

Affirmation Education Program: Bridging the Gap between Inclusion and Integration for Migrant Students

Dio Anggara

Universitas Indonesia, Depok, Indonesia
dioanggara10@gmail.com

ARTICLE HISTORY

Received : 2022-12-23

Revised : 2023-05-06

Accepted : 2023-05-29

KEYWORDS

Well-being,

Social support,

Affirmation program

Migrant students

3T regions



ABSTRACT

Migrant students face unique challenges and obstacles in their educational journey, particularly in terms of social support and overall well-being. This study aims to examine the relationship between social support and the well-being of migrant students participating in the Affirmation of Education Program (ADik) in Papua and the 3T Regions. Using a quantitative approach, data was collected from a sample of 34 active students through surveys and in-depth interviews. The study employed non-probability sampling, ensuring equal opportunity for 66 eligible students. The collected data was analyzed using SPSS, and the instrument's reliability and validity were established through pretesting. The results indicated that migrant students' well-being scores were particularly low in the area of mental well-being. Regression tests revealed that emotional support, network support, and informational support significantly influenced student well-being, while reward support and instrumental support showed no effect. Additionally, the network of religious groups and student diversity were found to play a role in determining student welfare. These findings underscore the importance of social support interventions targeting emotional support, networking, and information to enhance the well-being of migrant students in the ADik program in Papua and the 3T regions. Future programs and policies should prioritize the development of these aspects to improve the overall welfare of migrant students. This study contributes to our understanding of the challenges faced by migrant students and emphasizes the need for inclusive educational initiatives that address their social support needs and promote their well-being.

1. Introduction

The Ministry of Education and Culture (Kemendikbud) in Indonesia offers Higher Education Affirmation Scholarships (ADik) through the government's Affirmation of Education Program. These scholarships are part of the government's Affirmation of Education Program, which aligns with constitutional programs and initiatives aimed at ensuring equal educational opportunities (Malik, 2022). Under the supervision of Kemendikbud, the ADik program specifically targets high school graduates from frontier, outermost, and lagging regions (commonly referred to as 3T areas) with the goal of enabling their participation in higher education (Ni'matuzahroh & Syakarofath, 2019). By providing financial support and access to educational resources, the ADik program strives to empower students from these regions and bridge the educational gap between different parts of the country.

The implementation of the Affirmation of Education program aims to ensure the participation of racial and ethnic minorities in higher education. It requires an academic environment that is tolerant of minority groups and academic achievements that enhance the quality of resources among minority groups (Conner & Rabovsky, 2011). This program is expected to improve education standards and quality of life, thereby accelerating equitable development, particularly in the Papua region and the 3T areas, which have faced challenges in accessing education and competing with other regions (Puslapdik Kemendikbud, 2021).

Papua Island and the 3T areas have been the focus of the Papuan Education Affirmation Program (ADik) due to various challenges. These challenges include geographical obstacles, underdeveloped infrastructure, and limited economic capacity, all of which demand significant human resources. These regions also face issues such as poverty, unemployment, and social conflict, which are exacerbated by the low quality of

education (Nirmala, 2017). Consequently, high school students from Papua and the 3T regions find it difficult to compete with students from other areas on the SNMPTN and SBMPTN pathways, resulting in limited access to higher education, especially in State Universities (Kemendikbud, 2021).

While the ADik Papua and 3T Region programs have successfully affirmed over 3,000 students in various educational institutions throughout Indonesia from 2012 to 2018, several challenges have emerged for the students enrolled in the program (Puslapdik Kemendikbud, 2021). It is evident that many of these students require assistance to adapt to the academic environment, experience low motivation, and are prone to academic stress, which often leads to requests for study program changes or even discontinuation of studies (Puslapdik Kemendikbud, 2021; Kemendikbud, 2021). These issues indicate that migrant students, particularly affirmation students, encounter various obstacles that hinder their academic achievements (Singh, 2019).

Numerous studies have highlighted the problems faced by migrant students, including mental health issues, academic stress, difficulty adjusting, limited social interactions, low self-confidence, and financial challenges (Maulida, 2012; Romerhausen, 2013; Van Ryzin & Roseth, 2021; Li et al., 2013; Talamati, 2012; Kusek, 2015; Lin, 2016; Baron & Anastasiadou, 2009; Alghamdi & Otte, 2016). Social support plays a crucial role in student well-being, academic achievement, adaptability, and social relationships (Govaris et al., 2021; Muslihah, 2011; O'Reilly et al., 2015; Sullivan & Kashubeck-West, 2015; Aprianti, 2012; Demaray et al., 2005; Stewart & Suldo, 2011; Zavatkay, 2015).

Given the significance of the Higher Education Affirmation Scholarship for indigenous Papuans and the aim to increase equity in access to quality education, improve human resources, and enhance the quality and empowerment of Papuan students, it is crucial to address the financial barriers faced by these students. The provision of scholarships to assist financially constrained students in completing their studies is essential, as many Papuan students possess strong academic abilities but come from low-income families and resort to additional work to cover their expenses (Kemendikbud, 2021). The scholarship program, lasting until students complete their college education, enables students to focus on their studies without financial concerns, thereby promoting timely graduation. This commitment by the government, which has gained attention from the Governor of Papua, Lukas Enembe, reflects efforts to develop the Papua region (Puslapdik Kemendikbud, 2021).

This research aims to investigate the relationship between the level of social support and the well-being of students enrolled in the ADik program and from the 3T areas at the University of Indonesia. Understanding this relationship is essential as affirmation programs

are seen as inclusive processes that offer opportunities for participation. However, it is equally important to examine how students actively engage in the academic environment after being accepted into college. Therefore, the central question of this research is: How does the level of social support relate to the well-being of students enrolled in the ADik program and from the 3T areas at the University of Indonesia?

2. Literature Review

2.1 Social Support and Student Well-being

Several studies have examined the relationship between social support and student well-being. Lee et al. (1999) conducted a study on high school students in Chicago and found that those who received high levels of instrumental and emotional social support achieved better academic outcomes. Lee et al. (1999) conducted a study on high school students in Chicago and found that students who received high levels of instrumental and emotional social support achieved better academic outcomes. This finding was supported by Maslihah's (2011) research conducted at SMPIT Assyfa Boarding School in Subang, West Java, which revealed a positive impact of instrumental and emotional support from the school on student academic achievement. These studies demonstrate the influence of social support on well-being, specifically in terms of academic performance.

