environment, and also feel that they are hated by their new environment, feel rejected, miss their place of origin (homesick), withdraw and think that people in their new culture do not sensitive (Samovar et al, 2010). This is in line with the results of research conducted by Xia (2009) on new students in China with the result that new students who have moved places and are far from their families will experience culture shock or culture shock which is characterized by depression, anxiety, and feelings of helplessness. This makes them tend to always communicate with their family members in order to get comfort and support that reduces the stress they experience. The results of the culture shock categorization of overseas students showed that 24.7% (43 people) of the subjects were in the low category, 72.4% (126 people) were in the medium category, and the remaining 2.9% (5 people) were in the high category.

Based on these results, it can be concluded that most of the subjects had a moderate level of culture shock. For the subjective well-being variable, it shows that 16.7% (29 people) of the subjects are in the low category, 63.2% (110 people) are in the medium category, and the remaining 20.1% (35 people) are in the low category. high category. Based on these results, it can be seen that the subjective well-being level of overseas students is mostly in the medium category.

This can be caused by several factors that affect subjective well-being in students as stated by Samputri (2015), namely, genetic factors, personality, demographic factors, social relations, social support, community and cultural influences, cognitive processes, and goals. Subjects in the high category are likely to have better genetics, personality, demographic factors, social relations, social support, community and cultural influences, cognitive processes, and goals than subjects in the lower category. The discussion in this study only focuses on the realm of societal and cultural influences, especially in looking at the relationship of culture shock to overseas students.

Research conducted by Astrid et al (2018) on Minang ethnic students at Diponegoro University shows that there is a negative relationship between culture shock and self-adjustment, where this can be seen if students are unable to adapt to their new environment then in the adjustment process the individual will experience a concussion. culture or culture shock, namely discomfort characterized by feelings of alienation from a new culture. In addition, research conducted by Bergitha (2020) on NTT students stated that there was a negative relationship between adjustment and culture shock in early semester NTT students at Wijaya Putra University. Further explained, the impacts experienced by students are socio-cultural disturbances, and personality disorders, which are subjective well-being factors.

CONCLUSION

The study concludes that there exists a significant negative correlation between culture shock and subjective well-being among overseas students, indicating that higher levels of culture shock are associated with lower subjective well-being, and vice versa. Most students experience a moderate level of both culture shock and subjective well-being. The correlation coefficient is .228, suggesting that culture shock contributes 5.2% to subjective well-being, while 94.8% is influenced by other unexamined factors. Recommendations include efforts for students to increase subjective well-being by addressing culture shock,

institutions providing support and training, and future research focusing on specific student demographics and utilizing additional data collection methods such as interviews and observations.

REFERENCES

Aamer, A., Eka Yani, L. P., & Alan Priyatna, I. M. (2020). Data Analytics in the Supply Chain Management: Review of Machine Learning Applications in Demand Forecasting. *Operations and Supply Chain Management: An International Journal*, 1–13. https://doi.org/10.31387/oscm0440281

Al-Harbi, F., Ali, M., Gad, M., Fouda, S., Baba, N., AlRumaih, H., & Akhtar, S. (2018). Effect of Nanodiamond Addition on Flexural Strength, Impact Strength, and Surface Roughness of PMMA Denture Base. *Journal of Prosthodontics*, 28. https://doi.org/10.1111/jopr.12969

Altaf, F., Islam, S. M. S., Akhtar, N., & Janjua, N. K. (2019). Going Deep in Medical Image Analysis: Concepts, Methods, Challenges, and Future Directions. *IEEE Access*, 7, 99540–99572. https://doi.org/10.1109/ACCESS.2019.2929365

Alvee, A. R., Malinda, R., Akbar, A. M., Ashar, R. D., Rahmawati, C., Alomayri, T., Raza, A., & Shaikh, F. U. A. (2022). Experimental study of the mechanical properties and microstructure of geopolymer paste containing nano-silica from agricultural waste and crystalline admixtures. *Case Studies in Construction Materials*, 16, e00792. https://doi.org/10.1016/j.cscm.2021.e00792

Anggarwati, D. P., & Urbayatun, S. (2015). Strategi koping pada orang yang memiliki indera keenam. *Empathy : Jurnal Fakultas Psikologi,* 1(2), 66. https://doi.org/10.12928/empathy.v1i2.3003

Bowman, N. A. (2010). Can 1st-Year College Students Accurately Report Their Learning and Development? *American Educational Research Journal*, 47(2), 466–496. https://doi.org/10.3102/0002831209353595

