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# Psychological Well-Being of Chinese Indonesian College Students

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## ABSTRACT

Chinese people in Indonesia are found to be well-informed about identity administration and become victims of violence and crime. It can affect the individual's psychological well-being. Thus, the study was intended to identify the psychological well-being of Chinese Indonesian college students. The study involved 111 Chinese Indonesian college students. The study is a quantitative study with a descriptive survey design. The sampling technique used is non-probability sampling with sample retrieval technique is purposive sampling. Data was obtained through a short version of the psychological well-being scale (18 items). Through descriptive analysis, psychological well-being levels of college students are high with the empirical mean at 4.9352. Different tests were also conducted and found there were differences in psychological well-being degrees between males and females at autonomy ( $p = 0,000 < p = 0,05$ ) and environmental mastery ( $p = 0,013 < p = 0,05$ ). Based on age and education, researchers have found no significant difference.

**Keywords:** Chinese Indonesian college students, discrimination, psychological well-being

## 1. INTRODUCTION

Chinese in Indonesia respond to the environment is unique because the environment they face is nowhere else [1]. This unique environment has been a complex social, political, and historical state for generations. Experiences as well as stories passed down through generations form certain psychological conditions in Chinese Indonesian, including those entering early adulthood.

Psychological well-being is the individual's ability to accept oneself as he is, to form warm relationships with others, to have independence in the face of social environment, control the external environment, set their purpose in life, and realize his inherent potential.

The psychological well-being dimensions that presently by Ryff [2] refer to positive psychology functioning theories, developmental theories, and mental health theories. These dimensions are self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth.

**Self-acceptance** is a criterion that requires effort to be able to feel good about oneself. Self-acceptance is characterized by positive behavior toward oneself and recognizes and accepts the inner aspects, including the unfavorable personal aspects. Additionally, self-acceptance is marked by positive feelings about the past.

**Positive relations with others** consists of the ability to instill and encourage warmth, trust, intimacy with others, concern for the well-being of others, and be able to

empathize, cooperate, and understanding others. According to Ryff and Singer [3] positive relationships with others, involving strength, pleasure, and enjoyment of close relationship with others, are characterized by intimacy and affection.

**Autonomy**, reflected the search for self-determination and personal authority or independence in society which sometimes encourages obedience and fulfilment of responsibilities. The ability to withstand social pressure with specific thought and action, and to direct and evaluate actions based on internalized standards and values, is essential in autonomy.

**Environmental mastery**, include the ability to regulate daily problems, control issues related to external activities, utilize existing opportunities effectively, and choose or create contexts that suit personal needs. A sense of mastery has been obtained when the individual is aware of personal needs and desires and feels capable and able to act accordingly so as to obtain what is needed from the existing environment.

**Purpose in life**, consists of purpose and objectivity to live, including the existence of purpose and a sense of direction. A person with high purpose in life sees everyday life as a way to reach it, so that he will see his present and past life as meaningful.

**Personal growth**, reflected efforts to develop capabilities, talents and opportunities for personal growth. It is also shown open to new experiences and identifies challenges in various situations. Individuals who based their lives on

values, such as overfullness, justice, autonomy, and empathy are within the pathway of personal growth, who will gain greater psychological health and well-being [4]. Psychological well-being will bring individuals to a more optimal life. When a person has a bad experience or has fear and uncertainty about his situation, his psychological well-being is affected. In Chinese Indonesian that are increasingly poorly treated with ethnic identity [5], psychological well-being becomes a matter of concern. Therefore, it is very important to obtain an overview of the psychological well-being of Chinese Indonesian college students, and the results of the analysis obtained from this study will be helpful to design interventions that are appropriate for individuals especially those with inadequate psychological well-being.

**2. RESEARCH METHODS**

This research is based on quantitative research. The research was conducted on the 111 Chinese Indonesian college students (Table 1), and the sampling technique used was non-probability sampling. We use a short version of Psychological Well-Being Scale with 18 items (SPARQTools.org).