Moreover, O'Reilly et al. (2015) investigated the experiences of American students studying at Larga Irist University and concluded that social support, particularly social acceptance, facilitated students' ability to adapt to their new environment. Sullivan and Kashubeck-West (2015) highlighted the importance of social support for students in the Midwestern United States who faced stressors that hindered their social interactions. Social interaction with the community plays a vital role for migrant students as it fosters emotional and psychological comfort (Trevanthen et al., 2016). These findings emphasize the impact of social support on well-being in terms of adaptability and social relationships.

Moreover, Aprianti (2012) emphasized the significance of social support for first-year students' psychological well-being and their active participation in college activities. Similarly, Demary (2005) stressed the importance of social support in shaping students' interactions and gaining social acceptance in the learning environment. Additionally, Govaris et al. (2021) revealed that social support, particularly from teachers, enhances student satisfaction in the learning process. These studies highlight the influence of social support on well-being, specifically in relation to students' socio-psychological conditions.

Furthermore, Stewart and Suldo (2011) emphasized the role of social support, including support from parents, teachers, and friends, in fostering life satisfaction and positive mental states. With

adequate social support and good mental well-being, students exhibit resilience, which includes the ability to balance academic commitments with other responsibilities, maintain a good GPA, overcome educational obstacles, and manage stress (Zavatkay, 2015). These findings further illustrate the impact of social support on well-being, particularly in terms of students' mental conditions.

2.2 Student Well-being

Several factors influencing well-being have been identified by The Center for Education Statistics and Evaluation, including a safe environment, connectedness, learning engagement, social and emotional learning, and a whole school approach (Center for Education Statistics and Evaluation, date). Moreover, according to The Ottawa-Carleton District School Board (OCDSB), student well-being is connected to having a positive sense of self and the capacity to make constructive choices that promote learning and achievement. The OCDSB emphasizes that an improvement in student well-being leads to enhanced participation in social activities (OCDSB, 2015). Furthermore, the Ottawa-Carleton District School Board highlights the association between student well-being and a positive sense of self, as well as the ability to make constructive choices that facilitate learning and achievement. The OCDSB emphasizes that enhanced student well-being enables individuals to actively participate in social activities (OCDSB, 2015). Furthermore, Fraillon (2004) highlights the importance of the social context within schools in shaping student well-being, as it provides a framework for social conditions that significantly impact students. Student well-being is often defined by the school community in terms of a sense of belonging, participation, influence, values, and shared experiences.

Based on these definitions, it can be concluded that student well-being encompasses a positive self-perception and the ability to achieve educational objectives, particularly within the school environment. It is important to note that academic success alone does not determine student well-being; it also includes the

capacity to establish positive relationships, adapt, collaborate, and actively engage in various activities to support learning objectives. In research, student well-being is often assessed using the three dimensions proposed by the Ottawa-Carleton District School Board (OCDSB, 2015): physical well-being (safety, physical activity, nutrition, and healthy lifestyle choices), socio-emotional well-being (relationships, self-awareness, social skills, self-reliance, self-management, and decision-making), and cognitive well-being (expectations, communication skills, academic resilience, self-confidence, creativity, and innovation). Furthermore, mental well-being is an essential aspect to consider, given students' vulnerability to mental health issues (Maulida, 2012; Romerhausen, 2013; Van Ryzin & Roseth, 2021).

2.3 Social Support

In measuring social support, researchers differentiate social support into five forms according to Schaefer et al. (1981), namely emotional support, esteem support, network support, information support, and instrumental support. Emotional support is defined as a form of communication to meet affection needs that contain expressions of empathy and concern. Appreciation support is defined as a form of communication to uphold individual confidence regarding their ability to handle problems, obtain positive responses to ideas, handle and solve problem and task properly. Network support is defined as a form of communication that characterized by being able to integrate oneself with many other people. Information support is defined as a form of communication to provide information and support lectures. Meanwhile, instrumental support is defined as a form of communication in the form of material assistance. In addition, each form of social support is seen as based on the parties involved and has a relationship with student recipients of the program such as parents, central government, local government, academic advisors, universities, student organizations, and college friends.

2.4 Analysis Models

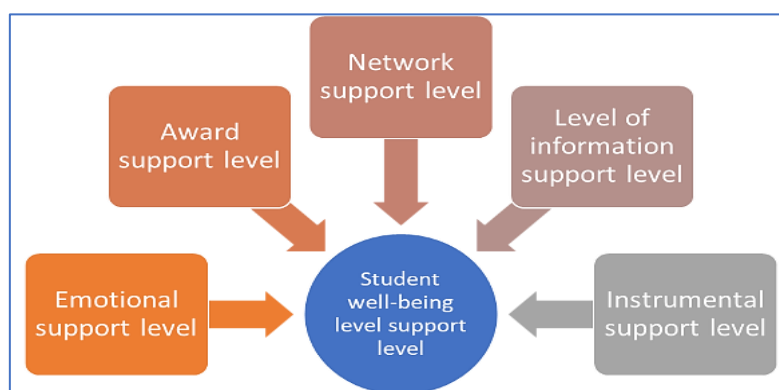


Figure 1. Analysis Model Diagram

The diagram highlights the various forms of social support that contribute to student well-being. Emotional support, characterized by expressions of empathy and concern, plays a vital role in meeting students' affectionate needs. Esteem support, on the other hand, focuses on upholding students' confidence and providing positive responses to their ideas and problem-solving abilities. Network support emphasizes the integration of students with a diverse range of individuals, fostering a sense of belonging and a strong social network. Information support involves the provision of relevant and helpful information to support students' academic endeavors. Lastly, instrumental support refers to material assistance that aids students in overcoming financial and resource-related challenges.

