

## THE EFFECT OF ACCULTURATIVE STRESS ON PROBLEM-FOCUSED COPING WHICH IS MODERATE BY SOCIAL SUPPORT FOR STUDENTS RANTAU IN BANDUNG CITY

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### ABSTRACT

This research aims to find out whether peer social support and family social support can moderate the influence of acculturative stress to problem-focused coping among overseas students in Bandung. This research used quantitative research method with 269 students of Indonesia University of Education from outside Java island participated in this research. Three measurements were used: Acculturative Stress Scale for International Student (ASSIS), COPE Inventory, and Social Support instruments to measure peer social support and family social support. The analysis technique used is Moderated Regression Analysis (MRA). Results shows that 1) acculturative stress influences problem-focused coping with a significance value  $0.000 < 0.05$ ; 2) peer social support influences problem-focused coping with a significance value  $0.000 < 0.05$ ; 3) family social support influences problem-focused coping with significance value  $0.001 < 0.05$ ; 4) peer social support does not moderate the influence of acculturative stress on problem focused coping with significance value of B3 coefficient is  $0.075 > 0.05$ ; 5) family social support does not moderate the influence of acculturative stress on problem-focused coping with significance value of B3 coefficient is  $0.755 > 0.05$ .

**Keywords:** Acculturative Stress, Problem-Focused Coping, Social Support, Peer Social Support, Family Social Support, Overseas Students.

### INTRODUCTION

The migration of overseas students to Bandung City causes problems such as differences in culture from the area of origin and the culture in Bandung City. Salamah (2016) explains that when individuals are faced with a new culture, cultural changes and lack of experience with a different culture will affect their psychological adjustment conditions, causing confusion and emotional discomfort.

The discomfort experienced by individuals due to cultural differences will cause stress which is called acculturative stress (Begu & Astuti, 2015). Berry, Poortinga, Segall, & Dasen (2002) explained that acculturative stress is stress that arises as a result of an individual's interaction with their environment. Discomfort arising from stress will prevent overseas students from carrying out activities in completing their studies.

The acculturative stress experienced by overseas students will stimulate these students to reduce or find solutions to their problems. This was explained by Atkinson (in Tarwiyati, 2013), namely that the condition of discomfort due to stress experienced by the individual will stimulate the individual to do something to eliminate it, namely by coping. This coping behavior is a response from individuals to eliminate situations that make them uncomfortable and feel threatened. According to Sarafino (in Putra, 2015) adults tend to use coping that is centered on problem solving (problem focused coping), while children more often use emotion

focused coping. This underlies researchers to use problem focused coping compared to emotion focused coping. The use of problem focused coping is more effective in overcoming the stress experienced by individuals due to their problems (Bakhtiar, 2015).

According to Jayanti (2008) problem focused coping is influenced by several factors, namely social support, gender, socio-economic status and level of education, age, and the type of problem faced.

Sarafino (in Jayanti, 2008) explains that there are four types of social support, namely emotional support, instrumental support, informational support and companionship support, some of which directly support problem focused coping. One of them is the type of informational support or information support including advice, direction, suggestions or feedback regarding the problem which is in line with the problem focused coping aspect, namely seeking social support for instrumental reasons or seeking social support such as advice and information that can support the individual's level of success in carrying out coping or solving the problem.

Optimizing problem-focused coping is quite important so that overseas students can solve the acculturative stress problems they experience. To be able to improve problem-focused coping, individuals need to pay attention to factors that can influence problem-focused coping, one of which is social support. Therefore, researchers want to see whether family social support and peer social support moderate the influence of acculturative stress on problem focused coping in overseas students.

## RESEARCH METHODS

In this research, the approach used is a quantitative approach with the Moderated Regression Analysis (MRA) analysis technique. According to Liana (2009) MRA can be used to analyze the influence of moderating variables. Participants in this research were 269 students from the Indonesian University of Education class of 2018 who came from outside Java.

To measure the level of acculturative stress, researchers used the Stress Scale for International Students (ASSIS) developed by Sandhu & Asrabadi (1994). This instrument consists of 26 statement items. To measure the level of problem-focused coping, researchers used the COPE Inventory instrument (Carver, 2013). This instrument consists of 20 statement items. To measure social support, researchers used the social support instrument from Prijayanti (2015) which was later developed by researchers to measure peer social support and family social support. This instrument consists of 16 statement items to measure peer social support and 16 statement items to measure family social support.

The reliability of the acculturative stress, problem-focused coping, peer social support and family social support instruments can be seen in the following table:

Instrument	Coefficient	Category
Acculturative Stress	0.90	Reliable
Problem-Focused Coping	0.89	Reliable
Peer Social Support	0.90	Very Reliable
Family Social Support	0.90	Very Reliable

The table above shows the reliability values which indicate that the instruments used in this research are reliable.