**Table 1** Participants Data

Variable	Frequency	Percentage
<b>Sex</b>		
Male	56	50.5
Female	55	49.5
<b>Age</b>		
<= 20 years old	57	51.4
> 20 years old	54	48.6
<b>Education</b>		
Bachelor	95	85.6
Graduate	16	14.4

Based on the data obtained, the data normality test was performed using The One Sample Kolmogorov-Smirnov Test (Table 2). From the results of the test, it is obtained that the significance value was  $p = 0.200 > p = 0.05$ . So the distribution of data for the dimensions of psychological well-being is normally distributed. Thus, testing can be carried out with parametric test.

**Table 2** Normality Test

N		111
Normal Parameters <sup>a,b</sup>	Mean	4.9352
	Std. Deviation	.73688
Most Extreme Differences	Absolute	.048
	Positive	.048
	Negative	-.037
Test Statistic		.048
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

**3. RESULTS AND DISCUSSION**

**3.1. Results**

Psychological well-being variable using a scale of 1-7 has a hypothetical mean measuring instrument of 4 while the empirical mean is 4.9352. The first dimension for autonomy has an empirical mean at 4.8514 with the lowest total score is 1.00 and the highest total score is 7.00. The second dimension, personal growth has an empirical mean at 5.8739 with the lowest total score is 3.50 and the highest total score is 7.00. The third dimension, which is positive relations with others has an empirical mean at 4.5586 with the lowest total score is 1.00 and the highest total score is 7.00. The fourth dimension, which is self-acceptance has an empirical mean at 4.9610 with the lowest total score is 1.00 and the highest total score is 7.00. The fifth dimension, which is environmental mastery has an empirical mean at 4.8138 with the lowest total score is 3.00 and the highest total score is 7.00. The sixth dimension, purpose in life has an empiric mean at 4.5526 with the lowest total score is 2.67 and the total highest score is 7.00.

According to these data, the score of empirical mean is higher than the hypothetical mean on all dimensions. Thus, the psychological well-being levels of respondents are high (Table 3).

**Table 3** Psychological Well-Being Variable Description

Dimension	Minimum	Maximum	Mean	Std. Deviation
Autonomy	1.00	7.00	4.8514	1.28381
Personal Growth	3.50	7.00	5.8739	.91321
Positive Relation with Others	1.00	7.00	4.5586	1.14430
Self-Acceptance	1.00	7.00	4.9610	1.18980
Environmental Mastery	3.00	7.00	4.8138	.90418
Purpose in Life	2.67	7.00	4.5526	.78560
PWB	2.94	6.78	4.9352	.73688

Based on data obtained, different tests of psychological well-being were carried out in terms of gender. Different tests were carried out using The Independent Sample T-Test. Based on different tests, it was found that the value of  $F = 0.221$  with a significance value of  $p = 0.639 > p = 0.05$ . T-Test results obtained the value at 2.349 with  $df = 109$ ,  $p = 0.021 < p = 0.05$  then  $H_0$  is rejected. It can be concluded that there are significant differences in terms of gender. In this case, the psychological well-being of male respondents had a mean value at 5.0947 (standard of deviation = 0.75394), and female respondents had a mean value at 4.7727 (standard of deviation = 0.68837) (Table 4).

**Table 4 Psychological Well-Being Based on Gender**

	F	Sig.	t	df	Sig. (2-tailed)
PWB	.221	.639	2.349	109	.021

Different tests in terms of gender were also carried out on each dimension of psychological well-being. Based on the different tests, it was found that the significance value of  $p < 0.05$  on the autonomy and environmental dimensions. This means that there are differences autonomy and environmental based on gender (Table 5).

**Table 5 Psychological Well-Being Dimension Based on Gender**

Dimension	F	Sig.	t	df	Sig. (2-tailed)
Autonomy	.020	.887	3.991	109	.000
Personal Growth	2.712	.102	.117	109	.907
Positive Relation with Others	1.684	.197	.560	109	.576
Self-Acceptance	.093	.761	1.473	109	.144
Environmental Mastery	2.844	.095	2.529	109	.013
Purpose in Life	3.164	.078	.818	109	.415

Based on the data obtained, different test of psychological well-being was carried out in terms of education level. Different test were carried out using the Independent Sample T-Test. Based on different test, it was found that the value of  $F = 2.783$  with a significance value of  $p = 0.098 > 0.05$ . T-Test results obtained a value at  $-0.409$  with  $df = 109$ ,  $p = 0.683 > 0.05$  then  $H_0$  is accepted. It can be concluded that there is no significant difference in terms of education level (Table 6).

