



Healthy Behavior and Psychological Well-Being in Migrant High School Students

Carly Nathania Lenge^(✉) and Arthur Huwae

Faculty of Psychology, Universitas Kristen Satya Wacana, Salatiga, Indonesia
carlynathanielenge@gmail.com

Abstract. Migrating is a form of educational exploration for adolescents, particularly those in high school. Various issues are confronting migrants in their adolescence impact individuals' psychological well-being, which is inextricably linked to the practice of healthy behavior. Therefore, this study aimed to view the effect of healthy behavior on the psychological well-being of migrant high school students. The research employed a quantitative method with a simple regression design. An incidental sampling technique was used to select 111 high school students aged 15 to 18 who migrated to Central Java. The measurement of the study utilized the Health-Promoting Lifestyle Profile II ($\alpha = 0.954$) and the Ryff Scales of Psychological Well-Being ($\alpha = 0.941$). The study's findings demonstrate that healthy behavior affects the psychological well-being of migrant high school students ($t = 3.921$ with $\text{sig.} = 0.000$). Healthy behavior had a 12.4% effect on psychological well-being. Healthy behavior in migrant high school students could enhance their psychological well-being. It is expected that migrant high school students will maintain healthy behavior daily to achieve optimal psychological well-being.

Keywords: Healthy behavior · psychological well-being · migrant high school students

1 Introduction

Migrating is a social condition in which a person leaves his hometown for a specific purpose and stays at the destination for a set period. According to UNESCO data from 2017, over 45,000 Indonesian students study abroad. Indonesian students studying abroad have increased by 21% in the last six years. Furthermore, in the 2021/2022 academic year, the number of high school students under the Ministry of Education, Culture, Research, and Technology in Java is 2,181,900, with 43.3% (Badan Pusat Statistik, 2021). According to data from Badan Pusat Statistik, there were 5273 high school schools on the island of Java in 2021 (Badan Pusat Statistik, 2021). As a result, many teenagers travel to Java to study. The availability of educational infrastructure allows Java to provide better educational facilities than other islands (Anwar, 2017).

Being a migrant at a young age will undoubtedly present several challenges. Individuals who migrate will be homesick or experience difficulties due to being separated

from their homes (Thurber & Walton, 2012). Individuals who migrate will also experience loneliness, defined as feeling lonely due to the absence of a close relationship (Halim & Dariyo, 2016). Furthermore, individuals must adjust to their new environment (Gunandar & Utami, 2019) and learn to live independently (Shafira, 2015)

According to the findings of interviews conducted by researchers in early June with five migrant high school students who came from outside Java and migrated to Salatiga City, there was still a sense of insecurity since it was challenging to balance their academic abilities with friends at school who made them experience insecure or lack of self-acceptance. Lack of sleep quality also affects learning activities at school, making them less than optimal; they do not have clear goals for the future; they experience feelings of loneliness and homesickness as a result of being separated from family and living alone in boarding houses; their money management is not optimal, and are frequently confused since they must determine the daily menu, experience culture shock due to differences in culture or habits between the area of origin and the destination, and even feelings of discomfort when living away from home. Based on the findings of these interviews, these situations demonstrate that the psychological well-being of high school students who migrate is unattainable. Someone with low psychological well-being will feel a gap, namely a sense of not enjoying and being dissatisfied with his migrant life (Rohi, 2018).

Every individual's psychological well-being is critical in life (Fajhriani et al., 2020). Psychological well-being can be defined as a state in which people accept their strengths and weaknesses, have clear life goals, become self-sufficient, foster and develop positive relations with others, and control their environment and personal growth. As a result, it can only function positively (Ryff, 1989). Individuals with high psychological well-being are expected to be physically and mentally healthy to live happily (Kurniasari et al., 2019). Six dimensions of psychological well-being are self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Ryff, 1989).

If one of these dimensions is not met, the individual is not fully psychologically prosperous (Ryff, 1989). Individuals with low self-acceptance will be dissatisfied with themselves, disappointed with what has happened in the past, have problems with their quality, and expect to be different from their authentic selves. Similarly, the dimensions of positive relations with others are low; people will only have a few close and trusting relationships and will become rigid when interacting with others. Furthermore, if the autonomy dimension is low, the individual will rely on others to make decisions. Autonomy has a positive relationship with emotional intelligence, with emotional intelligence assisting adolescents in making decisions (Permatasari et al., 2021). The individual is then unaware of the opportunities around him due to his lack of environmental mastery and self-control over the outside world. Individuals who are low in the dimension of purpose in life will also lose meaning in their lives, have no direction, and have no understanding of their life's purpose. Meanwhile, if the personal growth dimension is low, the individual lacks a sense of increasing self-capacity and feels unable to develop new attitudes or behaviors. Previous research showing that increasing self-confidence is critical in predicting overall personal growth (Sharma & Rani, 2013). When these dimensions are met, the individual is said to have a high level of psychological well-being.

Individuals will accept and acknowledge themselves in both positive and negative ways; the individual's ability to establish relationships with others, the ability to determine their destiny, to be independent and to regulate their behavior, the ability to manage the environment and take advantage of the opportunities around them, to have goals, direction, and meaning in his life, and the desire to continue to grow.

