

DIFFERENCES IN FAMILY SOCIAL SUPPORT IN STUDENTS WHO MIGRATE VIEWED BY GENDERAprinsha Kusuma Suci¹, Yohanes Heri Widodo²^{1,2}Universitas Sanata Dharma YogyakartaEmail: aprinshakusuma.2002@gmail.com¹, heripsy2@gmail.com²

Abstrak: Tujuan penelitian: 1) Mengetahui ada tidaknya perbedaan dukungan sosial keluarga pada mahasiswa yang merantau di Universitas Sanata Dharma ditinjau dari jenis kelamin. 2) Melihat seberapa tinggi dukungan sosial keluarga pada mahasiswa laki-laki yang merantau. 3) Melihat seberapa tinggi dukungan sosial keluarga pada mahasiswa perempuan yang merantau. 4) Mengetahui butir item skala dukungan sosial keluarga mana saja yang teridentifikasi tidak optimal (rendah) yang dapat diusulkan sebagai topik bimbingan. Penelitian ini menggunakan pendekatan kuantitatif komparatif, dengan teknik pengumpulan data menggunakan survei melalui kuesioner dengan skala *The Family Support Scale (FSS)* dan dengan jenis skala *likert*. Dilakukan uji validitas dan reliabilitas. Hasil uji validitas menyatakan semua item terbukti valid seluruhnya, sedangkan uji reliabilitas masuk pada kategori sangat tinggi, pada uji normalitas hasil yang diperoleh tidak normal, pada uji homogenitas diperoleh hasil kedua kelompok sampel tidak homogen, dan pada uji *t-test* diperoleh hasil perbedaan yang signifikan. Hasil penelitian: 1) Terdapat perbedaan yang signifikan terkait dukungan sosial keluarga pada mahasiswa laki-laki dan perempuan yang merantau. Mahasiswa yang merantau perempuan lebih tinggi dibandingkan laki-laki. 2) dukungan sosial keluarga pada mahasiswa laki-laki yang merantau berada pada kategorisasi sangat tinggi. 3) Didapati tingkat dukungan sosial keluarga pada mahasiswa perempuan yang merantau juga berada pada kategorisasi sangat tinggi. 4) Didapatkan item teridentifikasi rendah pada kategori tinggi dengan 4 usulan topik bimbingan, yaitu Cinta & Kasih Sayang Keluarga = Kebahagiaan & Semangat Anak, Keluargaku yang Berharga Bagiku, Saling Memberi dan Berbagi dalam Keluarga Keluarga Baik & Bijak, Menumbuhkan Anak yang Cerdas dan Humanis.

Kata Kunci: Dukungan Sosial Keluarga, Mahasiswa Perantau.

Abstract: Research objectives: 1) Knowing whether there are differences in family social support for students who migrate to Sanata Dharma University regarding gender. 2) Seeing how high family social support is on migrating male students. 3) Seeing how high family social support is for migrating female students. 4) Knowing which family social support scale items are identified as not optimal (low) which can be proposed as a guidance topic. This study uses a comparative quantitative approach. Data collection techniques using surveys through questionnaires with *The Family Support Scale (FSS)* and *Likert scale* types. Validity and reliability tests were conducted. The validity test stated that all items proved to be completely valid, while the reliability test was in the very high category. The results of the normality test were not normal, the results of the two sample groups were not homogeneous in the homogeneity test, and significant differences were obtained in the *t-test*. Research results: 1) There are

significant differences related to family social support in migrating male and female students. Students who migrate women are higher than men. 2) Family social support in male students who migrate is in a very high category. 3) It was found that the level of family social support in female students who migrated was also in a very high categorization. 4) It was found that the identified items were low in the high category with 4 proposed guidance topics, namely Family Love & Affection = Happiness & Spirit of Children, My Family is Precious to Me, Mutual Giving and Sharing in a Good & Wise Family, Growing Smart and Humanist Children.
Keywords: Family Social Support, Migrant Students.

INTRODUCTION

In life, humans are created as social beings and continue to experience the process of development and growth in their lives. The development and growth experienced or occurring in humans is influenced by a non-permanent environment that has the possibility to change over time. In the process of development and growth, individuals need support to help them overcome challenges in the process of development and growth in life and it can improve the psychological and physical well-being of an individual. One form of support for an individual in a social context comes from the first environment closest to the individual, namely the family. The family becomes the initial learning environment for an individual, providing teaching, guidance, and support for the process of growth and development every day.