Cao, J. J., Wu, F., Chow, J. C., Lee, S. C., Li, Y., Chen, S. W., An, Z. S., Fung, K. K., Watson, J. G., Zhu, C. S., & Liu, S. X. (2005). Characterization and source apportionment of atmospheric organic and elemental carbon during fall and winter of 2003 in Xi'an, China. *Atmospheric Chemistry and Physics*, 5(11), 3127–3137. https://doi.org/10.5194/acp-5-3127-2005

Chow, H.-H. S., Hakim, I. A., Vining, D. R., Crowell, J. A., Ranger-Moore, J., Chew, W. M., Celaya, C. A., Rodney, S. R., Hara, Y., & Alberts, D. S. (2005). Effects of Dosing Condition on the Oral Bioavailability of Green Tea Catechins after Single-Dose Administration of Polyphenon E in Healthy Individuals. *Clinical Cancer Research*, 11(12), 4627–4633. https://doi.org/10.1158/1078-0432.CCR-04-2549

Devinta, M. (2016). *Fenomena culture shock (Gegar budaya) pada mahasiswa perantauan di yogyakarta*. E-Societas, 5(3)

Dewanti, A. D. P., & Ayriza, Y. (2022). Pengaruh optimisme terhadap kesejahteraan subjektif pada mahasiswa yang mengerjakan tugas akhir. *Acta Psychologia*, 3(2), 119–126. https://doi.org/10.21831/ap.v3i2.43405

Diener, E. (Ed.). (2009). The Science of Well-Being (Vol. 37). *Springer Netherlands*. https://doi.org/10.1007/978-90-481-2350-6

Diener, E., & Chan, M. Y. (2011). Happy People Live Longer: Subjective Well-Being Contributes to Health and Longevity: health benefits of happiness. *Applied*

Psychology: Health and Well-Being, 3(1), 1–43. https://doi.org/10.1111/j.1758-0854.2010.01045.x

Diener, E., & Suh, E. (1997). Measuring quality of life: Economic, social, and subjective indicators. *Social Indicators Research*, 40(1-2), 189–216. https://doi.org/10.1023/A:1006859511756

Diener, E., Scollon, C. N., & Lucas, R. E. (2009). The evolving concept of subjective well-being: The multifaceted nature of happiness. In E. Diener (Ed.), *Assessing well-being: The collected works of Ed Diener* (pp. 67–100). Springer Science + Business Media. https://doi.org/10.1007/978-90-481-2354-4_4

Diener, E., Wirtz, D., Biswas-Diener, R., Tov, W., Kim-Prieto, C., Choi, D.-W., & Oishi, S. (2009). *New Measures of Well-Being. Dalam Social Indicators Research Series* (Vol. 39, hlm. 247–266). https://doi.org/10.1007/978-90-481-2354-4_12

Eka, F., & Anik, H. (2020). The Effect Of Organizational Communication And Job Satisfaction On Employee Engagement And Employee Performance At Pt. Abyor International. *Dinasti International Journal of Education Management And Social Science*, 1(4), 479–489. https://doi.org/10.31933/dijemss.v1i4.216

Endrighi, R., Steptoe, A., & Hamer, M. (2016). The Effect Of Experimentally Induced Sedentariness On Mood And Psychobiological Responses To Mental Stress. *British Journal of Psychiatry*, 208(3), 245–251. https://doi.org/10.1192/bjp.bp.114.150755

Fitrianur, Situmorang, N. Z., & Tentama, F. (2018). Faktor-Faktor Yang Mempengaruhi Subjective Well-Being Pada Ibu Jalanan *INA-Rxiv*. https://doi.org/10.31227/osf.io/pxg7

Gong, M., Eryilmaz, S., & Xie, M. (2020). Reliability assessment of system under a generalized cumulative shock model. Proceedings of the Institution of Mechanical Engineers, *Part O: Journal of Risk and Reliability*, 234(1), 129–137. https://doi.org/10.1177/1748006X19864831

Hadi, Sutrisno. 2015. *Statistika.* Yogyakarta: Pustaka Pelajar

Imaninda, V., & Azwar, S. (2018). Modifikasi Patient Satisfaction Questionnaire Short Form (PSQ-18) ke dalam Bahasa Indonesia. *Gadjah Mada Journal of Psychology (GamaJoP)*, 2(1), 8. https://doi.org/10.22146/gamajop.31864

Indrianie, E. (2012). Culture adjustment training untuk mengatasi culture shock pada mahasiswa baru yang berasal dari luar jawa barat. *Insan Media Psikologi*, 14(3), 149–158.