Age, gender, socioeconomic status, culture, and healthy living are all factors that affect psychological well-being. Healthy behavior will be one of the factors investigated in this study. One previous study found that healthy behavior is the main predictor of a person's psychological well-being during the COVID-19 outbreak (Kilani et al., 2020). Healthy behavior is defined as a multidimensional pattern of actions and perceptions that begin with oneself and work to maintain or improve one's health, self-actualization, and individual fulfillment (Walker et al., 1987). WHO defined a healthy lifestyle is a way of life that reduces the risk of severe illness or premature death (World Health Organization, 1999). Youth health behaviors affect the risk of developing the disease later in life. It is estimated that conditions or behaviors initiated in youth cause two-thirds of premature death and one-third of the total disease burden in adulthood (Dörtkol & Özdemir, 2021).

There are six dimensions of healthy behaviors (Hardjo et al., 2020). The first is spiritual growth, which focuses on developing inner resources through transcending, connecting, and developing. Second, is interpersonal relations, which include communication to achieve a meaningful sense of intimacy and closeness rather than being more relaxed with others. Third, nutrition involves knowledgeable selection and consumption of foods essential for sustenance, health, and well-being. Fourth, physical activity involves regular participation in light, moderate, and/or heavy activities. Fifth, health responsibility includes individuals pay attention to one's own health. Sixth, stress management is the process of identifying the source of stress and acting to control the stress that is experienced.

Individuals who do not practice healthy behaviors are more likely to suffer from various diseases, disabilities, and even death (Thompson, 2020). An unhealthy lifestyle can lead to metabolic, joint, and bone problems, cardiovascular disease, hypertension, being overweight, violence, etc. (Farhud, 2015). People who did not adopt healthy behaviors such as smoking, lack of physical activity, and frequent alcohol consumption were less likely to seek health care (Li & Sun, 2021). Previous study of 9 universities in China with 5400 participants demonstrated that most students did not adopt a healthy lifestyle (Wang et al., 2013). Previous research found that adolescents who have poor sleep quality can experience emotional difficulties, such as anxiety and depression problems; on the other hand, individuals who adopt healthy behaviors will reduce the risk of serious illnesses since they will strive to improve and maintain their health and have better psychological well-being than those who do not adopt a healthy lifestyle (Dhamayanti et al., 2019).

This research will discuss how healthy behavior can enhance psychological well-being by reducing depression and anxiety, lowering the risk of serious illness, increasing quality of life, and increasing psychological well-being. Psychological well-being is a critical factor in the effects of psychology on physical health, and this is a focus of future research and feasible interventions (Hernandez et al., 2018). Previous study found that healthy behavior intervention improved a person's psychological well-being and quality of life (Dale et al., 2014). Furthermore, previous research also found that healthy behavior

is closely related to a person's psychological well-being (Owen & Çelik, 2018). As a result, healthy behavior is linked to psychological well-being since they help people become physically and psychologically healthier.

Previous study of 700 Akdeniz University students discovered that male students were more likely to engage in physical activity than female students (Lapa, 2015). There are differences in psychological well-being based on gender and level of physical activity, male students score higher on the self-acceptance dimension than female students (Lapa, 2015). One of the research results on 44 teenage boys aged 16 to 19, physical activity affects physical fitness and help a person's psychological well-being by reducing stress, anxiety, and depression (Chaeroni et al., 2021). However, two of previous studies found that physical activity contributed only 2.33% to the psychological well-being of working mothers (Penggal, 2018), and health consciousness only contributed 13.1% of a person's psychological well-being (Indriyani et al., 2019), meaning that 86.9% is determined by other factors.

This research must be reviewed since it wants to be studied based on different populations. It is supported by the findings of interviews conducted with migrant high school students, who experience problems such as a lack of self-acceptance, which creates a sense of insecurity, poor sleep quality, ineffective money management, and the need to live independently. When people wander, people may experience feelings of unhappiness. This indicates that psychological well-being is unattainable, and the problem cannot be separated from practising healthy behavior. Thus, it is intriguing to investigate the impact of healthy behavior on the psychological well-being of migrant high school students.

This study aimed to examine the effect of healthy behavior on psychological well-being in migrant high school students. The proposed hypothesis is that there is an effect of healthy behavior on the psychological well-being of migrant high school

2 Method

This study employed a quantitative method with a simple regression design to determine the effect of healthy behavior (X) on psychological well-being (Y) in migrant high school students. A total of 111 migrant high school students were selected as research participants using the incidental sampling technique, a chance sampling technique in which anyone who coincidentally or incidentally meets the researcher can be used as a sample. This study's inclusion criteria were: high school students aged 15–18 years from outside Central Java and migrated to the Central Java area. Table 1 describes the demographic information of the participants.

