

The Relationship between Homesickness and Learning Motivation of First Year Overseas Students of the Faculty of Health, Universitas Harapan Bangsa Purwokerto

Eliana Septi Maharani¹, Ita Apriliyani¹, Noor Yunida Triana¹

¹Universitas Harapan Bangsa, Purwokerto, Indonesia

Article Info

Keywords :

Homesickness, Learning Motivation, Overseas Students

Corresponding Author :

Eliana Septi Maharani

E-mail :

1elianamaharani10@gmail.com

ABSTRACT

Background & Objective: Homesickness is a feeling of homesickness that is often experienced by overseas students, especially in the first year. This condition can affect psychological conditions and reduce motivation to learn. Overseas students often face challenges adapting to a new environment, which can increase the risk of homesickness. Research conducted by Firdasari et al at Halu Oleo University found a correlation value of $r = -0.351$ (p value < 0.05), which shows the higher the level of homesickness, the lower the learning motivation. This study aims to analyze the relationship between homesickness and learning motivation of first-year overseas students at the Faculty of Health, Harapan Bangsa University Purwokerto. **Method:** This study used quantitative methods with a correlational design and cross-sectional approach. The sample consisted of 109 first-year overseas students selected through total sampling technique. Data were collected using Homesickness Questionnaire (HQ) adapted by Utami to measure the level of homesickness and Motivated Strategies for Learning Questionnaire (MSLQ) adapted by Afifah to measure learning motivation. Data were analyzed using Spearman's rho two-tailed correlation test. **Result:** The results showed a significant negative relationship between homesickness and learning motivation in overseas students with a correlation coefficient of $r = -0.344$ and p -value = 0.000. These results are in line with previous research, showing that the higher the level of homesickness, the lower the student's learning motivation. **Conclusion:** This research is expected to be a reference for students in order to optimize high learning motivation and manage

homesickness wisely by participating in activities such as student and academic organizations.

DOI: <https://doi.org/10.56359/igj.v4i2.571>



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

Introduction

Learning activities in lectures will provide meaningful goals if a student has good learning motivation. Motivation is very important in the learning process, because without motivation someone will not carry out learning activities (Azhar 2020). Someone who constantly learns without external encouragement has intrinsic motivation which is very important in the learning process. However, for those who have no desire to learn, external encouragement or extrinsic motivation is needed. Therefore, extrinsic motivation is needed if intrinsic motivation is absent.

The different levels of student learning motivation are a problem to achieve learning objectives in higher education. Without a high level of learning motivation in students, learning will not run effectively (Ahiruddin and Henny Suharyati 2023). The level of student learning motivation can be seen from their attitude when participating in learning activities such as interest, enthusiasm and responsibility in doing assignments. Students have challenges faced in learning, one of the challenges faced by students is the decision to migrate for education (Firdasari and Yuliasri 2024).

Educational factors in the form of a desire to continue their studies, be it demands from parents or self-will or seeking experience and skills that can be caused by a lack of educational facilities in their home area (Firdasari and Yuliasri 2024). Students who migrate can be defined as individuals who settle and study in other areas or outside their area, to achieve a goal at the tertiary level (Prasetyo dkk., 2020). Students who choose to migrate and leave their hometowns often face tough challenges, such as being separated from them. One of the common problems experienced by students away from home is homesickness.

Homesickness describes symptoms such as feeling lonely, uncomfortable, and having difficulty adapting. When individuals decide to continue their education in a new environment away from home, they will be faced with feelings of discomfort due to feelings of loss after leaving home which are characterized by the emergence of negative emotions and thoughts about home (Kirana dkk., 2021).

Judging from the distance of the house, there is no difference in the tendency to experience homesickness between students who come from nearby areas and students from distant areas such as different islands from the area where they study. In the context of overseas students, the distance used to categorize whether someone is called a nomad usually varies depending on research and local customs. However, in general, students who come from cities or areas more than 100-200 kilometers from the college are often considered as overseas students (Syawalaufa and Saniatuzzulfa 2021).

This distance is significant enough that students cannot go home every day and tend to live in temporary housing such as dormitories or boarding houses. Those who are closer often go home more often, reducing the potential for homesickness (Syawalaufa and Saniatuzzulfa 2021).