**RESULTS AND DISCUSSION**

	<b>B</b>	<b>R<sup>2</sup></b>	<b>Sig</b>
Constant	<b>75.390</b>		<b>0.000</b>
Acculturative Stress	<b>-0.581</b>	<b>0.183</b>	<b>0.000</b>

Based on the table above, it can be seen that the significance value of acculturative stress on problem-focused coping is 0.000 ( $\alpha < 0.05$ ). This shows that acculturative stress has a significant effect on problem-focused coping. The magnitude of the influence of acculturative stress on problem-focused coping is 0.183 (18.3%). Based on the data in the table above, the influence of acculturative stress on problem-focused coping can be measured in the following equation:

$$Y = a + bX + e$$

Information:

Y = Problem-focused coping

a = Constant

b = Regression coefficient of acculturative stress on problem-focused coping

The data in the table above if included in the equation is as follows:

$$Y = 73.390 + (-0.581)X + e$$

The equation above shows that each unit of acculturative stress will reduce the level of problem-focused coping by 0.581.

The results of this research are in line with what Atkinson (Tarwiyati, 2013) explained that stress will stimulate individuals to carry out problem-focused coping. If problem-focused coping is used effectively, stress levels will decrease.

	<b>B</b>	<b>R<sup>2</sup></b>	<b>Sig</b>
Constant	<b>34.177</b>		<b>0.000</b>
Peer Social Support	<b>0.282</b>	<b>0.153</b>	<b>0.000</b>

The table above shows data from the regression results of peer social support on problem-focused coping. Based on the significance value, it can be seen that peer social support has a significance value of 0.000 ( $\alpha < 0.05$ ), which means that peer social support has a significant effect on problem-focused coping for students at the Indonesian University of Education class of 2018 who come from outside Java. The magnitude of the effect can be seen in the R<sup>2</sup> value of 0.153 or 15.3%. Based on the data in the table above, the influence of peer social support on problem-focused coping can be seen in the following equation:

$$Y = 34.177 + 0.282X + e$$

The equation above explains that each unit of peer social support will increase problem-focused coping by 0.282.

	<b>B</b>	<b>R<sup>2</sup></b>	<b>Sig</b>
Constant	<b>42.221</b>		<b>0.000</b>
Family Social Support	<b>0.146</b>	<b>0.038</b>	<b>0.001</b>

The table above shows the regression results of family social support on problem-focused coping. Based on the table above, it can be seen that family social support influences problem-

focused coping with a significance value of 0.001 ( $\alpha < 0.05$ ). The magnitude of the influence of family social support on problem-focused coping is 0.038 or 3.8% with the influence value as follows:

$$Y = 42.221 + 0.146X + e$$

The equation above shows that each unit of family social support will increase problem-focused coping by 0.146.

Moderated Regression Analysis (MRA) is used to determine whether peer social support and family social support can moderate the influence of acculturative stress on problem-focused coping or not.

According to Sugiono (2004) a variable is said to moderate if the interaction between the dependent variable and the moderator variable is significant on the dependent variable.

	<b>B</b>	<b>R<sup>2</sup></b>	<b>Sig</b>
Constant	<b>40.098</b>	<b>0.233</b>	<b>0.000</b>
Acculturative Stress	<b>0.033</b>		<b>0.902</b>
Peer Social Support	<b>0.454</b>		<b>0.005</b>
Acculturative Stress* Peer Social Support	<b>-0.007</b>		<b>0.075</b>

Based on the data in the table above, it can be seen that the effect of the interaction between acculturative stress and peer social support does not have a significant effect ( $0.075 > 0.05$ ). However, the influence of peer social support by controlling the acculturative stress variable and the interaction variable of acculturative stress with peer social support was significant ( $0.005 < 0.05$ ).

Based on the results of the data above, it can be concluded that peer social support does not moderate the influence between acculturative stress and problem-focused coping in students at the Indonesian University of Education class of 2018 who come from outside Java. However, based on the provisions of Sugiono (2004), it has the potential to be an independent, intervening, antecedent, exogenous variable.

	<b>B</b>	<b>R<sup>2</sup></b>	<b>Sig</b>
Constant	<b>66.494</b>	<b>0.179</b>	<b>0.000</b>
Acculturative Stress	<b>-0.454</b>		<b>0.153</b>
Family Social Support	<b>0.117</b>		<b>0.551</b>
Acculturative Stress* Family Social Support	<b>-0.001</b>		<b>0.755</b>

Based on the data in the table above, it shows that the results of the interaction of family social support with acculturative stress do not have a significant effect on problem-focused coping ( $0.755 > 0.05$ ). This shows that family social support does not moderate the influence of acculturative stress on problem-focused coping in students at the Indonesian University of Education class of 2018 who come from outside Java.

## CONCLUSION

Based on the results of data analysis, several things can be concluded as follows:

1. Acculturative stress has a significant effect on problem-focused coping of students at the Indonesian University of Education class of 2018 who come from outside Java.

2. Peer social support has a significant effect on problem-focused coping of students at the Indonesian University of Education class of 2018 who come from outside Java.
3. Family social support has a significant effect on problem-focused coping for students at the Indonesian University of Education class of 2018 who come from outside Java.
4. Peer social support does not moderate the influence of acculturative stress on problem-focused coping of students at the Indonesian University of Education class of 2018 who come from outside Java.
5. Family social support does not moderate the influence of acculturative stress on problem-focused coping of Indonesian Education University students class of 2018 who come from outside Java.

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