Data was collected using a questionnaire or a psychological scale and distributed online via a Google Form. The healthy behavior and psychological well-being scale were used to collect data. The Health- Promoting Lifestyle Profile II scale developed by Walker and Hill-Polerecky is used to measure healthy behavior and consists of six dimensions, namely spiritual growth, interpersonal relations, nutrition, physical activity, health responsibility, and stress management; it has been translated into Indonesian by Tampubolon (Tampubolon, 2021). The healthy behavior scale includes 52 items with four response options based on a Likert scale: Never (1), Sometimes (2), Often (3), and

Table 1. Participant Demographic Data

Characteristics of Participants	Frequency	Percentage
Gender		
Male	35	32%
Female	76	68%
Total	111	100%
Age		
15 Years	15	14%
16 Years	38	34%
17 Years	32	29%
18 Years	26	23%
Total	111	100%
Origin		
Java (Except Central Java)	51	46%
Papua	25	22%
Sulawesi	10	9%
Sumatera	14	13%
Kalimantan	5	4%
NTT	2	2%
Bali	2	2%
Maluku	2	2%
Total	111	100%
Long time migrating		
< 6 Months	20	18%
6 Months -1 Year	33	30%
1-2 Years	35	32%
> 2 Years	23	20%
Total	111	100%

Always (4). The item selection test yielded 46 items that passed each dimension, with a total item correlation value ranging from 0.308 to 0.781 and a Cronbach's Alpha value of 0.954.

The instrument used to measure psychological well-being is the Ryff Scales of Psychological Well-Being, adapted by Mintarsih based on the dimensions of psychological well-being proposed by Ryff (Mintarsih, 2015). These dimensions are self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. The psychological well-being scale has 47 items with four response options based on a Likert scale: Strongly Not Appropriate, Not Appropriate, Appropriate, and Very Appropriate. The item selection test yielded 39 items that passed each dimension, with a total item correlation value ranging from 0.308 to 0.811 and a Cronbach's Alpha value of 0.941. Testing research data using a simple regression test to determine the effect of healthy behavior on psychological well-being. The data were analyzed using IBM SPSS statistics version 25.

3 Results and Discussion

Descriptive Analysis

In Table 2, most of the migrant high school students have good scores for healthy behavior, with a percentage of 38.74%. (average 126.31 with a standard deviation of 25.669). Meanwhile, most migrant high school students' psychological well-being scores were in the high range, with 56.76%. (average 110.58 with a standard deviation of 19.217).

Normality Assumption Test

The normality test results in Table 3 yielded a K-S-Z value of 0.880 with sig. 0.421 ($p > 0.05$) for the healthy behavior variable and a K-S-Z value of 0.738 with sig. 0.647 ($p > 0.05$) for the psychological well-being variable. Each variable has a significance value higher than 0.05, indicating that the data on healthy behavior and psychological well-being have a normal distribution.

Linearity Assumption Test

Table 4 obtained the F value is 17.903 with a significance level of 0.000 ($p < 0.05$), indicating that the relationship between healthy behavior and psychological well-being in migrant high school students is linear.

Heteroscedasticity Assumption Test

The random points in Fig. 1 do not form specific patterns and are spread above and below the number 0 on the Y-axis. Since there is no heteroscedasticity, the regression model can predict variables. Healthy behavior is the foundation of psychological well-being.

Multicollinearity Assumption Test

Table 2. Categorization of Research Variables

Variable	Average	SD	Percentage	Description
Healthy Behavior	126.31	25.669	38.74%	Good
Psychological Well-Being	110.58	19.217	56.76%	High

Table 3. The Kolmogorov-Smirnov-Z Normality Test

Variable	K-S-Z	Significant	Description
Healthy Behavior	0.880	0.421	Normal
Psychological Well-Being	0.738	0.647	Normal

Table 4. Linearity Test

	F	Significant	Description
Linearity	17.903	0.000	Linier

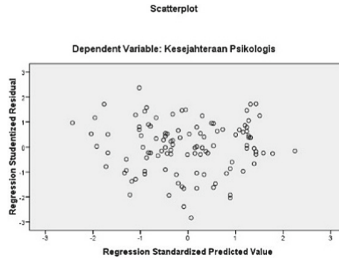


Fig. 1. Scatterplot

The multicollinearity test results in Table 5 demonstrate that the healthy behavior variable has a tolerance higher than 0.10 and a VIF less than 10. Thus, it is possible to conclude that the variables used do not exhibit multicollinearity.

Hypothesis testing

Table 6 illustrates the correlation test results. The Pearson correlation value is 0.352, indicating a significant relationship between health behavior and psychological well-being since the significance value is 0.000 ($p < 0.01$).

The F significance test results in Table 7 demonstrate that the F-value is 15.370 with a significance level of 0.000 ($p < 0.05$). It can be concluded that the healthy behavior variable significantly affects the psychological well-being variable.