The Analysis Model Diagram serves as a comprehensive framework for the research, enabling an exploration of the intricate relationship between social support and student well-being. It considers the specific factors and dimensions that impact the well-being of students enrolled in the ADik program and originating from the 3T areas at the University of Indonesia. By understanding this interconnectedness, the research aims to shed light on the role of social support in promoting student well-being and inform potential interventions to enhance the educational experience of these students.

3. Method

This quantitative study examines the relationship between social support and the well-being of migrant students enrolled in the Affirmation Education program in Papua and the 3T Region. It adopts a cross-sectional design to explore the impact of social support on student well-being within a specific timeframe (Babbie, 2009). A comparative analysis with similar studies is not included.

The research was conducted at the University of Indonesia, where the Affirmation Education program is implemented. The study population comprised active students from the 2012-2017 classes who were enrolled in the ADik program in Papua and the 3T Region during the odd semester of the 2017/2018 academic year. A non-probability sampling method was employed to select a sample of 34 active students, ensuring representation from each generation.

Data collection occurred from January to March 2018, utilizing surveys and in-depth interviews. The survey questionnaire consisted of closed-ended questions, capturing information on respondent characteristics and their perceptions of the variables under investigation. The survey was administered to the selected 34 students, and the collected data were analyzed using SPSS.

In-depth interviews were conducted with six students, purposively chosen based on their location and ethnic background. These interviews aimed to

provide deeper insights into the survey findings and were carried out in person following interview guidelines. The interview transcripts were subjected to coding and narrative compilation for analysis.

To ensure data validity, a pretest was conducted on the questionnaire instrument prior to data collection. The instrument demonstrated reliability and validity, with a Cronbach's alpha score exceeding 0.60, and the data exhibited a normal distribution according to the Kolmogorov-Smirnov test. These results affirm the statistical processability of the data.

In summary, this study employed a non-probability sampling method to select a sample of 34 active students from the population of migrant students enrolled in the ADik program in Papua and the 3T Region at the University of Indonesia. Data were collected through surveys and in-depth interviews, and analyzed using SPSS. The questionnaire instrument's reliability and validity were confirmed through a pretest.

4. Results

The objective of this research is to explore the correlation between the level of social support and the welfare of students enrolled in the ADik program and originating from the 3T area at UI. In order to achieve this goal, a comprehensive data collection process was conducted, encompassing various variables. These variables included the year of college entry, the gender of the respondents, the geographical area from which they originated, their respective faculty affiliations, and their places of residence. Moreover, the study also took into account the Student Achievement Index, which served as an indicator of academic performance, as well as the identification of different dimensions of welfare and social support variables. To analyze and interpret the gathered information, regression tests were performed.

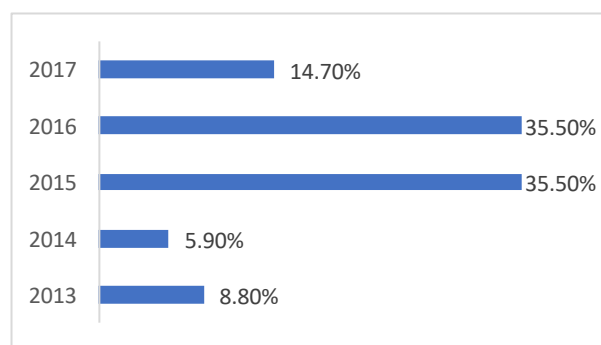


Figure 2. Data Findings Based on Year of Entrance to College (n=34)

Upon analyzing the collected data, it is evident from the diagram that the respondents consisted of individuals from the 2013 to 2017 batches. Notably, the largest proportion of respondents were from the 2015

and 2016 batches, comprising approximately 35.50% of the total sample. Following that, the 2017 batch constituted 14.70% of the respondents, while the 2013 batch accounted for 8.80%. Comparatively, the 2014 batch had the smallest representation, with only 5.90% of the respondents originating from this group. It is worth highlighting that the sampling process ensured a distribution of participants across multiple academic years, capturing a comprehensive representation of the student population.

In summary, this research explores the relationship between social support and student welfare in the context of the ADik program and the 3T area at UI. Through a meticulous data collection process, including the examination of various variables, the study aims to provide valuable insights into the experiences and well-being of students enrolled in the program.

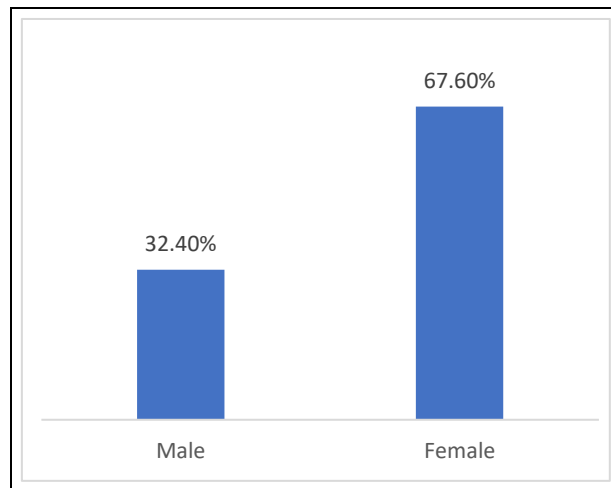


Figure 3. Respondent Distribution by Gender

According to the data presented in [Figure 3](#), the majority of respondents were female, accounting for 67.60%, while males constituted only 32.40% of the total sample. This distribution highlights a clear gender

disparity among the respondents. The skewed distribution highlights the need to explore and understand the potential implications of this gender imbalance in the context of the study being conducted.