Family social support is a form of interaction or emotional or instrumental support provided by others, especially families, in meeting an individual or certain groups need, especially in terms of overcoming problems, difficulties or stress (Sarafino in Kumala et al., 2022). Because family social support is significant for the development and growth of individuals both personally, socially, intellectually, and spiritually. Having family social support will make an individual feel valued by others, get attention & understanding, and make the individual have positive feelings (House in Kusumawati & Prastiti, 2023). In addition, Cutrona (in Kusumawati & Prastiti, 2023) also explained that an individual who gets a social support from family, especially parents, will be more able to do difficult tasks well, does not feel interference in his thinking/cognitive process, can concentrate fully, and does not experience feelings of anxiety when doing the tasks assigned to him. In line with this opinion (Kurniawan & Eva, 2020) also suggests that family social support is something that is also related to individual mental and physical health. The social support provided by the family can be realized in several ways such as through emotional support, informational support and instrumental support. (Sarafino in Rif'ati et al., 2018).

The life of a student will certainly experience changes that occur very rapidly, especially in terms of mental health related to high levels of academic stress. For this reason, in the process of adaptation and adjustment in college life both academically, socially and economically, a student needs encouragement and support, especially social support from their family, especially those who migrate to study to migrate to other cities / regions. In the self-adjustment process, family social support is a significant influence, especially for students. When family social support is low, they will experience difficulties adjusting to their college environment, academic, social, and emotional adjustment (Friedlander et al., 2007). In line with the explanation of Christensen & Margolin, et al. (in Ardel & Day, 2002) The low availability of social family support emotionally will affect the success of self-adjustment in the transition period of their children who are also students. According to Mustafa et al., (2010) one of the negative impacts of a lack of family social support for their children is increased stress, which will affect self-adjustment. In addition, when family social support is low, it can affect students' mental health and increase the risk of depression (Vaez & Laflamme, 2008).

Based on research conducted by Siddiqui et al., (2019) found that there are students from 8 private and public universities in Karachi, Pakistan consisting of the 5 most popular faculties such as business, engineering, health, social sciences, and science. With a total of 562 student subjects (women consisted of 289 people and men consisted of 273 people) with an age range of 16-30 years. Explaining that male students get lower social support from the closest people, one of which is family, as a result male students have higher levels of stress, anxiety, and depression (Mean = 8.227) when compared to female students (Mean = 7.491). This means that students still need social support from the closest people, especially from their parents and family, as an effort to improve their psychological well-being, especially for those who have to undergo lectures by migrating. Because with good social support from family, it will reduce the level of psychological problems such as stress, anxiety, and depression experienced by students, especially for those who migrate.

In connection with that, according to Purnawan (in Firmansyah et al., 2017) Social support from the family has influencing factors including internal factors consisting of developmental stages, education or level of knowledge, emotional and spiritual factors. Meanwhile, external factors consist of family practices, socio-economic and cultural backgrounds. As previously explained, one of the things that can affect differences in the provision of family social support is gender. The differences between the sexes are also related

to the culture of human life which is faced with a concept of life, one of which is called patriarchal culture. The concept of patriarchy itself is a culture that places men and women differently in this case men are figures who have the main authority or a higher position than women so that women will be seen and considered weak (Pinem in Israpil, 2017). Problems related to the patriarchal social system, position women weaker than men, so it becomes a social fact that women are perceived to need more social support or help from people around them, one of which is family. In addition, women tend to experience or have more negative reactions and responses or stressors when facing difficulties or stress. Personal girls themselves will face twice as many stages of depression as boys, so girls are socially seen as needing more support to overcome their difficulties and problems (Camara et al., 2017).

Therefore, this study wants to discuss family social support in male and female students who migrate or briefly review from gender. According to Siswoyo (in Khairun & Al Hakim, 2019) students themselves are individuals who are undergoing the education and learning process to gain knowledge in a university and begin to go through all campus or college life, both public and private. Meanwhile, the Ministry of Education and Culture found in a study that overseas students are people who leave their home area to study in college for a certain period of time and with the aim of completing their studies. (Halim & Dariyo, 2017).