Table 8 reveals that the effect coefficient between healthy behavior and psychological well-being is 3.921 with sig. = 0.000 ($p < 0.05$), indicating that healthy behavior affects psychological well-being. The constant in the regression line equation can be expressed:

Table 5. Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Healthy Behavior	1,000	1,000

Hypothesis testing

Table 6. Correlation Test of Healthy Behavior and Psychological Well-being

		Healthy Behavior	Psychological Well-Being
Healthy Behavior	Pearson Correlation	1	0.352**
	Sig. (1-tailed)		0.000
	N	111	111
Psychological Well-Being	Pearson Correlation	0.352**	1
	Sig. (1-tailed)	0.000	
	N	111	111

Table 7. F Significance Test

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5020.459	1	5020.459	15.370	0.000a
Residual	35602.640	109	326.630		
Total	40623.099	110			

Table 8. Beta and t Coefficient Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	77.334	8.651		8.939	0.000
	Healthy Behavior	0.263	0.067	0.352	3.921	0.000

Table 9. Simple Regression Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.352 a	0.124	0.116	18.073

$Y = 77.334 + 0.263X$. These equations demonstrate that each addition of healthy behavior increases psychological well-being. The regression coefficient for healthy behavior is 0.263, which indicates that psychological well-being increases by 0.263% for every 1% increase in healthy behavior.

The results of the simple regression test in Table 9 reveals an effect between healthy behavior and psychological well-being with an R value is 0.352. The healthy behavior variable has a 12.4% effect on psychological well-being.

4 Discussion

The findings confirmed the study's hypothesis that healthy behavior affected psychological well-being in migrant high school students. This means that the better individual's healthy behavior, the higher their psychological well-being. The findings of this study are consistent with previous results that healthy behavior affects individual psychological well-being and has a close relationship (Owen & Çelik, 2018).

Most of the participants have a high level of psychological well-being. Migrant high school students with high psychological well-being will be able to accept themselves form positive relationships with others, have independence, reasonable environmental control, a sense of purpose in life, and grow in a positive direction. Adolescents with high levels of psychological well-being have positive attitudes toward themselves, accept their good and bad qualities (self-acceptance), can maintain relationships based on trust,

intimacy, and empathy (positive relations with others), are independent (autonomy) and believe they are improving and developing their potential over time (personal growth) (Gómez-López et al., 2022).

People who can accept themselves will be content with themselves and have no desire to be like others (Awaliyah & Listiyandini, 2017). Self-acceptance is essential for knowing oneself, directing behavior, and carrying out life plans (Wałęcka-Matyja, 2014). Participants in this study were described as being able to accept themselves, which means that these teenagers knew themselves well enough to accept everything in their lives without comparing themselves to others.

Participants in this study have positive relations with the people around them. This is demonstrated by how migrant high school students attempt to develop intimacy with their peers, assist one another, and avoid conflicts among friends. Positive interpersonal relationships will benefit an individual's psychological well-being (Brion-Meisels et al., 2017). Furthermore, teenagers separated from their families attempt to communicate with them. Previous study also discovered that communicating with family members improves one's mental health (Wowor & Putri, 2022).

Independence (autonomy) as an individual's ability to act freely, make his own decisions, and accept responsibility for the consequences of his actions (Mahar et al., 2022). Migrant high school students can be considered independent in terms of independence. These teenagers' independence allows them to make their own decisions to think and act in specific ways, such as managing their finances. Previous research found that migrant students who could care for themselves were seen in their ability to manage their economy and make their own decisions (Fauzia et al., 2021).

Environmental mastery refers to a person's belief in making his surroundings meet his needs (Triwahyuni & Prasetyo, 2021). This study's dimension of environmental mastery possessed by migrant high school students is relatively high. As migrant high school students, individuals with good environmental mastery will be able to create and manage an environment that suits them. Individuals will be happier, more productive, and psychologically prosperous when their environment suits them (Halim & Dariyo, 2016).

The participants place a high value on the next dimension, purpose in life. The three benefits of purpose in life: meeting basic human needs, positively influencing one's prospects, and every essential component of well-being (Supriatna et al., 2021). The purpose of life will assist the individual in making his life more planned and directed. Migrant high school students who have a purpose in life will have meaning in their lives and make plans to achieve their goals. The goals embedded in the concept of meaning in life appear to be crucial in shaping adolescents' psychological well-being (Hardjo et al., 2020).

Personal growth is another dimension that describes an individual's psychological well-being. Personal growth is relatively high in this study's migrant high school students. This means that people are more open to every event in their lives and recognize their ability to develop themselves regularly for the better. One of the previous study found that the application of mindfulness or increasing full awareness has a significant effect on the dimensions of personal growth (Savitri & Listiyandini, 2017), in line with another findings discovered that individuals who have personal growth are aware of the developments and changes that occur within themselves (Halim & Dariyo, 2016).

In this study, healthy behavior affects psychological well-being in migrant high school students. The findings revealed that healthy behavior had a 12.4% effect on individual psychological well-being. Individuals can meet mental and physical health standards by practising healthy behavior (Abdurakhmonov, 2021), and individuals who practice healthy behavior will improve their psychological well-being.

According to Walker et al. (1987), healthy behavior is an effort to maintain or improve health for a higher quality of life by influencing how one acts and perceives oneself. Most healthy behavior among migrant high school students falls into the good category. This demonstrates that the participants in the study are classified as having good spiritual growth, interpersonal relationships, nutrition, physical activity, health responsibility, and stress management.

The first dimension of spiritual growth in migrant high school students is satisfactory. Participants feel at ease and safe in their skin, so they have a sufficient belief that their lives have meaning, making them willing to try to achieve their goals. Spiritual dimension of growth focuses on developing the individual's inner resources, which are conducted by transcending (trying to surpass oneself), connecting (connection with oneself and the universe), and developing (developing to achieve self-improvement) (Walker & Hill-Polerecky, 1996).