Research related to the phenomenon of homesickness is on the overseas campus of the University in Sabah in Malaysia by Rathakrishnan dkk., (2021). This study was conducted on international students who came from outside the country of Malaysia

with a sample of 200 students who lived on campus for three years and above and were the dominant students in the study. There were students from Timor Leste and students from other countries such as Japan, Korea, Bangladesh, etc. And found the results of homesickness with stress significantly correlated, $r = 0.314$, $p < 0.05$.

Based on research conducted by Rathakrishnan dkk., (2021) shows that international students at a State University in Sabah experience homesickness mainly because they have difficulty adjusting, so they regret their decision, it triggers stress levels and involves decreased learning motivation due to thinking about home (homesickness).

In comparison, research conducted by Firdasari & Yuliasri, (2024) on the Indonesian campus, namely Halu Oleo Toraja University, majoring in Psychology, was conducted on 70 overseas students in the Toraja Student Association (HIMAT) of Kendari City, found the results of the analysis of the correlation coefficient value $r = 0.351$ and a significance value of $p = 0.003$ (< 0.05) which means that there is a negative relationship between homesickness and learning motivation. The results show that there is a negative relationship.

Another study related to the phenomenon of homesickness with the learning motivation of overseas students from outside Central Java at Sebelas Maret University Surakarta by Syawalaufa & Saniatuzzulfa, (2024). This research was conducted on active students of Sebelas Maret University Surakarta who came from outside Central Java totaling 100 people. Data analysis was carried out with product moment correlation. Based on the results of the correlation test, the correlation value between homesickness and learning motivation is -0.234 with $\alpha = 0.019$ ($\alpha = 0.019$ ($\alpha < 0.05$)). This means that the higher the homesickness, the lower the learning motivation, otherwise the lower the homesickness, the higher the learning motivation.

Research on learning motivation conducted by Prasetyoaji dkk., (2024) with the title The Effect of Self-Adjustment on Learning Motivation in Overseas Students. The population was all overseas students at Yogyakarta University of Technology, and involved a sample of 126 overseas students selected using the Stratified Random Sampling technique. The results showed the acquisition of a significance value of 0.000 (< 0.05) and $t_{count} > t_{table}$ ($13.218 > 1.979$). The conclusion of this study is that there is a significant influence between self-adjustment on learning motivation in overseas students at Yogyakarta University of Technology.

The impact of homesickness with student learning motivation can be considered as one of the academic problems for overseas students, especially first-year students in most universities around the world and in Indonesia. The impact of homesickness includes the inability to focus on learning, loss of motivation to learn, and the emergence of negative thoughts and feelings (Mariska, 2019). Students who experience homesickness often experience challenges in maintaining motivation to learn, lack of concentration, and can often be absent from lectures (absent) which results in a higher risk of dropping out compared to their peers who do not experience homesickness.

Based on preliminary survey literacy results from various studies, some students experience homesickness which causes feelings of discomfort. Homesickness can trigger various psychological effects such as anxiety, sadness, and loneliness. This condition has the potential to disrupt students' academic activities. Therefore, homesickness can affect learning motivation, especially in new students who are far

from home. Constant thoughts of home can cause sadness in students (Kamilah dkk., 2024).

The selection of Harapan Bangsa University Purwokerto at the Faculty of Health as a research location is based on the number of overseas students at the Faculty of Health in the class of 2023 is quite high, namely there are 167 students from outside Central Java compared to other universities in Purwokerto, one of which is a campus that is a comparison, namely the University of Nahdlatul Ulama Purwokerto Faculty of Science and Technology class of 2023, where there are 5 overseas students outside Central Java on that campus. With a fairly large population of overseas students at Universitas Harapan Bangsa Purwokerto, this study can identify homesickness with the learning motivation of overseas students.

Pre-survey conducted by researchers in September 2024, it was found that of the 362 students of the Faculty of Health class of 2024 at Harapan Bangsa University, 112 students (30.94%) were first-year students (semester 1) who came from outside Central Java. In August, the researcher interviewed 10 overseas students in the class of 2023, the results of these interviews were that 8 of them often experienced homesickness and 2 rarely experienced homesickness. When experiencing homesickness, students experience a decrease in learning motivation indicated by saying that it is difficult to maintain focus during lectures, as well as a decrease in participation in class discussions and completion of assignments.