Students who migrate are individuals in the developmental stage of late adolescence towards early adulthood and they are grouped from the developmental age of 18-25 years or at the age between the end of adolescence and early adulthood or emerging adulthood (Arnett in Oetomo et al., 2017). According to the theory of early adult development proposed by Jeffrey Arnett (in Oetomo et al., 2017) emerging adulthood is a transition period between adolescence and adulthood characterized by postponement of responsibility and exploration of a broader identity in various aspects of life. They have characteristics including; task-oriented, considerate attitude, control of personal emotions, objectivity, having responsibility, realistic adjustment, and openness to criticism & suggestions.

As we know, the officially recognized gender, especially in Indonesia, is divided into 2, namely male and female. According to Echols (in Aisyah, 2014) sex which in English is also known as the word sex, in another understanding, sex is a characteristic whose purpose is to distinguish between female and male sex biologically. In line with this opinion Maulida (2021) also explains that gender itself is a description or division of the sex of an individual that is determined and biologically inherent since the human being was born in the world. This is a

gift from the Creator that distinguishes absolutely visible in terms of biological development and is natural and permanent and cannot be exchanged between men and women. (Aisyah, 2014).

Men in the concept of gender are closely related to socially constructed traits or characteristics such as the assumption that men are stronger, mighty and active and will get more space and opportunities develop their lives optimally. Determination of the social role of men in the nature and nurture theory which makes the factor of biological characteristics a determinant between the two sexes, men themselves have the main role in life both in the family and social community because men are considered more capable or potential, stronger, and productive and have freedom of movement (Aisyah, 2014). In addition, men will have physical capacities and concepts that are stronger and braver and more flexible in the realm of work. According to Kinnon (in Aisyah, 2014)) men have a power relationship in which they have a more critical/ superior position, a higher position and greater power. According to Aisyah (2014) this patriarchal social culture places a male figure as an individual who has the main authority or control strengthens the structure of differences in male gender functions that tend to be favored.

Meanwhile, female individuals have biological characteristics characterized by organs in the human body related to the reproductive process (Maulida, 2021). The same source also explains that women are described as living creatures who are gentle, passive and have emotional responses that tend to be higher, and also have a maternal and loving nature. In life, women also certainly have social roles that are determined according to their biological characteristics, one of which is about women who are considered to have limited space for movement. Women in people's lives have a conception as weak individuals with a lower level of risk, slow and so on, especially when it comes to the aspect of working. In addition, women are always considered to have a lower status or position than men (Aisyah, 2014).

In this patriarchal social culture, women are seen as being in a minority position because they are considered weaker and inferior when compared to men (Israpil, 2017). So, the existence of this patriarchal culture will lead to various problems that result in women continuing to be shackled to a freedom and equality in life and violating the rights that women should receive (Sakina & A., 2017). This culture views male individuals as always being in a higher position and having the main authority while women are in a weak and powerless position (Israpil, 2017). It is also a reality in life that the need for social support from families

tends to be needed more by female individuals than men, especially for those who are in a transitional stage of development and life, one of which is students who migrate in facing all the realities in front of them. Gender impact the lives of individual humans, one of which is related to differences in the acceptance of family social support received by individual students who migrate, both men and women.

Research conducted by Tyas (2019) stated that there were significant differences in the acceptance of family social support for women's and men's. This explains that female individuals get more family social support than men. Because, in terms of framework or physical form as well as endurance or physical strength itself, in general, women will be weaker than male. In addition, women in terms of limited physical form and endurance will also need more help and support in carrying out activities or things in everyday life than men. So from here, as explained earlier, gender will encourage the need for family social support that will be received by individuals, including those who hold the status of students who migrate as well as early adult individuals. Changes and developments in life during lectures, especially in overseas places, are certainly not free from the discovery of problems that will occur if they are not accompanied by family social support, they will hinder and disrupt their lives and it is not uncommon for many of them not to be able to survive or continue in their lectures and life.

Thus, the social support received by students who migrate from their families becomes essentials for their lives, especially as individuals entering early adulthood (Griffiths, Crisp, Barney, & Reid in Camara et al., 2017). Family is the most important party in an individual's life, especially for those who are in early adulthood while holding student status. So social support from family is also one of the indispensable ways to accompany them in life in the world of lectures, especially for those who migrate both women and men. However, there are differences in views on receiving family social support between men and women, especially in how to view and use the family's social support. Regarding the source of social support itself, men get less support from several sources in the surrounding environment. In contrast women get it most importantly from family/parents and from close friends (Aisenson, Cheng, Chan, et al., in Camara et al., 2017)).