The next dimension of interpersonal relationships owned by participants are good. Previous research found that interpersonal relationships with parents and friends and romantic relationships with partners could reduce emotional distress in adolescents (Kenny et al., 2013). This is also demonstrated in migrant high school students who have reasonably good interpersonal relationships with family, friends, or school friends, resulting in an attitude that is quite open to telling those closest to them about their problems.

Nutrition is the next dimension that describes healthy behavior. The study's migrant high school students were classified as having good nutrition, which means that participants' good nutrition will increase their endurance. Nutritional imbalances experienced by adolescents can result in a variety of diseases (Juniartha & Darmayanti, 2020).

The participant's physical activity dimensions are rated as good. Migrant high school students can be seen doing light sports such as walking, cleaning their homes, or going out for recreation with friends. Physical activity includes doing work (at home or in the yard), walking from one place to another, and taking time for recreation, physical exercise, or exercise (Lapa, 2015).

The following dimension is health responsibility. The participants belong to the good category in this dimension. This means that migrant high school students know the importance of taking responsibility for their health, such as seeking medical attention when they notice unusual body symptoms. Individuals with health responsibilities would conduct regular health checks and avoid unhealthy behaviors (Horton, 2014).

Stress management is another dimension that describes healthy behavior. The participants are in a good category. This is demonstrated by how teenagers can identify the source of stress and manage it uniquely. One of previous study reported four things in the stress management process: recognize the perceived stress and its effects, relax, think positively, and use spiritual methods (Putri & Bachri, 2022).

Healthy behavior can improve the psychological well-being of migrant high school students. Engaging in healthy behaviors such as physical activity and maintaining positive relations with others can help individuals maintain high psychological well-being during a pandemic (Jusiené et al., 2022). That is, migrant high school students who practice healthy behavior will raise attitudes that accept their flaws and strengths, have warm relationships with others, are independent in their actions, create an environment that suits them, and have a future purpose in life; thus, they will always be open to improving themselves day by day.

The implementing healthy behavior can significantly increase self-acceptance (Tavakoli & Khezri, 2015). In this study, healthy behavior affects the dimensions of self-acceptance. This indicates that migrant high school students can accept their strengths and weaknesses by leading a healthy lifestyle.

Healthy behavior affects the dimensions of positive relations with others. Practising regularly healthy behavior will assist individuals in having positive interactions with others, resulting in warmer and mutually supportive relationships. Previous study discovered that social support is the most influential factor in healthy lifestyle in China (Zheng et al., 2022).

Independence (autonomy), the next dimension that describes psychological well-being, is also affected by healthy behavior. This independence is exemplified by the actions of migrant high school students who make their own decisions without relying on others, which is inextricably linked to the effect of healthy behavior. One of previous research at the Darussalam Islamic boarding school found that students can gain independence by practising clean and healthy lifestyles (Tobroni & Habibi, 2020).

This study's findings also demonstrate that healthy behavior affects the dimensions of environmental mastery. This means that through healthy behaviors, migrant high school students can create an environment that is suitable and comfortable for themselves, which is consistent with previous research found that healthy behavior in the form of physical activity has a significant effect on the dimensions of environmental mastery (Lapa, 2015).

Healthy behavior is related to life's purpose (Kang et al., 2021). This study also discovered that healthy behavior affects the dimensions of purpose in life. This is demonstrated by participants who practice healthy behavior and have set goals for their future lives. People with higher life goals are more likely to engage in healthy behaviors such as physical activity (Yemiscigil & Vlaev, 2021).

Personal growth is another dimension of psychological well-being affected by healthy behavior. The implementation of healthy behaviors assists migrant high school students in realizing that their life is a process in which they must grow and develop themselves to be better every day to have a good quality of life. One of previous research discovered that high school students who adopt healthy behaviors have a higher quality of life (Cakir et al., 2021).

This study has several limitations, including a large number of items that allowed for boredom, which led to bias in participant responses when completing the questionnaires. Most participants were from Java island, and the researcher was less concerned about the frequency with which migrants visit home and communicate with their relatives. Moreover, the study's findings revealed that healthy behavior only contributed 12.4%

effectively to psychological well-being, indicating that 87.6% was affected by factors unexamined. The findings also demonstrated that the participants in this study had good healthy behavior and psychological well-being category. Migrant high school students must improve their healthy behavior to build a good physical and psychological lifestyle. Similarly, although it was categorized as good, psychological well-being still has to be enhanced since living as a migrant high school student presents numerous challenges, particularly in the academic area.

5 Conclusions

It can be inferred that healthy behaviour significantly affected the psychological well-being of migrant high school students. This indicates that good healthy behaviour affected the high psychological well-being of migrant high school students. The scores of healthy behaviour were in the good category; on the other hand, psychological well-being was in the high category. Healthy behaviour effectively improved the psychological well-being of migrant high school students by 12.4%.

