

Ethnic Identity, Other Group Orientations, and Subjective Well-being Among Javanese College Students

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Abstract—College is an accumulation and interaction of various social components. Positive interactions can support students' well-being. This study focuses on the social component in higher education, namely ethnic identity, and other group orientations. This study aims to determine the relationship between interrelated variables. Data collection used the Multigroup Ethnic Identity Measure (MEIM) and Satisfaction with Life Scale (SWLS) to 277 Javanese college students selected by random sampling. Data analysis using product-moment correlation shows that only ethnic identity and other group orientations are proven to be significantly related ($r = 3,88, p < 0,01$). Meanwhile, ethnic identity and other group orientations are not shown to be significantly correlated with subjective well-being. These findings have implications for guidance and counseling services in universities.

Keywords: ethnic identity; other group orientations; subjective well-being

I. INTRODUCTION

As one of the factors that influence learning outcomes and development, well-being has an important role for students (Frost, 2010). Well-being is the ability of students to reconcile the demands of themselves and the environment characterized by positive influences. Well-being is also described as student satisfaction with themselves and their environment, which can help students to play an active role in the academic path (Wikanestri & Prabowo, 2015).

As part of the realm of positive psychology, Weisner in Bornstein, Davidson, Keyes & Moore (2003) states that well-being is a successful life achievement characterized by the integration of physical, cognitive, and socio-emotional functions. The integration of all aspects allows a person to have a community role, meet the needs of social relations, and be able to overcome psychosocial and environmental problems (Andriyani et al, 2017).

Related with students' well-being, college is an accumulation and interaction of various social components. Positive interactions can support

students' well-being (Amin, Loekomono, Sofyan, Mulyawati, 2020). Students interact with various groups in college, they also live as part of a group, a study in groups, interact with peers in groups and spend most of their free time in groups (Johnson & Johnson, 1997). Positive social interaction in higher education is a dynamic, harmonious relationship that can support individual well-being (Amin, Wibowo, Nusantoro, 2014).

The social components that will be studied in this research are ethnic identity and other group orientations. These two components are important components that are related to a person's interpersonal development. Ethnic identity is understood as a sense of belonging and belonging to an ethnic group (Phinney, 1992). When students in the group have a high ethnic identity, it will create a sense of affiliation that can provide protection against the effects of prejudice related to race and stress related to race in relation to well-being. Ethnic identity has a positive correlation to help individuals achieve well-being, one of the functions of ethnic identity is to strengthen individuals against the negative effects of stress and anxiety (Phinney, Horenczyk, & Vedder, 2001; Oliveira & Cabecinhas, 2012).

Meanwhile, understanding and skills on how to socialize effectively with other groups have termed other group orientation. Phinney (1992) explains that other group orientation is an attitude tendency shown by individuals in interacting with other people who are outside their group. other group orientation is an aspect that students need to develop because it is part of interpersonal skills that can support student success both academically and non-academically.

In this study, specifically the subjects of Javanese students. Martaniah (in Amin, Wibowo, Loekmono, Hariyadi, Isrofin, 2017) explains that the Javanese are an ethnic group in Indonesia who originally lived in central and eastern Java. The area is considered the center of Javanese culture which originates in the kingdoms which in the past were

called "Kraton". Javanese students in this paper understood as students who have a lineage from Javanese families and have special characteristics of Javanese culture. In the context of Javanese culture, Javanese students are seen not as an alliance of individuals, but as a group unit and as a family (Herusasoto, 2001).

In general, the Javanese is one of the ethnic groups that uphold and has loyalty to its cultural values (Amin, Wibowo, Loekmono, Hariyadi, Isrofin, 2017). One of the cultures that are still upheld is the culture of collectivity/togetherness. This feeling also makes students of Javanese descent higher in their ethnic identity apart from being in the position of the majority group. Culture and a way of life that prioritizes togetherness and a feeling of belonging to each other are the main strengths of the emergence of ethnic identity in a group (Phinney, 1992).

The results of this study are expected to be able to provide findings regarding the contribution of ethnic identity and academic identity to the subjective well-being of students. The information obtained will have implications for the faculty of education as an effort to increase student welfare and happiness.

II. METHODS

Research Subjects and Procedures

This study uses a correlational research design. The subjects in this study were 277 Javanese college students in Semarang State University who were taken based on random sampling. Participants ranged in age from 18 to 20, with a mean age of 19.5 ± 0.85. Gender distribution was 158 females (57%) and 119 males (43%). The data was collected using google form (g-form).

Instruments

Satisfaction with Life Scale (SWLS) developed by Diener, Emmons, Larsen, & Griffin (1985) using was examined for subjective well-being. Below are five statements (e.g., in most ways my life is close to my ideal). The statements that may agree or disagree are rated on a 7-point likert scale ranging from 1 'strongly disagree' to 7 'Strongly agree'. In the present study, instrument validity using product moment with score (0.553 - 0.831), and instrument reliability using Cronbach's alpha was respectively: 0.744.

Multigroup Ethnic Identity Measure (MEIM) developed by Phinney (1992) using was examined for ethnic identity and other-group orientation. Overall it consists of 23 items and is a combination of two scale that is, ethnic identity scale, 14 item (e.g., I have spent time trying to find out more about my own ethnic group, such as its history, traditions, and customs), and other-group orientation scale, 6 item (e.g., I like meeting and getting to

know people from ethnic groups other than my own), while the other 3 items are sub scale to show self-identification. The statements that may agree or disagree are rated on a 4-point likert scale ranging from 1 'strongly disagree' to 4 'Strongly agree'. In the present study, ethnic identity instrument validity using product moment with score (0.328 - 0.657), and instrument reliability using Cronbach's alpha was respectively: 0.791. While other-group orientation instrument validity score (0.116 - 0.613), and reliability score $r=0.769$.