RESEARCH METHODS

This study uses a quantitative approach with a comparative research design. *The* research was conducted at Sanata Dharma University with data collection techniques using a survey with *The Family Support Scale (FSS)* scale and with a *Likert* scale type and obtained 226 respondents consisting of 113 students who migrated male and 113 students who migrated female. Furthermore, it was tested using validity and reliability tests. The results of the validity test obtained all items, namely 60 items, proved to be valid, the reliability test used the calculation of Alfa Cronbach with the results of 0.978 which is in the very high category. Furthermore, the difference test was carried out using the *t-test (Independent Sample T-test)*.

RESULTS AND DISCUSSION

Analysis of the results will be linked to the research objectives. The analysis presented is obtained from the results of the answer score of the family social support questionnaire. The sample used was 226 samples which were divided into two groups, namely 113 students who migrated male and 113 students who migrated female. The analysis used the JASP 0.19.0.0 application *for windows*. The first thing to do is to check the validity of the research instrument, and it was found that out of 60 research items all were declared valid because the value of $r < 0.03$. After obtaining valid items, the reliability test was then carried out, and the results obtained the value of the *Alfa Cronbach* reliability coefficient of 0.978 with a very high category.

Furthermore, the normality test was carried out which obtained the results of the p-value on male students who migrated $< .001$ and female students who migrated $< .001$, this illustrates that the value is < 0.05 . The data on male and female students who migrate can be said to be abnormal. Because normal data in the normality test p-value must be > 0.05 .

Table 1. Normality test results

		W	p
AMO	Male	0.941	$< .001$
UNT	Female	0.953	$< .001$

Furthermore, the homogeneity test obtained a p-value of $< .001$, meaning the p-value < 0.05 . Data requirements are said to be homogeneous if the $p\text{-value} > 0.05$, so it can be concluded that the two sample groups are not homogeneous.

Table 2. Homogeneity test results

	F	df ₁	df ₂	p
AMOU	12.152	1	224	<
NT				.001

Furthermore, the *t-test* obtained a p-value of 0.007 which means the p-value <0.05. So, the t-test conducted using Mann-Whitney non-parametric analysis on JASP show a significant difference because these results meet the significant requirements of the t test value which is <0.05.

Table 3. Results of *t-test*

	W	df	p
AMOU	5054.500		0.007
NT			

After obtaining these results and then categorizing the level of family social support in male and female students who migrate, the results are as follows :

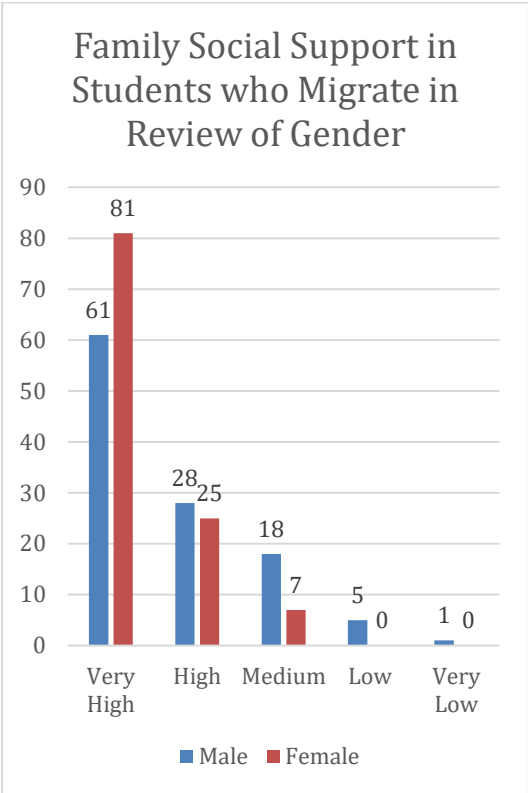
Table 4. Results of categorization of family social support in students who migrate in terms of gender

Categorization	Interval	of gender			
		Male		Female	
		Total	Percentage	Total	Percentage
Very High	195 < X	61	54%	81	72%
High	165 < X	28	25%	25	22%
	≤ 195				
Medium	135 < X	18	16%	7	6%