In addition, the personal experience of researchers and close friends of researchers who have felt homesickness when doing lecture learning often appears feelings of homesickness that make uncomfortable and show the impact that homesickness can reduce the spirit of learning in lectures.

Objective

This research focuses on students from outside Central Java who face more complex challenges than students in Central Java. They often have to consider long distances, high transportation costs, and long travel times before deciding to return to their hometowns.

Based on the background description and preliminary literacy study above, the researcher is interested in researching and analyzing "The Relationship between Homesickness and Learning Motivation of First Level Overseas Students of the Faculty of Health at Harapan Bangsa University Purwokerto". The purpose of this study was to determine the relationship between homesickness and learning motivation in first-year overseas students of the Faculty of Health at Harapan Bangsa University.

Method

The type of research used is quantitative. Quantitative research is research based on the collection and analysis of numerical data to explain, predict phenomena. The research design used is correlational, which uses a cross sectional approach method. Correlational is a research design that aims to find a relationship or correlation between two or more variables and to answer questions about how these variables affect each other. Cross sectional is a research design by collecting data simultaneously or at one time. In this study, it was used to determine the Relationship between Homesickness and Learning Motivation in First Year Overseas Students of the Faculty of Health, Harapan Bangsa University Purwokerto.

The sample in this study amounted to 109 overseas students at the Faculty of Health, Batch 2024, Harapan Bangsa University Purwokerto with the sampling technique used was Total Sampling. The research instrument used in this study was a questionnaire. The questionnaire is an efficient data collection method, if the researcher knows exactly the variables being measured and knows what to expect from the respondents (Sukendra and Atmaja 2020). This study uses data collection or retrieval using a questionnaire, which is to measure homesickness learning motivation. Data processing is carried out after all data collection processes are complete and complete. Then the data that has been collected is checked by the researcher, then the data processing is carried out manually or using software on a computer. The results of data processing are then given a score which is presented in tabulated form by entering the data into a table for easy reading which is then analyzed (Rozsy 2018). Data processing in this study used computer assistance with SPSS 25 and Microsoft Excel applications.

Results

The results of research conducted by researchers with the title “The Relationship between Homesickness and Learning Motivation of First Level Overseas Students of the Faculty of Health, Universitas Harapan Bangsa Purwokerto” which was conducted on November 02, 2024 to November 07, 2024 with the number of respondents collected 109 first-level overseas students of the Faculty of Health, Universitas Harapan Bangsa Purwokerto.

1. Overview of Homesickness of First Level Overseas Students of the Faculty of Health, University of Harapan Bangsa Purwokerto

TABLE 1. Frequency Distribution of Homesickness of First Year Rantau Students of the Faculty of Health, University of Harapan Bangsa Purwokerto

<i>Homesickness</i>	Frequency	Percentage
	F	%
Low	10	9,2
Medium	75	68,8
High	24	22
Total	109	100%

Based on Table 1, it is known that the first-level overseas students of the Faculty of Health, Harapan Bangsa University Purwokerto mostly experienced moderate homesickness in the category of 75 students (68.8%).

2. Overview of Learning Motivation of First Level Overseas Students of the Faculty of Health, University of Harapan Bangsa Purwokerto

TABLE 2. Frequency Distribution of Learning Motivation in First Level Overseas Students of the Faculty of Health, University of Harapan Bangsa Purwokerto

Learning Motivation	Frequency	Percentage
	F	%
Low	4	3,7
Medium	47	43,1
High	58	53,2
Total	109	100%

Based on Table 2, it is known that the first-level overseas students of the Faculty of Health, Universitas Harapan Bangsa Purwokerto mostly have high category learning motivation of 58 students (53.2%).

3. The Relationship between Homesickness and Learning Motivation of First Year Overseas Students of the Faculty of Health, University of Harapan Bangsa Purwokerto

TABLE 3. The Relationship between Homesickness and Learning Motivation of First Year Overseas Students of the Faculty of Health, Universitas Harapan Bangsa Purwokerto

<i>Home-sickness</i>	Learning Motivation						Total		<i>p value</i>	<i>r</i>
	Low		Medium		High					
	f	%	f	%	f	%	f	%		
Low	1	1	0	0	9	8	10	9,2	0.000	-344
Medium	1	1	31	28	44	40	76	68,8		
High	2	2	15	14	6	6	23	22,0		
Total	4	4	46	42	59	54	109	100,0		

Based on table 3, the cross tabulation between homesickness and learning motivation of first-year overseas students of the Faculty of Health, Universitas Harapan Bangsa Purwokerto. That of the 109 respondents who filled out the questionnaire, the majority of first-year overseas students had a moderate level of homesickness with high learning motivation as many as 44 respondents (40%).