Based on the study findings, the researcher has several recommendations; it is critical to apply healthy behaviour to have a physically and psychologically healthy life for students. Migrant high school students must be able to regulate their activity habits, nutrient intake, interactions with others, and stress management to deal with the challenges they face as immigrants. Subsequently, a more significant number in different populations can be selected as a sample for further researchers who want to examine healthy behaviour and psychological well-being. It is essential to pay close attention to the level of communication between migrants and their families, the intensity of visiting home, and the pocket money they receive from their families if you wish to study migrant students. Furthermore, the number of items to be distributed from the scale is reasonable.

References

- Abdurakhmonov, S. K. (2021). The importance of a healthy lifestyle in achieving physical perfection. *The American Journal of Applied Sciences*, 03(03), 42–47. <https://doi.org/10.37547/tajas/volume03issue03-07>
- Anwar, A. (2017). Ketimpangan spasial pembangunan ekonomi dan modal manusia di pulau jawa: Pendekatan exploratory spatial data analysis. *Ajie*, 2(2), 90–109. <https://doi.org/10.20885/ajie.vol2.iss2.art2>
- Awaliyah, A., & Listiyandini, R. A. (2017). Pengaruh rasa kesadaran terhadap kesejahteraan psikologis pada mahasiswa the influence of trait mindfulness toward psychological well-being among university students. *Psikogenesis*, 5(2), 90–101. <https://doi.org/10.24854/jps.v5i2.498>
- Badan Pusat Statistik. (2021). *Jumlah sekolah, guru, dan murid sekolah menengah pertama (SMP) di bawah kementerian pendidikan, kebudayaan, riset, dan teknologi menurut provinsi, 2021/2022*. https://www.bps.go.id/indikator/indikator/view_data_pub/0000/api_pub/dzdoVm p3YWdGNU0yWEgraVIwbmRqZz0/da_04/1.
- Brion-Meisels, G., Fei, J., & Vasudevan, D. (2017). Building positive relationships with adolescents in educational contexts: Principles and practices for educators in school and community-based settings. *Toward a Positive Psychology of Relationships: New Directions in Theory and Research*. Santa Barbara: Praeger, 145–162.

- Cakir, G., Ozdilek, C., Kalkavan, A., Isik, U., Yazici, N. A., & Cakir, H. I. (2021). Relationship between healthy lifestyle behaviours and quality of life: An analysis of high school licensed athletes. *South African Journal for Research in Sport, Physical Education and Recreation*, 43(1), 13–27.
- Chaeroni, A., Kusmaedi, N., Ma'mun, A., & Budiana, D. (2021). *Aktivitas fisik: Apakah memberikan dampak bagi kebugaran jasmani dan kesehatan mental?* 6(1), 54–62.
- Dale, H., Brassington, L., & King, K. (2014). The impact of healthy lifestyle interventions on mental health and wellbeing: A systematic review. *Mental Health Review Journal*, 19(1), 1–25. <https://doi.org/10.1108/mhrj-05-2013-0016>
- Dhamayanti, M., Faisal, F., & Maghfirah, E. C. (2019). Hubungan kualitas tidur dan masalah mental emosional pada remaja sekolah menengah. *Sari Pediatri*, 20(5), 283. <https://doi.org/10.14238/sp20.5.2019.283-8>
- Dörtkol, A., & Özdemir, L. (2021). Evaluation of healthy lifestyle behaviors and related factors in medical students. *Cumhuriyet Medical Journal*, March. <https://doi.org/10.7197/cmj.837032>
- Fajhriani, D., Afnibar, & Rahmi, A. (2020). Psychological well being mahasiswa dalam menjalani daring untuk mencegah penyebaran virus corona (studi terhadap mahasiswa bimbingan konseling islam uin imam bonjol padang). *Al Irsyad: Jurnal Bimbingan Konseling Islam*, 11(1), 15–22.
- Farhud, D. D. (2015). Impact of lifestyle on health. *Iranian Journal of Public Health*, 44(11), 1442–1444.
- Fauzia, N., Asmaran, & Komalasari, S. (2021). Dinamika kemandirian mahasiswa perantauan. *Jurnal Al-Husna*, 1(3), 167. <https://doi.org/10.18592/jah.v1i3.3918>
- Gómez-López, M., Viejo, C., Romera, E. M., & Ortega-Ruiz, R. (2022). Psychological well-being and social Competence during adolescence: Longitudinal association between the two phenomena. *Child Indicators Research*, 15(3), 1043–1061. <https://doi.org/10.1007/s12187-021-09899-w>
- Gunandar, M. S., & Utami, M. S. (2019). Hubungan antara dukungan sosial orang tua dengan penyesuaian diri mahasiswa baru yang merantau. *Gadiah Mada Journal of Psychology*, 3(2), 98–109.
- Halim, C. F., & Dariyo, A. (2016). Hubungan psychological well-being dengan loneliness pada mahasiswa yang merantau. *Jurnal Psikogenesis*, 4(2), 170–181.
- Hardjo, S., Aisyah, S., & Mayasari, S. I. (2020). Bagaimana psychological well being pada remaja? Sebuah analisis berkaitan dengan faktor meaning in life. *Jurnal Diversita*, 6(1), 63–76. <https://doi.org/10.31289/diversita.v6i1.2894>
- Hernandez, R., Bassett, S. M., Boughton, S. W., Schuette, S. A., Shiu, E. W., & Moskowitz, J. T. (2018). Psychological well-being and physical health: Associations, mechanisms, and future directions. *Emotion Review*, 10(1), 18–29. <https://doi.org/10.1177/1754073917697824>
- Horton, S. E. B. (2014). What is personal health responsibility? *The ABNF Journal : Official Journal Of The Association Of Black Nursing Faculty In Higher Education, Inc*, 25(1), 5–9.
- Indriyani, P. D., Maslihah, S., & Wulandari, A. (2019). Pengaruh health consciousness terhadap psychological wellbeing yang dimediasi sikap olahraga pada orang yang obesitas di bandung raya. 3(3), 135–142.
- Juniartha, I. G. N., & Darmayanti, N. P. E. (2020). Gambaran status gizi siswa Sekolah Menengah Pertama (SMP) di Kuta, Bali. *Coping: Community of Publishing in Nursing*, 8(2), 133. <https://doi.org/10.24843/coping.2020.v08.i02.p04>
- Jusienė, R., Breidokienė, R., Sabaliauskas, S., Mieziene, B., & Emeljanovas, A. (2022). The predictors of psychological well-being in Lithuanian adolescents after the second prolonged lockdown due to COVID-19 Pandemic. *International Journal of Environmental Research and Public Health*, 19(6). <https://doi.org/10.3390/ijerph19063360>

