The Influence of Study Motivation Abroad to Students' Happiness

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Abstract: Studying abroad has been a very foreign idea up until a few years ago when the number of Indonesian students studying abroad kept steadily increasing. Studying abroad not only affects students' life but also their state of happiness, there have been only a few of research done on this subject to understand the benefits of studying abroad. This research objective is to know the influence of study motivation abroad to students' happiness. The number of respondents in this research is 100 people, with research method of descriptive with quantitative approach. As for data analysis method, the researcher uses validity test, reliability test, and coefficient correlation which are processed by using the spss version 25.00. The result of this research shows that the highest factor affecting motivation is family with mean value of 3.41, as for happiness the highest factor affecting it is challenge with mean value of 3.66. The magnitude of the influence of study motivation towards students' happiness accounted for 41.6%. Future research and study is expected to be more proactive in understanding the influence of students' motivation in studying abroad towards their happiness.

Keywords: Motivation; Happiness; Study Abroad; Influence; Students

1. Introduction

According to UNESCO Institute for Statistics (2019), the total number of Indonesian students studying abroad in 2018 reach over 45 thousand students. This number proves us that the young generation in Indonesia put more interest in studying abroad, whether it is to the countries in Asia or to countries of another continent such as in Europe, US, etc. There are various reasons for the younger generation in Indonesia to study abroad, some students study abroad for the aim to experience other cultures, to have a better income in the future, or having different kinds of challenges in another country, etc.

In the recent years, we have seen a lot of local universities establishing collaboration with universities abroad in order to create a double degree program intended for students who are trying to pursue career both domestically and also internationally. For example, in Trisakti Institute of Tourism, they have several collaborations with universities from Switzerland, Korea, Thailand, and also China to help students to achieve international career in the hotel industry. Not only it helps students to achieve international career, but it also helps the students to achieve their own life satisfaction which could also lead to happiness.

The term 'study abroad' itself can mean different things to different people but to most, studying abroad means to study outside of their current living country, experts have concluded that the term means: "Study abroad programs constitute all educational programs that occur in a foreign country outside of the geographical boundaries of the country of origin, offering students the opportunity to earn academic credit through international experiences" (Lee, Therriault & Linderholm, 2012).

Language skills are the ultimate 21st century social skill, linked to creativity, problem solving, and the ability to effectively communicate (Stein-smith, Kathleen, 2017) this creates a standard for the younger generation or what we know as *millennials* to at least speak a second language in order to be able to compete in the future industries. In this case having to study abroad, will be a help for students to master a second language and in some cases a third language or even more, by studying abroad

students will not only help their present self with more knowledge of other cultures, but also for their future self.

There have been studies done in other countries, for example a study done in Japan by Anna Esaki-Smith concluded "Japanese students who had studied overseas previously were more optimistic about their own personal futures than those who were not interested in study abroad" This research tells us that by studying abroad the Japanese students gain a positive trait by being more optimistic about themselves and that differentiate them with the rest of Japanese students who didn't go abroad to study. This also means that the Japanese students are far more satisfied with the present, and will be with the future because of the more optimistic mind they have received from the experiences in studying abroad.

However, there are still a lot of people who perceive studying abroad as something very foreign, or some people assume it's terrifying having to face different cultures, languages, etc. They thought having to study abroad can lead to unsatisfactory life. This assumption leads to parents forbidding their children to study abroad, whereas in reality the younger generation in late days have higher desire of studying abroad. In order to prove that studying abroad will give better life expectation in the future, this research is conducted. The same thing that sending a

Having their children studying abroad for success is the desire of every parent. However, it would be better when parents send their children to study abroad by choosing a school or college located in a small town. Because besides children becoming more independent will form their mentally more resilient (Asdhiana, September 23, 2019). Based on the background that has been outlined, then this research formulates the problems that will be researched as follows:
a. How is the motivation of Indonesian students studying abroad?
b. How is the happiness of Indonesian students studying abroad?
c. How much does motivation affects happiness of students studying abroad?

2. Related Works/Literature Review
2.1. Motivation
It was stated that "Among other internal attributes, motivation is strongly linked to possession of autonomy, a desired and expected outcome of higher education." (Cunningham, 2013). In another research it was suggested that individuals feel the need to be autonomous, competent, and related. 'Autonomy' refers to an individual's choosing his own behaviors, 'competence' refers to his adapting to the environment, and 'relatedness' means his being close to others (Nayir, 2017)

From the theories above, we can conclude that the theories emphasized the word 'autonomy' which means that motivation is desired by the individuals' choice and that it can't be force to exist. In this case, student's motivation to study abroad is assumed to be coming from the student's own desire and is not affected by other people.