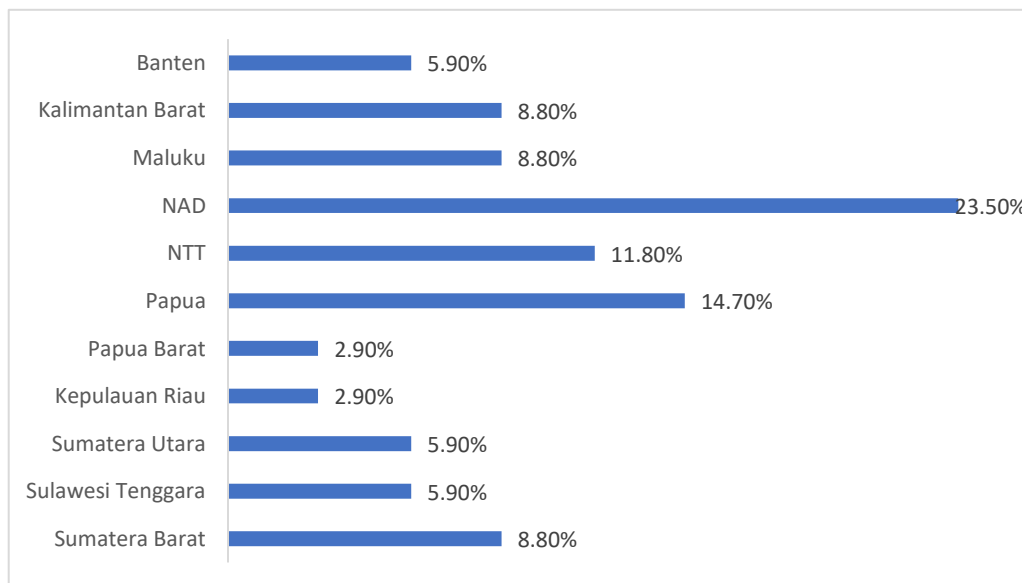


Figure 4. Respondent Distribution by Province of Origin

According to Figure 4, the distribution of respondents varied across different provinces. The province with the highest number of respondents was Nanggroe Aceh Darussalam, accounting for 23.50%. Papua had the second-highest number of respondents at 14.70%, followed by East Nusa Tenggara with 11.80%. Three provinces, namely West Kalimantan, Maluku, and West Sumatra, each contributed 8.800% of the respondents. Additionally, Banten, Southeast Sulawesi, and North Sumatra accounted for 5.80% of the respondents, while the provinces of West Papua and the Riau Islands had the lowest representation, with only 2.90% each.

In this analysis, it is important to note that the distribution of respondents across provinces provides insights into the geographical representation of the participants in the study. However, the focus of this research lies in examining the impact of the ADik program on indigenous Papuans and students from the 3T areas, rather than analyzing regional differences. Therefore, while the distribution of respondents offers contextual information, the main objective remains to explore the relationship between social support and well-being among students enrolled in the ADik program at the University of Indonesia.

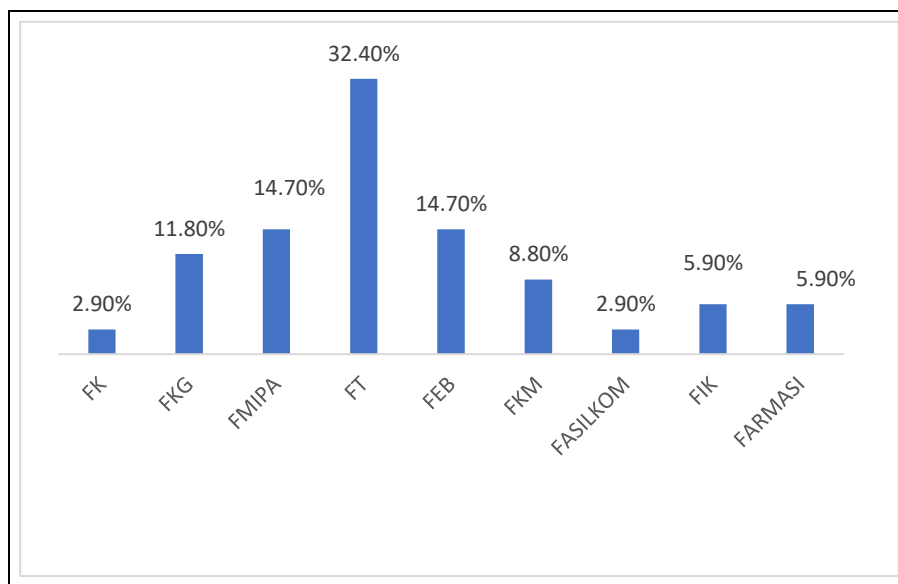


Figure 5. Respondent Distribution by Faculty

The analysis of respondent distribution, as depicted in Figure 5, reveals that participants were selected from various faculties at the University of Indonesia. The highest representation comes from the Faculty of Engineering, accounting for 32.40% of the respondents. Following closely are the Faculty of Mathematics and Science and the Faculty of Economics and Business, each with 14.70% of the participants. The Faculty of Dentistry comprises 11.80% of the respondents, while the Faculty of Public Health, Faculty of Nursing, and Faculty of Pharmacy account for 8.80% and 5.90% each, respectively. The faculties with the lowest participation rates are the Faculty of Medicine and the Faculty of Computer Science, both at 2.90%. It is worth noting that the absence of respondents from other faculties was primarily due to the lack of active students during the research period and the limitations imposed by the study's timeframe.

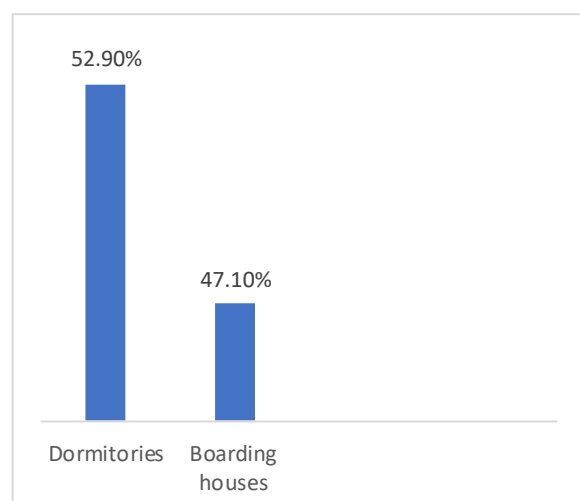


Figure 6. Based on Place of Residence during College

To further understand the living arrangements of the respondents, Figure 6 presents a diagram illustrating their distribution based on their place of residence during their time in college. The diagram reveals that the majority of the respondents, accounting for 52.90%, lived in student dormitories at the University of Indonesia. On the other hand, approximately 47.10% of the respondents resided in boarding houses. This distribution sheds light on the varied housing situations among the participants, which may have implications for their college experiences and social interactions.