- Kang, Y., Cosme, D., Pei, R., Pandey, P., Carreras-Tartak, J., & Falk, E. B. (2021). Purpose in life, loneliness, and protective health behaviors during the COVID-19 pandemic. *Gerontologist*, 61(6), 878–887. <https://doi.org/10.1093/geront/gnab081>
- Kenny, R., Dooley, B., & Fitzgerald, A. (2013). Interpersonal relationships and emotional distress in adolescence. *Journal of Adolescence*, 36(2), 351–360. <https://doi.org/10.1016/j.adolescence.2012.12.005>
- Kilani, H. A., Bataineh, M. F., Al-Nawayseh, A., Atiyat, K., Obeid, O., Abu-Hilal, M. M., Mansi, T., Al-Kilani, M., Al-Kitani, M., El-Saleh, M., Jaber, R. M., Sweidan, A., Himsi, M., Yousef, I., Alzeer, F., Nasrallah, M., Al Dhaheri, A. S., Al-Za'abi, A., Allala, O., ... Kilani, A. (2020). Healthy lifestyle behaviors are major predictors of mental wellbeing during COVID-19 pandemic confinement: A study on adult Arabs in higher educational institutions. *PLoS ONE*, 15(12 December), 1–15. <https://doi.org/10.1371/journal.pone.0243524>
- Kurniasari, E., Rusmana, N., & Budiman, N. (2019). Gambaran umum kesejahteraan psikologis mahasiswa universitas pendidikan indonesia. *Journal of Innovative Counseling: Theory, Practice & Research*, 3(2), 52–58. http://journal.umtas.ac.id/index.php/innovative_counseling
- Lapa, T. Y. (2015). Physical activity levels and psychological well-being: A case study of university students. *Procedia - Social and Behavioral Sciences*, 186, 739–743. <https://doi.org/10.1016/j.sbspro.2015.04.122>
- Li, C., & Sun, J. (2021). Effects of unhealthy lifestyle factors on healthcare-seeking behavior in china. *Research Square*, 1–16. <https://doi.org/10.21203/rs.3.rs-195967/v1>
- Mahar, N. A., Murdiana, S., & Indahari, N. A. (2022). Pengaruh gaya kelekatan ibu-anak terhadap kemandirian pada mahasiswa perantau di kota Makassar. 1(7), 2047–2056.
- Mintarsih, A. S. (2015). Hubungan antara perilaku prososial dengan kesejahteraan psikologis (psychological well-being) pada siswa kelas xi di SMK Muhammadiyah 2 Yogyakarta. Universitas Negeri Yogyakarta.
- Owen, F. K., & Çelik, N. D. (2018). Lifelong healthy lifestyle and wellness. *Psikiyatride Guncel Yaklasimlar - Current Approaches in Psychiatry*, 10(4), 3–3. <https://doi.org/10.18863/pgy.364108>
- Penggal, B. N. (2018). Peran aktivitas fisik dan keseimbangan kerja keluarga terhadap kesejahteraan psikologis pada ibu bekerja. Universitas Gadjah Mada.
- Permatasari, N., Anwar, S. R., & Rustham, A. T. P. (2021). The relationship between perceived emotional intelligence and late adolescent autonomy. *Golden Ratio of Social Science and Education*, 1(2), 73–84. <https://doi.org/10.52970/grsse.v1i2.93>
- Putri, M., & Bachri, Y. (2022). Efektifitas penerapan terapi self talk dan manajemen stres terhadap penurunan tingkat kecemasan remaja. *Jurnal Keperawatan Jiwa*, 10(1), 23. <https://doi.org/10.26714/jkj.10.1.2022.23-28>
- Rohi, M. M. (2018). Hubungan ketangguhan dengan kesejahteraan psikologis mahasiswa perempuan yang merantau dari luar provinsi jawa timur. *Jurnal Ilmiah Mahasiswa Universitas Surabaya*, 7(2), 1–12. <http://journal.ubaya.ac.id/index.php/jimus/article/view/3635>
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069–1081. <https://doi.org/10.1037/0022-3514.57.6.1069>
- Savitri, W. C., & Listiyandini, R. A. (2017). Mindfulness dan kesejahteraan psikologis pada remaja. *Psikohumaniora: Jurnal Penelitian Psikologi*, 2(1), 43–59.
- Shafira, F. (2015). Hubungan antara kematangan emosi dengan penyesuaian diri pada mahasiswa perantau. Universitas Muhammadiyah Surakarta.
- Sharma, H. L., & Rani, R. (2013). Relationship of personal growth initiative with self-efficacy among university postgraduate students. *Journal of Education and Practice*, 4(16), 125–135.
- Supriatna, E., Septian, M. R., & Alawiyah, T. (2021). Aspects of the psychological well-being of muslim students in Bandung from the perspective of islamic psychology during the covid-19