It was found that students are motivated with certain activity which is classified as an intrinsic motivation; the presence of challenge, giving students control, creates curiosity, and including fantasy (Wulandari, 2016).

2.2. Happiness
"Happiness appears as an overall evaluation of the quality of the individual's own experience in the conduct of his vital affairs. As such, happiness represents a conception abstracted from the flux of affective life, indicating a decided balance or positive affectivity over long periods of time". (Veenhoven, 2006). This statement tells us that experience is one of the most important part of being happy, and this means by studying abroad to find new experience may be crucial in deciding student's learning experience to be fun and will eventually lead to happiness.

In another theory of objective-list theory it was stated that happiness consists of a human life that achieves certain things from a list of worthwhile pursuits: such a list might include career accomplishments, friendship, freedom from disease and pain, material comforts, civic spirit, beauty, education, love, knowledge, and good conscience (Seligman & Royzman, 2003). This theory shows that pursuing something or in other words having a goal in life might help someone to achieve happiness. Solely having a goal will not make someone happy, but accomplishing the goal in the end might make someone to feel satisfied with their life and in the end will feel happy as well. By

studying abroad, the students must have one or two goals that they want to achieve, such as having better careers, new knowledge, better education, etc. and after graduating from abroad, the students will feel satisfied about being able to graduate and have better life standards.

Happiness is defined as the subjective enjoyment of one's life as-a-whole. In other words: how much one likes the life one leads. Synonyms are 'life-satisfaction' and 'subjective well-being'. (World Database of Happiness, 2011). Which means happiness comes from ourselves, our satisfaction towards life nd not others' to interfere also how we manage to enjoy life we currently live.

It is explained that the aspects of happiness consist of cognitive component that comes from several aspects, which are; oneself, family, peer groups, health, financial, work, and free time (Maharani, 2015). Other than that happiness can be reached from affective component in the shape of positive and negative. Which will be used later in this research as the variables in this study.

2.3. Study Abroad

According to (Stebleton, M. Soria, K. and Cherney, B, 2013), Studying abroad had a positive impact on student development, and was also related to increased levels of engagement after the experience in the senior year, as students were more engaged after they returned from their study abroad experience.

In another journal it is stated that, study abroad may enhance intercultural competence and personal development, reflected in the participants' personal essays on their living experience. They gained a better understanding of their own and other countries' culture and cultural differences, increased their level of self-confidence, global-mindedness, patience, assertiveness, maturity, self-awareness, flexibility and adaptability (Maharaja, 2018).

From the theories stated by the researcher, it can be concluded that both of the theory share the same point which is that students coming back from studying abroad tend to receive positive impacts on themselves, however they also have different points that they emphasize. In one theory it emphasizes on how students are more engaged on things that they are doing, and in the other theory it shows that studying abroad will not only affect one factor in themselves but to different varieties of aspects in their life.

3. Material & Methodology

3.1. Data

Primary and secondary data are used in research, secondary data are obtained through books, journals and online media as a complement, while the primary data can be through the distribution of polls via online media. The sampling technique of research studies carried out with the goal of too much population or reach is too broad so it is not possible to take data retrieval on the entire population and in data statistically unknown how many people in Indonesia who is studying abroad. Then, with the purpose of sampling techniques selected respondents who have conducted foreign studies and the calculation of samples obtained as much as 100 people, based on the theory of Hair, et al (2010) using the formula N x 10.The respondents include Indonesian students studying in Malaysia, Thailand, Hongkong, Taiwan, China, Korea, Europe, and US.

3.2. Method

The research will be conducted using descriptive research method with quantitative approach with the objective to determine the correlation between motivation and studying abroad and happiness in students coming from Indonesia. Descriptive method is the way of research conducted to determine the value of an independent variable, either one variable or more (exogenous) without making comparisons or connecting with other variables (Sugiyono, 2011). In this research two variables will be used; Independent Variable is a variable which the value will not be changed because of the effect of other variable and also might be able to influence the value-changing of another variable and Dependent Variable is a variable in which the value will be influenced by another variable. In this research the Independent Variable is Motivation and the Dependent Variable is Happiness.

To measure each sub-variable, there will be three scales used in this research which are: Nominal Scale, Nominal Scale, and Ordinal Scale. The Ordinal Scale will be using 4 levels, with the category of Strongly Disagree, Disagree, Agree and Strongly Agree). The population of this study are active

students who are currently studying abroad or going to study abroad, with 100 respondents from Hair calculated.

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The study used interval class formula to analyze the mean value (Dogan, 2010) to answer the first and second research objectives, while correlation and regression were used to address the third research objectives. Interpretation of variables based on an interval class formula, obtained as follows, for the motivation of learning and happiness 1-1.75 very low/very unhappy, 1.75-2.50 Low/unhappy, 2.50-3.25 high/Happy, 3.25-4.00 Very High/ Very happy.

