

Research Article



THE RELATIONSHIP BETWEEN HOMESICKNESS AND ACADEMIC MOTIVATION AMONG OVERSEAS STUDENTS IN KENDARI CITY

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ABSTRACT

Background: The phenomenon of students studying away from home, or what is often referred to as overseas students, is becoming increasingly common today. Students who migrate often experience homesickness which then affects their academic motivation. This study aims to prove whether there is a negative relationship between homesickness and academic motivation among overseas students in Kendari City.

Methods: This research uses a qualitative method with accidental sampling as the sampling technique. 150 students were selected as subjects. Data collection used Homesickness Questionnaire by Archer and Academic Motivation Scale by Vallerand.

Results: The result of the correlation coefficient analysis is -0.090 with a significance value of 0.275 ($p > 0.05$). The results showed that there is a negative relationship between homesickness and academic motivation in overseas students in Kendari City.

Conclusion: The homesickness did not affect to academic motivation in overseas students in Kendari City.

Keywords: Homesickness, academy, motivation, overseas, student

INTRODUCTION

In an era of increasing globalization, the phenomenon of students studying away from home, often referred to as "overseas students," is becoming more common. This phenomenon draws attention to the psychological and academic challenges these students face, particularly with regard to the complex relationship between homesickness and academic motivation. Homesickness is an affective response to separation or loss experienced by individuals separated from their home.(1) Homesickness refers to a negative emotional state resulting from separation from home and close people, characterized by intense longing and thoughts about everything related to home, accompanied by difficulty adjusting to the new environment.(2)Click or tap here to enter text..

Overseas students, are faced with various new challenges such as managing life independently, establishing relationships with new friends, and adapting to new environments. Students' ability to cope with homesickness varies, depending on their coping skills and motivation to direct their behavior towards positive activities.(2)Click or tap here to enter text.. In the context of university students, homesickness can have a significant effect on their psychological and academic well-being.(3) point out that feelings of homesickness can interfere with students' adjustment and ability to function optimally in a new environment, an issue particularly relevant for students who come from distant areas or have significant cultural differences.

Another study conducted by Lee and Kim in 2018 found that homesickness is associated with high levels of stress, which in turn can decrease students' motivation and academic performance.(4) This study also emphasized that students who experience

homesickness often have lower academic motivation, which can negatively impact their academic achievement.(5) In this regard, self-determination theory of motivation is particularly relevant, as they argue that basic psychological needs such as social connectedness that are disrupted by homesickness can decrease students' intrinsic motivation.(6)

In the learning process, motivation is needed to realize effective learning activities. Academic motivation refers to things that can encourage someone to learn or increase knowledge. This also applies to overseas students. Living away from parents and poor adaptation skills can lead to a lack of motivation, which is accompanied by inappropriate management of environmental and internal factors and can have a negative impact on academic activities.(7) Research from Lincol Siahaan & Sudirman in 2019 shows that the academic motivation of students who live with parents is still higher than students who live in boarding houses.(8) Likewise, Puspitarini found differences in the academic motivation of first-year students who live with parents and boarding students, where students who live with parents have higher motivation than students who live in boarding houses.(9)

According to Yusrina that the overseas students often face challenges related to the new environment and academic activities.(10) They live life away from home, which can indirectly separate them from the habits and social norms that usually exist in their home environment. This often results in problems in the life of migrants, including self-adjustment. The Mariska's research found that self-adjustment affects the appearance of homesickness in first-year overseas students.(11) Homesickness can be defined as a feeling of separation from the home environment, which in turn affects the

onset of negative emotions in the individual experiencing it.(12) One of the factors causing homesickness in overseas students is the lack of individual ability to adapt well to their new living environment.

Homesickness can cause various negatives related to students' university life, both academic and non-academic. Academic negatives include difficulty in coping with academic work, high absence scores, and poor concentration.(13) Although students are expected to have a high level of independence to adapt to the new environment, challenges such as difficulty in adjustment, lack of social support, and heavy task load during university life can lead to worse impacts, namely social isolation.

In fact, the experience of homesickness can be persistent and influenced by various factors that are psychological in nature and complex environmental aspects. Therefore, homesickness is one of the main problems faced by overseas students. Homesickness can cause a variety of barriers that include learning discomfort, loss of enthusiasm for life, negative thoughts and feelings, increased stress levels, frustration, and prolonged negative emotions.(11) explained that homesickness causes a person to miss their hometown, which in turn makes them experience difficulties in adapting to a new environment.

Based on this, the researcher intends to conduct a study related to homesickness and academic motivation among overseas students in Kendari City. The hypothesis proposed in this study is that there is a negative relationship between homesickness and academic motivation among overseas students in Kendari City.

METHODS

Research design

This study uses a quantitative approach with a correlational design. The population in this study were overseas students who lived in Kendari City. Sampling in the study using accidental sampling technique, which is based on incidental meeting if the individual is suitable as a research data source.(14) The number of subjects in the study were 150 students.