The Spearman rank test results show a p-value of 0.000 (<0.05), which indicates a significant relationship between homesickness and learning motivation in overseas students. The correlation coefficient value of -0.344 indicates that the relationship is in the moderate correlation category, with a negative relationship direction. This means that the higher the level of homesickness, the lower the learning motivation of overseas students.

Discussion

1. Overview of Homesickness of First Year Overseas Students of the Faculty of Health, Universitas Harapan Bangsa Purwokerto

The results of research related to the incidence of homesickness show that the level of homesickness of first-year overseas students at the Faculty of Health is on average in the moderate category as many as 75 students (68.8%). The level of homesickness of first-year overseas students tends to be in the moderate category because they are still in the process of adapting to a new environment. This is due to the loss of direct emotional support from family, although communication technology such as video calls helps reduce homesickness. Feelings of homesickness or homesickness arise when they find it difficult to adjust to a new life or new environment (Nauta et al., 2019).

The results of this study are supported by the results of research conducted by Syawalaufa & Saniatuzzulfa, (2024) with the title The Relationship between Homesickness and Learning Motivation in Overseas Students at Sebelas Maret University Surakarta. The results showed that most subjects had a tendency of homesickness in the moderate category with a percentage of 82%.

In line with the results of research by Firdasari et al (2024) with the title Homesickness with Learning Motivation in Overseas Students, it was found that the average score of homesickness tendencies was in the moderate category with a percentage of 72.9%. Students experience enough real or actual problems due to separation from home which can have an impact on psychological and physiological conditions.

Other research results that are not in line or not in line with the results of the study are by Istanto, (2019) with the title The relationship between social support and homesickness in overseas students who come from outside Java at Widya Mandala Catholic University Surabaya Pakuwon City Campus. The results showed that most students generally had homesickness in the low category, namely, 87 students out of 149 students who were sampled.

Homesickness in this study refers to feelings of suffering caused by feelings of loss due to leaving home. Students in the first year are often in a challenging transition phase. Students must adjust to a new environment, a new social life, and differences in the lecture system. At moderate levels of homesickness, students tend to feel oscillated between homesickness and efforts to adapt. Students who are far from home often feel homesick for the family and friends they have known for a long time. Loss of direct contact and long distances can exacerbate homesickness (Afrilia dkk., 2024).

Goldstein (2019) states that moderate levels of homesickness indicate that individuals begin to have the ability to cope with feelings of homesickness in certain ways, such as communicating with family, seeking social support, or developing new routines. At this stage, homesickness can be considered a transitional feeling, where a person is in a more stable adaptation process but not yet completely detached from feelings of homesickness. At this level, they emphasize that although the individual has started to feel more comfortable, there is a lingering feeling of loss or loneliness.

A moderate level of homesickness can be assumed to be a condition in which students feel homesickness, family, or their home environment, but are still able to manage these feelings. At this stage, students are usually in a transitional phase where they are learning to adjust to a new life on campus, both in terms of environmental adaptation, social relationships, and emotional. Although they feel some discomfort, such as missing old habits or finding it a little difficult to find comfort in the new environment, they have not yet reached the point of feeling completely isolated or unable to cope with these feelings. Homesickness usually does not interfere significantly with daily activities, but it is still challenging to deal with because it requires time, social support, and good coping strategies for students to adapt more optimally.

2. Overview of Learning Motivation of First Level Overseas Students of the Faculty of Health, University of Harapan Bangsa Purwokerto

The results of research on learning motivation in first-level overseas students of the Faculty of Health are mostly in the high category as many as 58 students (53.2%). This is because overseas students in research tend to experience homesickness or alienation which is a challenge for overseas students. To overcome this feeling, students usually focus their attention on studying as a way to distract from feelings of loneliness or isolation. By focusing on academics, students can feel more engaged and less alienated.