	\leq				
	165				
Low	105	5	4%	0	0%
	$< X$				
	135				
Very	$X \leq$	1	1%	0	0%
Low	105				
Total		11	100	11	100%
		3	%	3	

There are 61 (54%) male students migrate in the category of very high family social support. There are 28 (25%) students who migrate men are in the high religious family social support category. There are 18 (16%) students who migrate men are in the category of moderate religious family social support. There are 5 (4%) students who migrate men in the low family social support category. There are 1 (1%) male migrating students in the very low family social support category. There are 81 (72%) female migrating students in the very high family social support category. There are 25 (22%) students who migrate women in the high family social support category. There are 7 (6%) students who migrate women in the medium family social support category.

Diagram of family social support in students who migrate in terms of gender.



Furthermore, the categorization of religious tolerance scale items is carried out, aiming to determine the score of items that are very high to very low, which then on a low score will be used as a guidance topic. The results of item categorization are as follows:

Table 5. Analysis of the score achievement of religious tolerance behavior items

Kategori	Interval	No. Item	Total	Frequensi Persentase
Very High	735 < X	1,2,3,4,5,6,7,9,10,11,12,13,14,15,16,17,18,19,21,22,23,25,	44	73%

			28,29,		
			30,32,		
			33,34,		
			36,37,38		
			,40,42,4		
			3,45,46,		
			48,49,50		
			,51,52,5		
			3,57,594		
			7, 48, 49,		
			50		
High	622	8,20,24,	16	27%	
	< X	26,27,32			
	≤	,35,39,4			
	735	1,44,47,			
		54,			
		55, 56,			
		58,60			
Medi	509	0	0	0%	
um	< X				
	≤				
	622				
Low	396	0	0	0%	
	< X				
	509				
Very	X ≤	0	0	0%	
Low	396				
Total			60	100%	

There are 44 (73%) items that fall into the very high category. There are 16 (27%) items that fall into the high category.

Based on the data analysis, there are differences in family social support for students who migrate men and women. This is evidenced by the *p-value* in the t test with non-parametric analysis, namely the Mann-Whitney U Test, which is 0.007, which means that the value is <0.05 . This can happen because several things or several factors influence it. Factors contributing to differences in social support for a male and female individual by his family are gender assessments / views in the family, gender functions in the family, and differences in expectations for male and female students (Sari & Wulandari. 2020). In addition, it is also supported by the phenomenon of life both in the present and previous times, namely the existence of a culture or concept of patriarchy that continues to develop and meet many pros and cons. Moreover that is also affects the differences in an individual student, both male and female, receiving social support from their family. (Camara et al., 2017).

The concept of patriarchy itself is a culture that places men and women differently, in this case men as figures who have the main authority or a higher position than women so that women will be seen and considered weak (Pinem in Israpil, 2017). Problems related to the patriarchal social system that position women weaker than men. So, it becomes a social fact that women are perceived to need more social support or help from people around them, one of which is from family. Especially for an individual student, college life becomes a process and stage of their life that is thrilling because it is from this process or stage that they must be willing and able to experience many changes in lifestyle, learning aspects, development in terms of their group/community, and their social relationships with new and diverse people (Bayram et al. in Alsubaie et al., 2019)). In addition, women tend to experience or have more negative reactions and responses or stressors when facing difficulties or stress.

Individual male and female students also differ in responding to the effects of family social support and in their efforts to obtain family social support themselves. Because girls themselves will face twice as many stages of depression as boys, so girls are socially seen as needing more support to overcome their difficulties and problems (Camara et al., 2017). This is supported by research conducted by Alsubaie et al., (2019) who stated that female students themselves have a higher level of social support from the closest people, one of which is family compared to students (men). Other research also explains that boys get less support from various sources around them because boys prefer to avoid or disappear temporarily when having problems. Meanwhile, girls will get more social support mainly from the utilization of

social relationships with family and peers, because they do not hesitate to come asking for support from family members or friends. (Aycock, 2011).