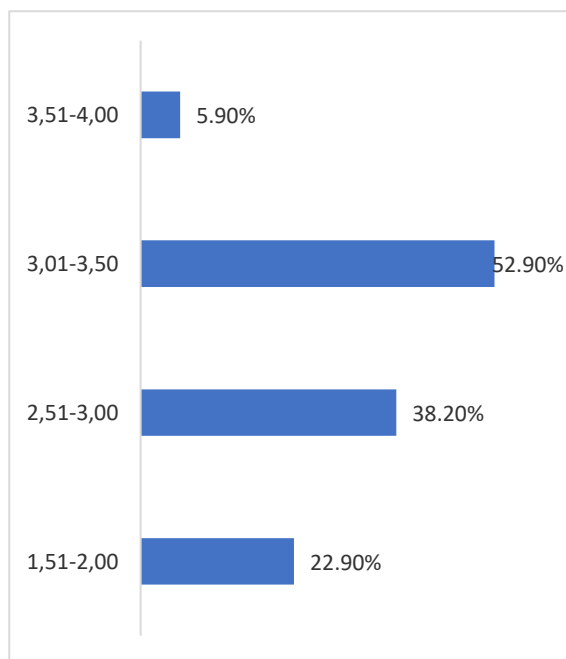


Figure 7. Based on Student Achievement Index

The distribution of respondents based on the student achievement index (GPA) is illustrated in Figure 7. The diagram reveals that the majority of respondents, accounting for 52.90%, have a student achievement index ranging from 3.01 to 3.50. Additionally, 38.20% of respondents fall within the 2.51-3.00 range, while 5.90% achieve a GPA between 3.51 and 4.00. Furthermore, a small percentage of students, approximately 2.90%, demonstrate a student achievement index of 1.51-2.00%.

The diagram presented in Figure 7 provides valuable insights into the distribution of student achievement levels based on their GPA. The results indicate that a significant portion of respondents falls within the 3.01-3.50 range, suggesting a relatively consistent academic performance among the student population. This finding could have implications for various stakeholders involved in the educational system.

One notable implication is that educators and policymakers should focus on maintaining and improving the performance of students who fall within the 3.01-3.50 range. While their achievement is commendable, efforts should be made to further enhance their academic abilities and foster an environment that encourages continuous growth. By providing additional support, resources, and tailored interventions, educational institutions can contribute to the overall educational advancement of these students.

Another implication arises from the relatively lower percentage of students achieving GPAs above 3.50. This finding highlights the need for targeted interventions to support high-achieving students and provide them with opportunities for advanced learning and enrichment. By nurturing and challenging these students, educational institutions can ensure that their full potential is realized, leading to broader intellectual development and potentially bridging the achievement gap between different groups of students.

Conversely, the relatively small percentage of students scoring below 3.00 raises concerns about academic underachievement. This finding suggests a need for interventions and support systems to assist students who may be struggling academically. By identifying and addressing the factors contributing to their lower GPA, such as learning difficulties or lack of access to resources, educators can provide targeted support and interventions to help these students improve their academic performance and overall well-being.

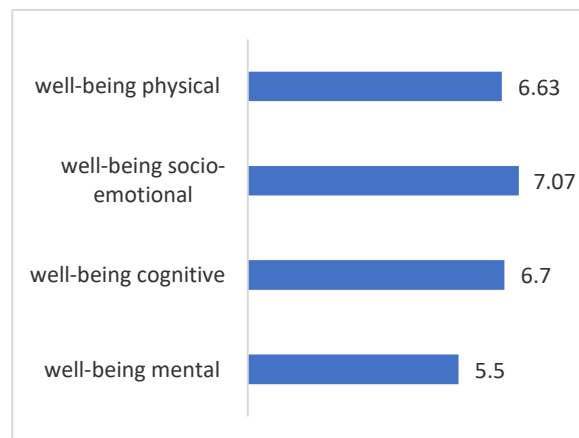


Figure 8. Student Well-being Variables

Based on the data presented in Figure 8, which was obtained by the researchers, it can be observed that students receiving the affirmation program generally have a good quality of life and academic support during their studies, as indicated by the average well-being score of 6.47. Further analysis of the measurements reveals that each dimension of well-being shows relatively similar scores. However, it is noteworthy that the mental well-being dimension had the lowest score

of 5.50, indicating a more severe condition compared to the other dimensions, namely physical well-being (6.63), socio-emotional well-being (7.07), and cognitive well-being (6.7).

This study also examines the various forms of social support provided to students, including emotional support, appreciation, network support, information support, and instrumental support. By analyzing these forms of support, the researchers have identified the parties responsible for fulfilling this social support. Figure 9 presents the data collected from the survey conducted.

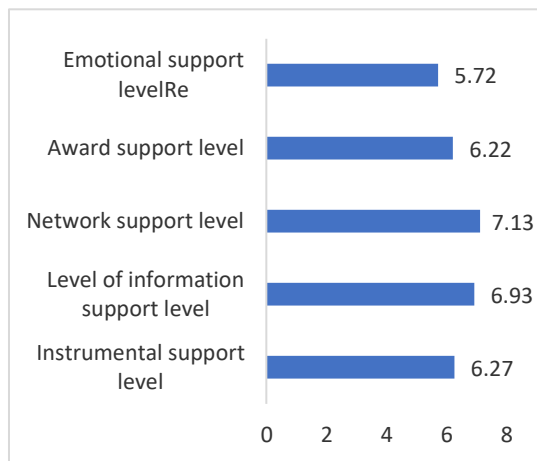


Figure 9. Social Support Variable

The data in Figure 9, obtained by the researchers, highlights the significant dependence of student social support on the specific forms of support and the parties involved in providing that support. Among the five types of social support received by students, network support emerges as the most prominent, with a score of 7.13. In contrast, the other forms of support received slightly lower scores: emotional support (6.27), award support (6.93), information support (6.22), and instrumental support (5.72).