3.3. Respondents

The respondents have a notable role to express the opinion in this research. The respondents include Indonesian students currently studying abroad and Indonesian students who are going to study abroad in the near future. The age of the respondents is one of the most important variable in a research in order to classify the characteristics discussed in the research, in this research the respondents' age is grouped in an interval of 3 years, which includes; 15-18, 19-22, 23-26, and >27, in which the interval between 19-22 has the highest number of respondents (60%), followed by 15-18 (28%), 23-26 (11%), and >27 (1%). Gender is also an important variable because it affects the state of mind a person, the number of female respondents in this research has a higher percentage compared to the male which has a ratio of 63% : 37%. Most of the respondents chose to study in China with a total number of 28 respondents, followed by Thailand with 18 respondents, Malaysia with 10 respondents, South Korea with 9 respondents, 6 respondents in Netherlands, 4 in Australia, Taiwan, UK, and Hongkong, 3 in Japan and German, 2 in Canada, and each 1 representative from Brazil, France, New Zealand, Swiss, and The US.

4. Results and Discussion
4.1. Result

Table 1. Validity Test Result

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Intrinsic Oneself	31.07	18.871	.203	.835
Extrinsic Family	30.29	17.856	.511	.791
Intrinsic Financial	30.36	18.088	.418	.802
Extrinsic Work	30.36	18.026	.460	.797
Intrinsic Free Time	30.46	17.612	.560	.786
Intrinsic Challenge	30.11	17.894	.670	.780
Intrinsic Challenge	30.13	17.477	.610	.781
Intrinsic Curiosity 1	30.33	18.470	.470	.796
Intrinsic Curiosity 2	30.30	17.324	.605	.781
Intrinsic Curiosity	30.67	16.799	.561	.785

Pearson-correlation method is used to determine the degree of validity, and to find the correlation coefficient between each item of variables. From 100 sample, the obtained degree of freedom is 98, with t_table = 1.66, and r_table = 0.17. By comparing the Corrected Item-Total Correlation (t-Critical) with r_table, all the statements exceed the value of r table, thus the statements relating to Motivation are valid.

By comparing the Corrected Item-Total Correlation (t-Critical with r_table (0,17), all of the statements within the Happiness Variables are deemed as valid. This test highlight student's happiness connection with studying abroad, therefore the respondents understands the statements well enough.

Table 2. Reliability Test Result

Reliability Statistics

Cronbach's Alpha	N of Items
.810	10

Out of 100 respondents and 10 indicator items, the reliability test resulted in .810 Cronbach's Alpha. Which according to Johnson, B., & Christensen, L. (2012) is considered to be valid if the coeffieient of Cronbach's Alpha is equal to or more than 0.70. Thus it can be concluded that all 10 statements can be consistently answered and can relate to the statements.

Table 3. Correlation Test Result

Correlations

		Motivation	Happiness
Motivasi	Pearson Correlation	1	.645[**]
	Sig. (2-tailed)		.000
	N	100	100
Kebahagiaan	Pearson Correlation	.645[**]	1
	Sig. (2-tailed)	.000	
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Correlation, also called as correlation analysis, is a term used to denote the association or relationship between two (or more) quantitative variables (Thatte & Gogtay, 2017). In this research, Sugiyono's interval is used to calculate the correlation value. The result is the motivation of studying abroad has a strong relationship to their happiness. It can also be interpreted that apparently studying abroad leads to happiness.

Table 4. The Result of Mean Motivation

		Self	Family	Financial	Work	Free Time	Motivation
N	Valid	100	100	100	100	99	100
	Missing	0	0	0	0	1	0
Mean		2.7000	3.4900	3.4300	3.4200	3.3333	3.2730

Based on the information above, the highest result of motivation variable from the respondent is family (3.49) with the statement "Having a lot of experience to be shared to my family in the future is my reason of being happy currently/ will be studying abroad". Means that the respondents are very motivated to be able to share their experience during their stay abroad to their current family and their future family. The second highest motivation variable of financial (3.43) with a statement of "the opportunity to earn higher salary when I work in my origin country in the future is one of the reasons I feel happy studying abroad" this shows that one of the motivation to study abroad is that the students will have a higher chance of having higher salary. The next one is variable work (3.42) with the statement "The opportunity to work abroad is one of the reason I like studying abroad" which means one of the reasons Indonesian students go abroad to study is that they will have an opportunity to work abroad. The variable Free Time (3.33) with the statement "The satisfaction of studying abroad is

one of the reasons I like studying abroad" which means that the students are satisfied with their time. While the lowest result of motivation variable comes from oneself (2.7) with the statement "Being considered more respectful by other people is one of the reasons I feel happy currently/ will be studying abroad" this means that wanting to be respected more does not have a high effect on the reason Indonesian students going abroad to study.