In addition, research conducted by Siddiqui dkk., (2019) explained that female students tend to have higher family social support than male students. This is because female students use strategies or ways out by establishing social relationships to seek a lot of support, while male students are more likely to be closed, fight and or even run to non-relational coping. This is in line and reinforced by the statements of Eschenbeck, Lynch, Murray-Harvey, et al (in Camara et al., 2017) which says that men will use strategies in the form of distraction by doing various activities or activities for strategies in the form of distraction by doing various activities or activities to relieve stress. Meanwhile, women will tend to look for many strategies to get social support, one of which is coping to find sources of support through social relationships. Taylor (in Aycock, 2011) further explains that the influencing factor is a natural or biological response that is also different between men and women in responding to a problem or their stress, one of which is the influence of hormones.

Differences in the provision of social support for male and female individuals, especially students who migrate, are also related to the practices or patterns of care they receive from their families themselves. This is in line with the opinion of Farzana Bibi (2013) in her literature review concluded that family behavior and practices that are too rigid can have a negative impact on children, both boys and girls. Conversely, attentive and affectionate parenting behavior will make children better adjusted to their college life. In addition, socialization between families, especially parents and children, is a practice that has an influence on the role of their interpersonal relationships with their children (Barbee dkk., 1993). Thorne (in Aycock, 2011) asserts that from the time children are born in the midst of the family, parents also treat them differently between boys and girls as well as in terms of their expectations or beliefs and ambitions for children. This is reflected in the process of children's growth and development personally and socially, starting from the way they dress up, dress, play activities, even to the process of expressing their feelings and emotions. The same literature also explains that girls are often taught to have empathy, build connections, and be able to guide, teach or educate. Whereas men are forced to emphasize independence, competing for position, and emotional control (Block, 1973).

Fagot & Leinbach, (1989) in their research also found that families, especially parents, in giving reinforcement or affirmation to communication with boys and girls are also different.

If girls affirmation of communication is given positively while men are given negatively. From this process, it certainly produces a different impact on them, it is not surprising that girls will learn to relate and connect and have superior communication skills. And boys will have a tendency to do everything themselves and independently and even have an impact on their socialization process with people around and closest to them including family. Family social support remains a protective coping and is the main factor that supports the lives of both genders, especially for students who migrate.

Although the impact of family social support will be higher, stronger, and more pronounced for female students than male students, it is also related to family social support for individual psychological problems (Sarason et al., 1983). In the end, it is necessary to realize a social support the family or parents can provide for the migrating students in it, with various assistance or support. Including emotional, appraisal/appreciation, instrumental, and informational support. Family support is the reinforcement and even the main driving force for overseas students to succeed lectures in terms of their academic, non-academic, social and personal matters.

Then, based on the calculation of item score categorization, no items were found in the medium, low, and very low categorizations. Therefore, the researcher decided to use guidance topics based on items that are in the high categorization, namely item numbers 8, 20, 24, 26, 27, 32, 35, 39, 41, 44, 47, 54, 55, 56, 58, 60. The 8 items are included in 4 aspects, namely: 1) Item 8 is included in the emotional support aspect with the topic of guidance - Family Love & Affection = Children's Happiness & Spirit. 2) Items 20, 24, 26, 27 are included in the aspect of appreciation/appraisal support with the topic of guidance My Family is Precious to Me. 3) Items 32, 35, 39, 41, 47 are in the aspect of instrumental support with the guidance topic of Giving and Sharing in the Family. 4) Items 44, 54, 55, 56, 58, 60 are in the informational support aspect with the guidance topic Good & Wise Family, Growing Smart and Humanistic Children.

CONCLUSION AND SUGGESTIONS

Based on the results of the analysis calculation, it can be concluded that: 1) There are significant differences related to family social support in male and female students who migrate. Female migrating students are higher in receiving family social support than male migrating students who are lower. 2) The level of family social support in male students who

migrate is in the very high categorization (54%). This can illustrate that male migrating students are able to obtain or get aspects of emotional, appraisal/appreciation, instrumental, and informational support optimally from their families or parents well. 3) The level of family social support for female students who migrate is also in a very high categorization (72%). This can illustrate that female students who migrate are also able to obtain or get aspects of emotional, appraisal/appreciation, instrumental, and informational support optimally from their families or parents well. 4) Items that are identified as low in the categorization of items are in the high categorization which can be used as guidance topics. There is 1 topic on the aspect of emotional support, there is 1 topic on the aspect of appraisal/appreciation support, there is 1 topic on the aspect of instrumental support, and there is 1 topic on the aspect of informational support

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