The implications of this research are twofold. Firstly, it sheds light on the overall well-being of students enrolled in the affirmation program, indicating a generally positive quality of life but with room for improvement in mental well-being. These findings emphasize the need for targeted interventions and support systems to address mental health challenges faced by these students. Secondly, the analysis of social support indicates the importance of network support in assisting students, highlighting the significance of fostering strong social connections and community engagement within the educational environment.

In conclusion, this study provides valuable insights into the well-being and social support experienced by students enrolled in the ADik program. By identifying areas that require attention, educational institutions and policymakers can develop strategies to

enhance the overall well-being of these students and promote their academic success. The regression test conducted in this study reveals a constant value of 89,217. Furthermore, the significance (sig.) and beta values are as follows:

Table 1. Relationship Test

Independent Variable	Betas.	Sig.
Emotional Support	0.594	0.003
Award Support	0.138	0.351
Network Support	0.450	0.005
Information Support	-0.396	0.017
Instrumental Support	0.103	0.531

According to the research findings, a 95% confidence level reveals that student well-being is influenced by three variables: emotional support (sig. = 0.003), network support (sig. = 0.005), and informational support (sig. = 0.017). However, the remaining variables, reward support, and instrumental support, did not demonstrate a significant effect.

The statistical analysis indicates that emotional support, network support, and informational support play crucial roles in shaping student well-being. The significance levels of 0.003, 0.005, and 0.017, respectively, highlight the strong influence of these variables on student well-being.

It is important to consider these findings in the context of the broader implications. The results suggest that providing emotional support, fostering strong social networks, and ensuring access to relevant information are key factors in promoting student well-being. Therefore, educational institutions and policymakers should prioritize initiatives that enhance emotional support systems, encourage the formation of supportive networks, and improve the availability of valuable information for students.

Moreover, the non-significant effects of reward support and instrumental support suggest that these variables may have limited impact on student well-being. Future studies could delve deeper into understanding the underlying reasons behind these findings and explore alternative approaches to support students in these areas.

In conclusion, the research underscores the significance of emotional support, network support, and informational support in fostering student well-being. By recognizing the importance of these variables, educational stakeholders can develop targeted interventions that promote a positive and supportive environment for students, ultimately enhancing their overall well-being and academic success.

4.1 Discussion

This quantitative study aims to investigate the relationship between social support and the well-being of migrant students enrolled in the Affirmation Education program in Papua and the 3T Region. By adopting a cross-sectional design, the study seeks to examine the impact of social support on student well-being within a specific timeframe (Babbie, 2009). While a comparative analysis with similar studies is not included in this research, the implications of the findings are twofold.

Firstly, the study sheds light on the overall well-being of students enrolled in the affirmation program, indicating a generally positive quality of life but also highlighting the need for improvement in mental well-being. The findings of the multiple correlation test analysis reveal the relationship between the level of social support and the welfare of students receiving the ADik program in the 3T area at UI. Prior to conducting the multiple correlation test, a collinearity test is performed to examine the presence of multicollinearity, which refers to the linear relationships between independent variables in multiple regression analysis (Shrestha, 2020). The collinearity test, using tolerance and variance inflation factor (VIF) values as collinearity statistics, shows that there is no collinearity between the independent variables, namely emotional support, esteem support, network support, information support, and instrumental support (Ahmad & Balakrishnan, 2021). This suggests that each variable contributes uniquely to the analysis and strengthens the validity of the results.

Moving on to the multiple correlation test, which focuses on the relationship between the level of social support and student well-being, the coefficient of determination (R-value) and adjusted coefficient of determination are used as measures of goodness-of-fit for multiple linear regression models (Mohammad, 2020). The obtained R-value of 0.884 indicates the significance of social support in influencing student well-being. Furthermore, the R square value of 0.781 indicates that the level of social support can explain approximately 78.10% of the variation in student well-being, while the remaining 21.90% is attributed to other factors not related to social support. These findings underscore the importance of considering additional variables, such as religiosity and the student's religious group network, in understanding student well-being.

Religiosity has long been recognized as a significant determinant of happiness, well-being, and better mental and physical health for many individuals (Abdel-khalek & Lester, 2017). In this study, observations indicate that migrant students tend to participate in religious groups, such as Islamic study forums or Christian and Catholic communities (Kogan et al., 2019). Participating in these religious groups provides a sense of routine and comfort for students, as

well as opportunities for regular social interactions (PMKA group for Christian students and various da'wah institutions and Islamic organizations for Muslim students). These findings are consistent with previous studies highlighting the positive influence of religiosity on personal well-being and life satisfaction (Tiliouine & Belgoumidi, 2009). Moreover, the study suggests that the student's religious group network and religiosity serve as additional variables that contribute to explaining student well-being.

The influence of religiosity on well-being is further supported by research on Western religions and traditional religions, which shows that religion can both positively and negatively affect an individual's well-being (Cohen & Johnson, 2017). The study also reveals that spiritual belief and participation in religious rituals are positively related to academic achievement, especially for African American students (Tiliouine & Belgoumidi, 2009). These findings highlight the mediating role of religious practices in the relationship between religiosity and well-being (Newman et al., 2018).

Analyzing the specific dimensions of social support, the study finds that emotional support has a moderate strength influence on student well-being (0.594). This suggests that higher levels of emotional support contribute to higher levels of well-being for students. Previous research has also emphasized the positive effects of emotional support on well-being and health, independent of its impact on self-esteem (Uchida et al., 2008). In this study, emotional support primarily comes from parents and friends, who are identified as the main providers of social support to the students. This finding has important implications for student well-being, as emotional support plays a significant role in facilitating self-management, academic achievement, and resilience (Lee et al., 1999; Muslihaah, 2011).

Furthermore, network support is found to moderately influence student well-being (0.450). The study reveals that students with extensive networks during their college years tend to have higher well-being. These networks are formed through connections with fellow students in their study programs, friends from the same residence, regional community friends, and religious groups. Building these networks provides students with a sense of belonging and support, allowing them to interact, adapt, and thrive in the academic environment. Consistent with previous research, the ability to interact and establish social connections positively impacts social acceptance and facilitates students' feelings of security and comfort (O'Reilly et al., 2015; Sullivan & Kashubeck-West, 2015).