Motivation to learn is the reason that makes individuals want to try and succeed in overcoming difficulties in learning (Nisa dkk. 2019). Students must have high learning motivation to succeed in their academic endeavors. High learning motivation possessed by students will be able to improve the quality of learning which will improve student academic achievement.

In line with the results of research by Afriani dkk., (2023) with the title, The Relationship between Learning Motivation and Self-Adjustment of Overseas Students

in the Guidance and Counseling Study Program, which concluded that most overseas students have high learning motivation, with a percentage of 66%. Motivation is needed for individuals to adjust to their social environment. Students who have adapted will be more motivated to learn and more likely to graduate on time.

This study is different from the results of research by Syawalaufa & Saniatuzzulfa, (2024) with the title *The Relationship between Homesickness and Learning Motivation in Overseas Students at Sebelas Maret University Surakarta*. The results showed that most subjects had a tendency of learning motivation in the moderate category with a percentage of 74%. This is related to students' beliefs about their ability to understand subject matter and do assignments. Students with good learning motivation have the ability to understand material and do tasks well and will have an influence on the learning outcomes obtained will be better.

In contrast to the results of research by Muhammad C. Moslem dkk., (2019) with the title *Factors that Cause Low Learning Motivation in Aircraft Drawing Subjects in Vocational Schools* with the results of the study showing that the majority of vocational students have low learning motivation this is due to the homesickness factor they feel.

Learning motivation plays an important role in learning success, because without motivation inherent in oneself it will be difficult to realize all actions in a better direction. To obtain high learning motivation, of course, the needs of students must be met, such as: learning needs at home facilitated by parents or other family members, fulfillment of physiological needs or adequate school facilities, adequate classrooms, and adequate rest time (Kirana dkk., 2021).

Learning motivation is one of the important factors that play a major role in achieving learning goals. This motivation also influences and is influenced by the cognitive, affective, and psychomotor aspects of students. Motivation has three main functions. First, motivation functions as a human motivator to act, like a machine that releases energy and moves someone to do something. Second, motivation determines the direction of action, which ensures that a person remains focused on the goals to be achieved.

With motivation, a person is able to direct their efforts in the right direction to achieve the desired results. Third, motivation plays a role in selecting the right actions. Thus, actions that do not support goals can be removed, so that energy and effort can be used effectively to achieve learning goals (Tampubolon 2020).

Referring to the results of the study, the researcher assumes that the high learning motivation of overseas students is influenced by various factors, including clear academic goals, being driven by family expectations, feeling independent, and facing challenges that motivate them to continue learning. Other factors, such as social environment support and feelings of self-responsibility, also play a role in shaping their learning motivation. Therefore, we assume that overseas students tend to have higher learning motivation due to the combined influence of various internal and external factors that support them.

3. The Relationship between Homesickness and Learning Motivation of First Year Overseas Students of the Faculty of Health

Based on the results of the study, homesickness with learning motivation of first-level overseas students of the Faculty of Health, Universitas Harapan Bangsa Purwokerto, it is known that of the 109 respondents, first-level overseas students were mostly at the moderate homesickness level with high learning motivation as many as

44 respondents (40%), moderate homesickness level with moderate learning motivation as many as 31 respondents (28%), high homesickness level with moderate learning motivation as many as 15 respondents (14%), high homesickness level with high learning motivation as many as 9, low homesickness level with high learning motivation as many as 9 respondents (8%), high homesickness level with high learning motivation as many as 6 respondents (6%), high homesickness level with high learning motivation as many as 2 respondents (2%), moderate homesickness level with low learning motivation as many as 1 respondent (1%) and low homesickness level with low learning motivation as many as 1 respondent (1%).

The Spearman rank test results show a p-value of 0.000 (<0.05), which shows there is a significant relationship between homesickness and learning motivation in overseas students. The correlation coefficient value is -0.344. It can be concluded that there is a relationship between homesickness and learning motivation in overseas students, overall, the higher the level of homesickness, the more likely students will feel depressed and less motivated to learn. Strong homesickness can interfere with their emotional, mental and physical well-being, which in turn can reduce energy, concentration and focus on their studies. This leads to decreased motivation to study.