- pandemic. *Ilmu Dakwah: Academic Journal for Homiletic Studies*, 15(1), 149–168. <https://doi.org/10.15575/idajhs.v15i1.11064>
- Tampubolon, D. N. (2021). *Hubungan jenis kelamin, status tempat tinggal, dan lama pendidikan dengan pola HPLP-II pada mahasiswa fakultas kedokteran gigi USU*. Universitas Sumatera Utara.
- Tavakoli, F. M., & Khezri, A. (2015). The health-promoting lifestyle group training effectiveness on self-acceptance, environmental dominance, aggression and sensitivity in interpersonal relationships among the female students of the Isfahan University dormitory. *Advances in Environmental Biology*, 309–314.
- Thompson, G. (2020). *Adverse effects of unhealthy lifestyle choices on your education*. <https://holmagazine.com/adverse-effects-of-unhealthy-lifestyle-choices-on-your-education/>
- Thurber, C. A., & Walton, E. A. (2012). Homesickness and adjustment in university students. *Journal of American College Health*, 60(5), 415–419. <https://doi.org/10.1080/07448481.2012.673520>
- Tobroni, M. I., & Habibi, W. (2020). Pendampingan program membangun kemandirian santri pondok pesantren Darussalam Sumbersari melalui pembiasaan perilaku hidup bersih dan sehat. *Jurnal Pengabdian Kepada Masyarakat*, 1(1), 283–296. <http://ejournal.iaifa.ac.id/index.php/JPMD/article/view/221>
- Triwahyuni, A., & Prasetyo, C. E. (2021). Gangguan psikologis dan kesejahteraan psikologis pada mahasiswa baru. *Psikologika: Jurnal Pemikiran Dan Penelitian Psikologi*, 26(1), 35–56. <https://doi.org/10.20885/psikologika.vol26.iss1.art3>
- Walęcka-Matyja, K. (2014). Adolescent personalities and their self-acceptance within complete families, incomplete families and reconstructed families. *Polish Journal of Applied Psychology*, 12(1), 59–74. <https://doi.org/10.1515/pjap-2015-0004>
- Walker, S. N., & Hill-Polerecky, D. M. (1996). Psychometric evaluation of the health-promoting lifestyle profile II. *Unpublished Manuscript, University of Nebraska Medical Center*, 13, 120–126.
- Walker, S. N., Sechrist, K. R., & Pender, N. J. (1987). The health-promoting lifestyle profile: Development and psychometric characteristics. *Nursing Research*, 36(2), 76–81. <https://doi.org/10.1097/00006199-198703000-00002>
- Wang, D., Xing, X. H., & Wu, X. B. (2013). Healthy lifestyles of university students in china and influential factors. *The Scientific World Journal*, 2013. <https://doi.org/10.1155/2013/412950>
- WorldHealth Organization. (1999). *Healthy living: What is a healthy lifestyle? Copenhagen: WHO Regional Office for Europe*. <https://apps.who.int/iris/handle/10665/108180>
- Wowor, H. A. F., & Putri, K. Y. S. (2022). *Komunikasi interpersonal keluarga sebagai penunjang kesehatan mental mahasiswa rantau asal Papua-Papua Barat*. 11(1), 205–213. <https://doi.org/10.31289/perspektif.v11i1.5488>
- Yemiscigil, A., & Vlaev, I. (2021). The bidirectional relationship between sense of purpose in life and physical activity: A longitudinal study. *Journal of Behavioral Medicine*, 44(5), 715–725. <https://doi.org/10.1007/s10865-021-00220-2>
- Zheng, X., Xue, Y., Dong, F., Shi, L., Xiao, S., Zhang, J., Xue, B., Qian, Y., Zhu, H., Man, Q., & Zhang, C. (2022). The association between health-promoting-lifestyles, and socioeconomic, family relationships, social support, health-related quality of life among older adults in China: A cross sectional study. *Health and Quality of Life Outcomes*, 20(1), 1–8. <https://doi.org/10.1186/s12955-022-01968-0>

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