Interestingly, information support is found to have a negative influence on student well-being (-0.396), contrary to the researcher's initial hypothesis that higher information support would increase well-being.

This unexpected finding indicates that lower levels of information support are associated with higher levels of well-being for the students. Students perceive formal sources of information, such as academic supervisors, as too rigid and focused solely on academic matters. On the other hand, students feel more comfortable when information is conveyed in a concise and straightforward manner. However, the abundance of information from various sources, such as study programs, academic supervisors, friends, student organizations, and media, sometimes leads to confusion when there are discrepancies in the information provided. This finding suggests the need for improved coordination and consistency in disseminating information to students, ensuring clarity and minimizing confusion.

In the larger context, the findings of this study contribute to the understanding of the well-being of migrant students in the Affirmation Education program in Papua and the 3T Region. By examining the relationship between social support, religiosity, and the student's religious group network, the study highlights the multifaceted nature of factors influencing student well-being. These findings have important implications for educational institutions and policymakers in designing interventions and support systems that promote the overall well-being of migrant students. Recognizing the positive influence of religiosity and the importance of social support networks, educational institutions can foster an inclusive environment that encourages religious participation and facilitates the formation of strong social connections. Furthermore, ensuring effective communication and information dissemination can alleviate confusion and contribute to students' well-being.

In conclusion, this study provides valuable insights into the relationship between social support and the well-being of migrant students in the Affirmation Education program. The findings emphasize the importance of emotional support, network support, and the role of religiosity and religious group networks in influencing student well-being. Additionally, the unexpected negative impact of information support on well-being suggests the need for improved information coordination. The study's novelty lies in its examination of the unique context of migrant students and its comprehensive exploration of various factors that contribute to their well-being. The implications of this research extend beyond the immediate study population, highlighting the significance of social support and religiosity in promoting student well-being in a broader societal context.

5. Conclusions

This study addresses a significant research gap by examining the impact of social support on the welfare of migrant students receiving affirmation scholarships in Papua and the 3T Region of the University of

Indonesia. The findings shed light on the crucial role of emotional support, networking, and information in enhancing student welfare. Interestingly, reward and instrumental support were not found to have a significant effect. These results emphasize the need for affirmation education programs to go beyond merely offering opportunities and support during the learning process to ensure program success. Moreover, the study underscores the importance of providing emotional support and facilitating networking opportunities, as these factors have shown a moderate positive impact on student well-being. It also highlights the valuable contribution of religious group networks and the influence of religiosity in shaping welfare outcomes. However, it is important to acknowledge the limitations of the study, such as the small sample size and unmeasured variables, which may restrict the generalizability of the findings. To overcome these limitations and further advance the field, future research should delve into the cultural factors that influence social support and well-being among affirmed scholarship migrant students. By doing so, a more comprehensive understanding of the intricate dynamics at play can be achieved. Ultimately, this study emphasizes the significance of providing comprehensive support to students in order to attain the desired outcomes from affirmation education programs.

The results of this research have substantial implications for policymakers, educational institutions, and practitioners working in the field of migrant education. By recognizing the pivotal role of social support, particularly emotional support and networking, they can design and implement interventions that better address the unique needs of affirmed scholarship migrant students. Additionally, the findings underline the importance of fostering religious group networks and considering religiosity as an integral aspect of student welfare. Overall, this study makes a noteworthy contribution to the larger area of study by elucidating the importance of comprehensive support in achieving the desired outcomes of affirmation education programs. It offers valuable insights and practical implications that can inform future research and guide the development of more effective strategies to enhance the welfare and success of migrant students.

References

- Abdel-khalek, A. M., & Lester, D. (2017). The association between religiosity, generalized self-efficacy, mental health, and happiness in Arab college students. *Personality and Individual Differences*, *109*, 12–16. <https://doi.org/10.1016/j.paid.2016.12.010>
- Ahmad, A. U., & Balakrishnan, P. S. J. (2021). A study of multicollinearity detection and rectification under missing values. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, *12*(1S), 399–418. <https://doi.org/10.17762/turcomat.v12i1s.1880>