This is in line with research conducted by Syahwalaulfa and Rahma (2024), this research was conducted on active students of Sebelas Maret University Surakarta who came from outside Central Java totaling 100 people. Data analysis was carried out with product moment correlation with the results of the correlation test obtained at $r = -0.234$ with $\alpha = 0.019$ ($\alpha = 0.019$ ($\alpha < 0.05$)). This means that there is a significant relationship between homesickness and learning motivation in overseas students from outside Central Java who study at Sebelas Maret University. The higher the homesickness, the lower the learning motivation. Conversely, the lower the homesickness, the higher the learning motivation.

Another research that is in line is research conducted by Firdasari & Yuliastri, (2024) on the Indonesian campus, namely Halu Oleo Toraja University, majoring in Psychology, conducted on 70 overseas students in the Toraja Student Association (HIMAT) Kendari City, found the results of product moment correlation analysis with the results of the correlation test obtained of $r = -0.351$ and a significance value of $p = 0.003$ (<0.05) which means that there is a negative relationship between homesickness and learning motivation.

From the results of the study, it is known that an increase in homesickness is accompanied by a decrease in learning motivation. This happens because when homesickness a person has a desire to return home, and difficulty adapting to a new place. This condition causes a loss of desire to learn due to distractions such as noise, crowds, or lack of support from close people and thoughts about home.

Researchers assume that high homesickness can affect students' learning motivation to be low, and vice versa if the level of homesickness of students is low, their learning motivation is high. Persistent feelings of homesickness can interfere with focus, reduce energy, increase stress levels, and create a sense of alienation, which in turn can reduce motivation to learn. Therefore, students need to find ways to overcome homesickness, such as by building solid social support on campus and setting long-term goals that can provide encouragement to continue learning despite facing challenges in learning in lectures.

Conclusion

Based on the results of a study entitled “The Relationship between Homesickness and Learning Motivation of First Level Overseas Students of the Faculty of Health, Harapan Bangsa University Purwokerto”, it can be concluded that the majority of first-level overseas students experience homesickness in the moderate category, as many as 75 respondents (68.8%). In addition, most students' learning motivation is in the high category, as many as 58 respondents (53.2%). This study also shows a significant relationship between homesickness and learning motivation, with a p-value of 0.000 ($\alpha < 0.05$) and a correlation coefficient of -0.344, which indicates a negative relationship between the two variables.

References

1. Afriani, Eka, Alfi Rahmi, Afrinaldi Afrinaldi, and Budi Santosa. 2023. “Hubungan Motivasi Belajar Dengan Penyesuaian Diri Mahasiswa Perantau Program Studi Bimbingan Dan Konseling.” *Jurnal Pendidikan Dan Konseling (JPDK)* 5(6):6–11. doi: 10.31004/jpdk.v5i6.20079.
2. Afrilia, Dinda, Mhd Fuad, Zaini Siregar, Universitas Islam, Negeri Sumatera, and Universitas Dharmawangsa. 2024. “Jurnal Studi Islam Indonesia (JSII) Pengaruh Homesickness Terhadap Kesehatan Mental Mahasiswa Rantau.” *Jurnal Psikologi Talenta Mahasiswa* 2(1):176–88. doi: <https://doi.org/10.26858/jtm.v3i3.51180>.
3. Ahiruddin, and Henny Suharyati. 2023. “Analisis Rendahnya Motivasi Belajar Mahasiswa Dengan Teknik Pemecahan Masalah Kreatif.” *Ilma Jurnal Pendidikan Islam* 2(1):58–66. doi: 10.58569/ilma.v2i1.610.
4. Azhar, Fahreza. 2020. “Efektivitas Penggunaan Media Pembelajaran Interaktif Pada Mata Kuliah Teori Dan Praktik Plumbing.” *Jurnal Pendidikan Teknik Sipil* 9(2):100–107. doi: <http://dx.doi.org/10.21009/jpensil.v9i2.15340>.
5. Firdasari, Novita, and Ambar Pambudhi Waode Suarni Yuliasri. 2024. “Homesickness Dengan Motivasi Belajar Pada Mahasiswa Rantau.” *Sublimapsi* 5(1):4.
6. Istanto, Trinanda Linggayuni. 2019. “Yang Dialami Seseorang Karena Adanya Perpisahan Dari Tempat Tinggalnya Ke Lingkungan Yang Baru.” 000:19–30.
7. Kamilah, Mikaul, Husnul Khotimah, and Deasy Christia Sera. 2024. “Kematangan Emosi Dan Homesickness Mahasiswa Rantau Tahun Pertama.” *Jurnal Psikologi Talenta Mahasiswa* 3(3):1–11. doi: <https://doi.org/10.26858/jtm.v3i3.51180>.
8. Kirana, Dyah, Rendra Khaldun, and Aiba Alfaizi. 2021. “Penanganan Kasus Homesickness Melalui Cognitive Behaviour Terapi Dengan Teknik Restruktursasi Kognitif Dan Terapi Sabar Di Yayasan Peduli Anak.” *Qawwam: Journal for Gender Mainstreaming* 15(1):69–88. doi: 10.20414/qawwam.v15i1.3437.
9. Kirana, Dyah, Rendra Khaldun, and Aiba Fauzi Alfaizi. 2021. “Penanganan Kasus Homesickness Melalui Cognitive Behaviour Terapi Dengan Teknik Restruktursasi Kognitif Dan Terapi Sabar Di Yayasan Peduli Anak.” *Qawwam: Journal for Gender Mainstreaming* 15(1):69–88. doi: 10.20414/qawwam.v15i1.3437.
10. Mariska, Asti. 2018. “Pengaruh Penyesuaian Diri Dan Kematangan Emosi Terhadap Homesickness.” *Psikoborneo: Jurnal Ilmiah Psikologi* 6(3):310–16. doi: 10.30872/psikoborneo.v6i3.4642.
11. Muhammad C. Moslem, Mumu Komaro, and Yayat. 2019. “Faktor-Faktor Yang Menyebabkan Rendahnya Motivasi Belajar Siswa Dalam Mata Pelajaran Aircraft Drawing Di Smk.” *Journal of Mechanical Engineering Education* 6(2):258–65.