Population and samples measurement

This study used the Homesickness Questionnaire (HQ).(15) This scale consists of 33 items designed to measure intrusive thoughts, distress related to missed attachment, seeking to maintain attachment, dreams related to home, restlessness, blame, guilt, loss of self, identification, and avoidance. Meanwhile, to measure academic motivation, this study used the Academic Motivation Scale (AMS).(16) This scale measures academic motivation based on amotivation, extrinsic motivation, and intrinsic motivation. The scale consists of 28 questions.

Data collection and analysis

The data analysis techniques used in this study are normality test, linearity test and hypothesis testing.(14) suggests that the Pearson product moment correlation test is testing the relationship and testing the validity of an assumption between two variables, using interval or ratio data types. In analyzing the data, researchers used the IBM SPSS Statistics 26 program.

RESULTS

This study analyzed two main variables, namely homesickness and learning

motivation, involving 150 respondents. The results of the descriptive analysis of the two variables can be seen in the following table.

Table 1: Descriptive Data

	N	Min	Max	Mean	SD
Homesickness	150	54	112	76,54	10,761
Academic Motivation	150	28	106	85,75	10,348

The homesickness variable showed a mean of 76.54 with an SD value of 10.761. The minimum value recorded was 54, while the maximum value reached 112, indicating a variation in the level of homesickness among respondents. On the other hand, learning motivation obtained a mean value of 85.75 with a standard deviation of 10.348. The lowest score range was 28 and the highest was 106.

Tabel 2. Homesickness ategorization

Category	Interval	f	%
High	$100 \leq x \leq 132$	5	3,3%
Medium	$67 \leq x \leq 99$	118	77%
Low	$33 \leq x \leq 66$	27	18%

Most of the respondents in this study had a moderate level of homesickness which included 118 people or 77% of the total respondents. The low category included 27 people or 18% of the respondents. Meanwhile, only 5 people or 3.3% were in the high category, with scores between 100 and 132. From this data, it can be concluded that the majority of respondents experience less extreme levels of homesickness, with a small proportion showing very high levels.

Tabel 3. Academic Motivation Categorization

Category	Interval	f	%
High	$85 \leq x \leq 112$	78	52%
Medium	$57 \leq x \leq 84$	69	46%
Low	$22 \leq x \leq 56$	3	2%

Most respondents had a high level of academic motivation, as many as 78 people or 52% of the total respondents. The low category includes 3 people or 2%, while the medium category only includes 69 people or 46%. From this data, it can be seen that the majority of respondents have high academic motivation, with a small proportion showing low or moderate motivation.

Tabel 4. Normality Test

	Sig.	Description
Homesickness	0,275	Normal
Academic Motivation	0,275	Normal

The results of data analysis show that the homesickness and academic motivation variables have a significance value (Sig.) of 0.275, which is greater than the significance limit of 0.05. This indicates that the distribution of data on both variables is normal.

Tabel 5. Linearity Test

Variabel	F	Sig.	Description
Homesickness			
Academic Motivation	2,020	0,002	Linear

The linearity analysis results show an F value of 2.020 with a significance value of 0.002, which is smaller than 0.05. This shows that the relationship between homesickness and learning motivation is linear.

Tabel 6. Hypothesis Test

Variabel	Correlation	Sig.	Description
Homesickness			
Academic Motivation	-0,090	0,275	Accepted

The results of the correlation analysis show a correlation coefficient of -0.090 with a significance value of 0.275 ($p > 0.05$), in other words, there is negative relationship between homesickness and academic motivation. The negative correlation coefficient means that the higher the level of homesickness, the lower the level of learning motivation, or vice versa.

DISCUSSIONS

This study shows that an increase in homesickness level is followed by a decrease in academic motivation. The results of this study support the findings of Aferi which state that students with low levels of homesickness have higher achievement motivation than students who experience more severe homesickness.(17) In addition, a study by also mentioned that intrinsic factors such as fatigue, homesickness, and the desire to socialize through gadgets can reduce student motivation to learn.(18)

The results of this study are in line with previous studies that show a negative relationship between homesickness and learning motivation. In addition, the researcher's results are also supported by the research results of Firdasari et al., regarding homesickness with learning motivation in overseas students in the Toraja Student Association (HIMAT) Kendari City with $r = -0.351$ and $p = 0.003$.(19)

Lack of motivation to learn is inevitable due to feelings of separation from the home environment that trigger negative emotions in individuals.(12) This condition

then results in a loss of interest in learning due to distractions such as noise, crowds, lack of support from close people, and thoughts that are constantly focused on home.

The difficulty of students in adapting to the lecture environment also has an impact on declining academic performance, which ultimately affects academic motivation.(11) Mariska states that the better the self-adjustment skills and emotional maturity of students, the lower the homesickness experienced by overseas students, so they are better able to face this challenge.

CONCLUTION

Based on the results of the analysis of 150 subjects, it can be concluded that there is a negative relationship between homesickness and academic motivation in overseas students in Kendari City. The higher the level of homesickness experienced by overseas students, the lower their learning motivation. Conversely, the lower the level of homesickness, the higher the learning motivation of overseas students.

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