- Alghamdi, H., & Otte, S. (2016). The challenges and benefits of study abroad. *International Journal of Humanities and Social Science*, 6(5), 16–22.
- Aprianti, I. (2012). *Hubungan antara perceived social support dan psychological well-being pada mahasiswa perantau tahun pertama di Universitas Indonesia*. (Skripsi, Universitas Indonesia). [Http://Lib. Ui. Ac. Id/File](http://lib.ui.ac.id/file).
- Babbie, E. R. (2020). *The practice of social research*. Cengage learning.
- Barron, P., & Anastasiadou, C. (2009). Student part-time employment: implications, challenges and opportunities for higher education. *International Journal of Contemporary Hospitality Management*.
- Cohen, A. B., & Johnson, K. A. (2017). The relation between religion and well-being. *Applied Research in Quality of Life*, 12, 533–547.
- Conner, T. W., & Rabovsky, T. M. (2011). Accountability, affordability, access: A review of the recent trends in higher education policy research. *Policy Studies Journal*, 39, 93–112.
- Daoud, J. I. (2017). Multicollinearity and Regression Analysis. *Journal of Physics: Conference Series PAPER*, 949(0), 1–7. <https://doi.org/10.1088/1742-6596/949/1/012009>
- Daulay, N., Darmayanti, N., Chita, A., Harahap, P., Wahyuni, S., Mirza, R., Dewi, S. S., Hardjo, S., Indrawan, Y. F., Aisyah, S., Harahap, D. P., & Munisa, M. (2022). Religiosity as moderator of stress and well-being among muslim students during the pandemic in Indonesia. *Islamic Guidance and Counseling Journal*, 5(2), 89–102. <https://doi.org/https://doi.org/10.25217/igcj.v5i2.2696>
- Demaray, M. K., Malecki, C. K., Davidson, L. M., Hodgson, K. K., & Rebus, P. J. (2005). The relationship between social support and student adjustment: A longitudinal analysis. *Psychology in the Schools*, 42(7), 691–706.
- Fraillon, J. (2004). *Measuring student well-being in the context of Australian schooling: Discussion paper*. ACERResearch
- Govaris, C., Chouvati, R., Sidler, P., Janousch, C., & Ertanir, B. (2021). Identification and comparison of school well-being patterns of migrant and native lower secondary-school students in Greece and Switzerland: A multigroup latent profile analysis approach. *International Journal of Educational Research*, 110, 101863. <https://doi.org/10.1016/j.ijer.2021.101863>
- Kogan, I., Fong, E., & Reitz, J. G. (2019). Religion and integration among immigrant and minority youth. *Journal of Ethnic and Migration Studies*, 0(0), 1–16. <https://doi.org/10.1080/1369183X.2019.1620408>
- Kusek, W. A. (2015). Evaluating the struggles with international students and local community participation. *Journal of International Students*, 5(2), 121–131.
- Lee, V. E., Smith, J. B., Perry, T. E., & Smylie, M. A. (1999). Social support, academic press, and student achievement: A view from the middle grades in Chicago. Improving Chicago's Schools. A Report. Chicago Annenberg Research Project.
- Li, J. Q., Liu, X., Wei, T., & Lan, W. (2013). Acculturation, internet use, and psychological well-being among Chinese international students. *Journal of International Students*, 3(2), 155–166.
- Lin, X. (2016). Barriers and challenges of female adult students enrolled in higher education: A literature review. *Higher Education Studies*, 6(2), 119–126.
- Malik, F. I. A. A. O. T. (2022). Interaksi mahasiswa papua di Universitas Negeri Makassar (Studi pada penerima beasiswa adik afirmasi). *Pinisi Journal Of Sociology Education Review*, 2(1), 46–52.
- Maslihah, S. (2011). Studi tentang hubungan dukungan sosial, penyesuaian sosial di lingkungan sekolah dan prestasi akademik siswa SMPIT Assyfa Boarding School Subang Jawa Barat. *Jurnal Psikologi Undip*, 10(2).
- Maulida, A. (2012). Gambaran tingkat depresi pada mahasiswa program sarjana yang melakukan konseling di badan konseling mahasiswa Universitas Indonesia. *Universitas Indonesia*.
- Mohammad, G. S. (2020). Estimate accuracy of the sample determination coefficient R2 and R2 for the multiple regression models. *North*, 55(1), 3–5.
- Muslihah, E. (2011). *Ilmu pendidikan Islam*. Diadit Media.
- Newman, B. D. B., California, S., & Graham, J. (2018). *Religion and Well-being Abstract: Dosis* (Handbook of well-being (ed.); In E. Dien). UT: DEF Publishers.
- Ng, E., & Fisher, A. T. (2013). Understanding well-being in multi-levels: A review. *health, culture and society*, 5(1), 308–323. <https://doi.org/10.5195/hcs.2013.142>
- Ni'matuzahroh, & Syakarofath, N. A. (2019). Identification of implementing secondary education affirmation program (ADEM) in education board region at East Java province. *304(Acpch 2018)*, 481–487.

<https://doi.org/10.2991/acpch-18.2019.111>

- Nirmala, I. (2017). *Statistik pendidikan tinggi tahun 2017*. Kemenristekdikti
- O'Reilly, A., Hickey, T., & Ryan, D. (2015). The experiences of American international students in a large Irish university. *Journal of International Students*, 5(1), 86–98.
- OCDBS. Mental Health Strategy. Ottawa-Carleton District School Board.
- Puslapdik Kemendikbud, (2022). *Laporan kinerja 2021*. Kemendikbud.
- Puslapdik Kemendikbud. (2021). Buku pedoman pendaftaran afirmasi pendidikan tinggi (ADIK). In P. L. P. Pendidikan (Ed.), *Afirmasi pendidikan Tinggi (ADik)*. Kementerian Pendidikan dan Kebudayaan 2021.
- Romerhausen, N. J. (2013). Strategies to enhance student success: A discourse analysis of academic advice in international student handbooks. *Journal of International Students*, 3(2), 129–139.
- Schaefer, C., Coyne, J. C., & Lazarus, R. S. (1981). The health-related functions of social support. *Journal of behavioral medicine*, 4(4), 381–406.
- Shrestha, N. (2020). Detecting Multicollinearity in regression analysis. *American Journal of Applied Mathematics and Statistics*, 8(2), 39–42. <https://doi.org/10.12691/ajams-8-2-1>
- Singh, M. K. M. (2019). International graduate students' academic writing practices in Malaysia: Challenges and solutions. *Journal of International Students*, 5(1), 12–22.
- Stewart, T., & Suldo, S. (2011). Relationships between social support sources and early adolescents' mental health: The moderating effect of student achievement level. *Psychology in the Schools*, 48(10), 1016–1033.
- Sullivan, C., & Kashubeck-West, S. (2015). The interplay of international students' acculturative stress, social support, and acculturation modes. *Journal of International Students*, 5(1), 1–11.
- Talamati, B. P. (2012). Hubungan antara trait kepribadian neuroticism dan psychological well-being pada mahasiswa tingkat akhir Universitas Indonesia [Master Thesis]. Universitas Indonesia.
- Tiliouine, H., & Belgoumidi, A. (2009). An exploratory study of religiosity, meaning in life and subjective wellbeing in Muslim students from Algeria. *Applied Research in Quality of Life*, 4, 109–127.
- Trevarthen, C., Panksepp, J., Bentzen, M., Lakoseljac-Andreasen, C., Rubin, P. B., Winstead, M., ... & Booth, P. (2016). *Inclusion, play and empathy: neuroaffective development in children's groups*. Jessica Kingsley Publishers.
- Uchida, Y., Kitayama, S., Mesquita, B., & Reyes, J. A. (2008). Is perceived emotional support beneficial? well-being and health in independent and interdependent cultures. *Personality and Social Psychology Bulletin*, June, 741–754. <https://doi.org/10.1177/0146167208315157>
- Van Ryzin, M. J., & Roseth, C. J. (2021). The cascading effects of reducing student stress: cooperative learning as a means to reduce emotional problems and promote academic engagement. *The Journal of Early Adolescence*, 41(5), 700–724.
- Zavatkay, D. (2015). *Social support and community college student academic persistence*. Northwestern Connecticut Community College