12. Nisa dkk. 2019. "Motivasi Belajar Dengan Prokrastinasi Akademik Pada Mahasiswa Rantau Universitas Kristen Satya Wacana." *Jurnal Inovasi Penelitian* 4(7):89.
13. Prasetyo, Clement Eko, Esther Gustara, Nadine Sirait, and Aulia Hanafitri. 2020. "Rumah , Tempat Kembali : Pemaknaan Rumah Pada Mahasiswa Rantau." *Jurnal Psikologi* 6(2):132–44. doi: 10.21776/ub.mps.2020.006.02.7.
14. Prasetyoaji, Ari, Umar Zaky, Tati Indriani, and Rizka Amanah. 2024. "Pengaruh Penyesuaian Diri Terhadap Motivasi Belajar Pada Mahasiswa Rantau." *G-COUNS: Jurnal Bimbingan Dan Konseling* 8(3):1341–48. doi: <https://doi.org/10.31316/gcouns.v8i3.5057>.
15. Rathakrishnan, Balan, Soon Singh Bikar Singh, Mohammad Rahim Kamaluddin, Mohd Fahmi Ghazali, Azizi Yahaya, Noor Hassline Mohamed, and Anath Rau Krishnan. 2021. "Homesickness and Socio-Cultural Adaptation towards Perceived Stress among International Students of a Public University in Sabah: An Exploration Study for Social Sustainability." *Sustainability (Switzerland)* 13(9):1–13. doi: 10.3390/su13094924.
16. Rozsy, Muh Fakhrur. 2018. "Hubungan Antara Dukungan Emosional Teman Sebaya Dengan Burnout Pada Mahasiswa Program Studi Sarjana Keperawatan Fakultas Kperawatan Universitas Jember." *Skripsi*.
17. Sukendra, I. Komang, and I. Kadek Surya Atmaja. 2020. *Instrumen Penelitian*. edited by T. Fiktorius. Pontianak: Mahameru Press Desain.
18. Syawalaufa, Nikka Azzahra, and Rahma Saniatuzzulfa. 2021. "Hubungan Antara Homesickness Dengan Motivasi." 12(1):82–95. doi: 10.18592/jsi.v12i1.12521.
19. Tampubolon, Budiman. 2020. "Motivasi Belajar Dan Tingkat Belajar Mandiri Dalam Kaitannya Dengan Prestasi Belajar Mahasiswa." *Jurnal PIPSI (Jurnal Pendidikan IPS Indonesia)* 5(2):34. doi: 10.26737/jpipsi.v5i2.1920.