**Table 6 Psychological Well-Being Based on Education Level**

	F	Sig.	t	df	Sig. (2-tailed)
PWB	2.783	.098	-.409	109	.683

Different tests in terms of education level were also carried out on each dimension of psychological well-being. Based on the different tests, it was found that the significance value of  $p > 0.05$  on all dimensions. This means that there are no significant difference on all dimensions in terms of education level (Table 7).

**Table 7 Psychological Well-Being Dimension Based on Education Level**

Dimension	F	Sig.	t	df	Sig. (2-tailed)
Autonomy	.129	.720	1.508	109	.135
Personal Growth	2.805	.097	-1.799	109	.075
Positive Relation with Others	2.068	.153	-1.278	109	.204
Self-Acceptance	1.455	.230	-.594	109	.554
Environmental Mastery	1.198	.276	-.192	109	.848
Purpose in Life	3.312	.072	.288	109	.774

Based on the data obtained, different tests of psychological well-being was carried out in of age. Different tests were carried out using the Independent Sample T-Test. Based on the different tests, it was found that the value of  $F = 0.005$  with a significance value of  $p = 0.941 > 0.05$ . T-Test obtained a value at  $-0.988$  with  $df = 109$ ,  $p = 0.325 > 0.05$  then  $H_0$  is accepted. It can be concluded that there is no significant difference in terms of age (Table 8).

**Table 8 Psychological Well-Being Based on Age**

	F	Sig.	t	Df	Sig. (2-tailed)
PWB	.005	.941	-.988	109	.325

Different tests in terms of age were also carried out on each dimension of psychological well-being. Based on the different tests, it was found that the significance value of  $p > 0.05$  on all dimensions. This means that there are no significant difference on all dimensions in terms of age (Table 9).

**Table 9 Psychological Well-Being Dimension Based on Age**

Dimension	F	Sig.	t	df	Sig. (2-tailed)
Autonomy	6.158	.015	-.742	109	.460
Personal Growth	2.169	.144	-1.852	109	.067
Positive Relation with Others	.006	.940	-1.588	109	.115
Self-Acceptance	.063	.802	-.441	109	.660
Environmental Mastery	.231	.632	-.151	109	.880
Purpose in Life	4.341	.040	.927	109	.356

### 3.2. Discussion

Based on the research that has been done, the psychological well-being of 111 Chinese Indonesian college students is said to be high. In the dimension of autonomy, Chinese Indonesian college students can be said to have a defense against social pressure [3] in this case the discrimination that is often experienced by Chinese Indonesian. However, they are still full of compliance and responsibility in living up to their obligations as Indonesian citizen. In the dimension of personal growth, Chinese Indonesia college students are open to new experiences and can face challenges in various situations [3].

In the dimension of positive relationships with others, Chinese Indonesian college students are able to empathize, work together, bring warmth to relationships, and care for others [3]. In the dimension of self-acceptance, Chinese Indonesian college student can accept themselves both positive and negative aspects they have [3]. In the dimension of environmental mastery, Chinese Indonesian college students are able to manage the problems they face and can perceive their individual needs and desires. In a dimension of purpose in life, Chinese Indonesian college students see the meaning of their lives both in the present and in the past so that individuals can survive when they faced with life's challenges [3].

In addition, it was found that there were significant difference in well-being between males and females on the dimensions of autonomy and environmental mastery. This is accordance with previous research that there are significant differences between males and females in the dimension of autonomy [6] and the environmental mastery[7].

## 4. CONCLUSION AND SUGGESTIONS

### 4.1. Conclusion

According to data analysis that has been done, the level of psychological well-being of the 111 respondents was said to be high. Based on the different test of the dimensions of psychological well-being in terms of gender, there are significant differences between males and females in the autonomy and environmental mastery. Furthermore, in the different test of psychological well-being in terms of age and educational level, researchers did not find any significant difference.

### 4.2. Suggestions

Suggestions that can be given for future research are to use more respondents and compare the psychological well-being of Chinese Indonesian and non-Chinese Indonesian college students. In addition, qualitative research can also be carried out to explore the meaning of psychological well-being for the respondents involved.

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