The current research used back translation procedure before the data retrieval process, i.e., "I have spent time trying to find out more about my own ethnic group, such as its history, traditions, and customs". After back translation analysis proses become "*Saya meluangkan waktu untuk mencoba mengetahui lebih lanjut tentang kelompok etnis saya sendiri, seperti sejarah, tradisi, dan adat istiadat*". To validate the Indonesian versions of the MEIM, the questionnaires were translated from English into Indonesian. The translated items, back-translation of the items into English and comparison of the back translation and original questionnaire to inform a final optimum version in Indonesian.

Data analysis

Product moment correlation analysis is used to answer research problems and determine the relationship between variables. Data processing in this study will be carried out with the help of the SPSS 21.00 for Windows program. Product moment correlation analysis is included in the category of parametric statistics. As a parametric statistical requirement, to be able to use the regression formula, first a classic assumption test is carried out which includes normality, heteroscedasticity, and random sampling.

III. RESULTS AND DISCUSSION

The mean score, standard deviation, and zero-order correlations for each variable are shown in Table 1. Not all the variables have a significant direct relationship. Only ethnic identity was significantly correlated with other group orientations ($r = 3.88, p < 0.01$). Meanwhile, in this study, ethnic identity and other group orientations were not proven to be correlated with subjective well-being.

Table 1. Correlation between variables

Variables	M	SD	1	2	3
1. Ethnic Identity	18,06	3,01	-		
2. OGO	18,55	3,59	0,38**	-	
3. SWB	24,30	4,32	-0,06	-0,09	-

Information: N = 277; ** significance $p < 0.01$; OGO = Other Group Orientations; SWB = Subjective Well-Being

In this study, ethnic identity has a significant correlation with other group orientations in line with the previous findings of Phinney (1992). The results of this study can be explained from the framework of developing ethnic identity and academic identity as part of oneself, also explained by Erikson's theory (in Phinney, 1992) about the formation of ego identity. According to Erikson (in Phinney, 1992), the identity achieved is the result of a period of exploration and experimentation that usually occurs in adolescence which leads to decisions or commitments in various segments of life, such as work, religion, and political orientation.

The development of one's ego identity occurs in one's interactions with other people in a social context. Given the social context is also related to race and ethnicity, so that ethnic identity becomes a very prominent domain of ego identity (Phinney, 1992). This opinion was also expressed by Erikson and Super (in Mejia, 2011) who also argued that everyone develops an ego identity in him, while ethnic identity is an important part of the overall ego identity related to the welfare of one's life.

In addition, Phinney (1992) also states that attitudes towards other groups are not part of an ethnic identity, but both are closely related. Other group orientations is a tendency to behave in relation to other people who are outside the group. The tendency of individuals to judge their own culture as the best and use their cultural norms as a yardstick to judge other cultures. The formation of attitudes carried out by parents and peer groups contributes to a sense of belonging to the group, including the ethnic group. Individual attitudes towards various things are in line with their interactions with other individuals, including peer groups. Humans in their life as social beings are always part of the group and are always in groups (Myers and Twenge, 2016).

Meanwhile, ethnic identity and other group orientations in this study were not correlated with subjective well-being. This finding contradicts with some previous results (Phinney, 1992; Phinney, Horenczyk, & Vedder, 2001; Oliveira & Cabecinhas, 2012). Previous findings indicate that ethnic identity and other group orientations, which is understood as a sense of belonging and belonging to an ethnic group, has a positive correlation to helping individuals achieve subjective well-being.

If students in this group have a high ethnic identity and other group orientations, a sense of affiliation will be created which can provide protection against the effects of prejudice related to race and stress related to race in relation to welfare. Psychological and social development perspectives show that strong ethnic and academic identities produce feelings of security and contribute positively to subjective well-being (Phinney, Horenczyk, & Vedder, 2001; Cross, Pharam & Helms in Oliveira & Cabecinhas, 2012).

However, this did not apply to the subject group in this study, Javanese college students. This could be because Javanese students are the majority ethnic group whose state of subjective well-being is influenced by various other factors outside the cultural context. This can also be due to the cultural value system of the Javanese family as the majority ethnicity, which is more varied and comprehensive in the aspects of life, influenced by the various socio-cultural values that develop in the family and the social community where they live. In addition, the current condition of cultural development which is increasingly vague makes the meaning of one's happiness no longer due to cultural constructs.

The results of this study pay attention to cultural constructs and their relation to psychological constructs and psychological well-being of students. Ethnic identity (such as racial identity and acculturation) shows that cultural factors influence psychological well-being and does not rule out differences between members of different ethnic groups.

IV. CONCLUSION

The findings of this study have implications for understanding the influence of environmental context (culture, ethnic identity, other group orientation) on students' subjective well-being. This is because changes in demographics, ethnic background, and cultural influences in Indonesia contribute to a person's well-being, however, different results may be found according to different conditions and ethnicities. In order to properly understand the problems related to the welfare of individual life, it is necessary to conduct studies from different cultural and ethnic backgrounds, it is necessary to pay attention to the personal aspects of students and the context of the cultural environment.

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