Kesumawardhani, D. A., & Sulistyarini, R. I. (2017). *Hubungan Antara Kebersyukuran Dan Kesejahteraan Subjektif Pada Pasien Asma.*

Keyes, C. L. M., Shmotkin, D., & Ryff, C. D. (2002). Optimizing Well-Being: The Empirical Encounter Of Two Traditions. *Journal of Personality and Social Psychology*, 82(6), 1007–1022. https://doi.org/10.1037/0022-3514.82.6.1007

Lyubomirsky, S., King, L., & Diener, E. (2005). The Benefits of Frequent Positive Affect: Does Happiness Lead to Success? Psychological Bulletin, 131(6), 803–855. https://doi.org/10.1037/0033-2909.131.6.803

Maizan, S. H., Bashori, K., & Hayati, E. N. (2020). Analytical Theory: Gegar Budaya (Culture Shock). *Psycho Idea*, 18(2), 147. https://doi.org/10.30595/psychoidea.v18i2.6566

Matondang, Z. (2009). *Validitas Dan Reliabilitas Suatu Instrumen Penelitian*.

Nopiando, B. (2012). Hubungan antara job insecurity dengan kesejahteraan psikologis pada karyawan outsourcing. *Journal of Social and Industrial Psychology*, 1(2). https://doi.org/10.15294/sip.v1i2.2637

O'Gorman, P. A., & Schneider, T. (2009). The Physical Basis For Increases In Precipitation Extremes In Simulations Of 21st-Century Climate Change. *Proceedings of the National Academy of Sciences,* 106(35), 14773–14777. https://doi.org/10.1073/pnas.0907610106

Oberg, K. (1960). Cultural Shock: Adjustment to New Cultural Environments. Practical Anthropology, *os-7(4)*, 177–182. https://doi.org/10.1177/009182966000700405

Pavot, W. (2018). *The Cornerstone of Research on Subjective Well-Being: Valid Assessment Methodology*. https://doi.org/nobascholar.com

Riswanto, A., Rasto, R., Hendrayati, H., Saparudin, M., Abidin, A. Z., & Eka, A. P. B. (2020). The Role Of Innovativeness-Based Market Orientation On Marketing Performance Of Small And Medium-Sized Enterprises In A Developing Country. *Management Science Letters,* 1947–1952. https://doi.org/10.5267/j.msl.2020.2.019

Rulanggi, R., Fahera, J., & Novira, N. (2021). Faktor-faktor yang memengaruhi subjective well-being pada mahasiswa. *Seminar Nasional Psikologi Dan Ilmu Humaniora (SENAPIH)*, 1(1), 406–412.

Samputri, S. K., & Sakti, H. (2015). Dukungan sosial dan subjective well being pada tenaga kerja wanita pt. Arni family ungaran. *Jurnal EMPATI*, 4(4), 208–216. https://doi.org/10.14710/empati.2015.14321

Sugiyono, S. (2014). *Analisis Data Kualitatif Model Spradley (Etnografi).*

Tekege, E., & Prasetya, B. E. A. (2021). Hubungan Antara Culture Shock Dengan Prestasi Belajar Pada Mahasiswa Papua Tahun Pertama Yang Merantau Di Uksw Salatiga. *Psikologi Konseling*, 19(2), 1004. https://doi.org/10.24114/konseling.v19i2.30437

Utami, D. (2017). Mekanisme Corporate Governance, Manajemen Laba Dan Kinerja Keuangan. Financial Performance.

Van Zundert, G. C. P., Rodrigues, J. P. G. L. M., Trellet, M., Schmitz, C., Kastritis, P. L., Karaca, E., Melquiond, A. S. J., van Dijk, M., de Vries, S. J., & Bonvin, A. M. J. J. (2016). The HADDOCK2.2 Web Server: User-Friendly Integrative Modeling of Biomolecular Complexes. *Journal of Molecular Biology*, 428(4), 720–725. https://doi.org/10.1016/j.jmb.2015.09.014

Wati, D. A. R., Muflihah, N., Izzati, N., Ummah, I., & Minto. (2022). Sosialisasi Uji Makanan/Jajanan Mengandung Boraks Pada Wali Murid Siswa Sdit Darul Falah Tebuireng Jombang. *Abidumasy Jurnal Pengabdian Kepada Masyarakat*, 3(2), Article 2. https://doi.org/10.33752/abidumasy.v3i2.3339

Wei, M., Liao, K., Heppner, P., Chao, R., & Ku, T.-Y. (2011). Forbearance Coping, Identification With Heritage Culture, Acculturative Stress, and Psychological Distress Among Chinese International Students. *Journal of counseling psychology*, 59, 97–106. https://doi.org/10.1037/a0025473

Wiadi, I., Kertamuda, F., & Azmy, A. (2022). Effect of reference group and family group attitude toward establishment in choosing a university. *Journal of Positive School Psychology*, 6(7), 3887–3902.