Table 5. The Result of Mean Happiness

Statistics

		Challenge	Curiosity	Fantasy	Happiness
N	Valid	100	100	99	100
	Missing	0	0	1	0
Mean		3.6600	3.4650	3.1111	3.4100

The happiest point of happiness variable is they achieved when they are studying abroad is challenge (3.66). The challenges they will go through will be different compared to the challenges they will go through studying in their own country, and that with all that challenges they will learn how to be more independent because they live far from their home and that they would have to do everything themselves with their desire of being viewed as an adult. The second highest happiness variable is curiosity (3.46), they are interested in studying abroad because they are curious about the experience of living in a foreign country and that studying abroad would increase their learning quality. Meanwhile the lowest result of happiness variable is score by fantasy (3.11) which means a student's imagination of the expectation in studying abroad has the smallest impact on their happiness.

Table 6. The Result of regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.645[a]	.416	.410	.42326

a. Predictors: (Constant), Motivasi

Based on the table above, it is seen that R = 0.645 is the previous correlation, with R square = 0.416 as the result of regression formula, which means that the Motivation of studying abroad has an influence towards the level of happiness of 41.6%, while the remaining 58.4% is influenced by other factors that are not observed in this study.

4.2. Discussion

The respondents in this research are the millennials who according Ardhashbc003. (2015, February 3) because they are born around the industrial revolution 4.0 which is the digital era. It concerns the society because it is feared that the millennials would form a poor verbal social and communication, however if we see the result of this research about their motivation to study abroad far from their family having the highest mean breaks the statement from Ardhashbc003. (2015, February 3) Studying abroad means that the students will have to live alone and far from their family, this will create an opportunity for the students to socialize and make new friends in order to survive which also breaks the statement "millennials would form a poor verbal social and communication".

The level of happiness in millennials who study abroad is located in challenge, which is a different challenge with the challenge they face in Indonesia, to them studying abroad is an interesting challenge because everything from learning, living, and making friends has to be done by themselves. If we see the characteristics of the Z generation as the most respondents in this research (60%), that they are more independent compared to the previous generation (Y), they prefer social activities compared to the previous generation, very fond of technology and are skilled in operating technology, tend to choose to work and self-study, very realistic, and have awareness to work harder to earn

professional life that they want to achieve, it's natural if the highest variable is challenge, they will always seek opportunities which will grant the work and life they want in the future.

The respondents of this research are filled with students who are classified as millennials, with the most number of students in the category of 19-22 years old with the total of 60% followed by 15-18 years with the total of 28% and 12% for the remaining category. it was state "At the other end of the spectrum can be found a humble, empathetic happiness seeker who wants their life to be meaningful and make their mark upon the world" (Bottrell, 2017). If we compare it to the happiness variable of challenge having the highest average, we can see that the millennials are looking to prove themselves and to mark their part in the world, they prefer to go beyond the ordinary and basic things by going through different challenges in studying abroad considering that it will generate different outcomes as well.

If the two variables are connected to each other we can conclude that by studying abroad students will have the opportunity to face different challenges in which one of them is to have to live far from their family and at the same time that motivation will lead to happiness of the students' experience to be told to their family once they are back home. It can be seen in the correlation test that the relation between study motivation to students' happiness shows that study motivation of students' studying abroad has a strong connection with their happiness in life.

It is stated that Motivation is a desire to succeed a goal which is meaningful to individual (Hassanzadeh & Madinejad, 2009) by having a motivation, students' will have a goal to achieve in the future and that goal if it's already reached will eventually lead to their satisfaction which will also ends with their own happiness. With the influence of motivation to happiness scoring 41.5%, shows that students' own motivation needs to exist in order for them to enjoy their time studying abroad.

5. Conclusion

a. The average value of motivation as shown in table 4 is 3.27. With sub-variable factors, especially family which has the value of 3.4900. Which shows that the students' motivation to study abroad is very high. This means that students have a high desire of studying abroad and will try their best in order to achieve the dream of studying abroad.

b. The average value of happiness as shown in table 5 is 3.41. With sub-variable factors, especially challenge which has the value of 3.6600. This result shows that the level of students enjoys the idea of them studying abroad. Which means having to study abroad will increase students' life satisfaction and will lead to happiness in their life.

c. The influence of Motivation variable towards Happiness variable is 41.6%, while the remaining 58.4% is influenced by other factors. Which shows that the correlation of both variable is quite high. By having a motivation to study abroad means students will have an end goal in the future where they want to stand. While trying to achieve that goal they tend to choose a better education in which means they will study abroad, and in the end when they reached the goal that they desire, happiness will be achieved.

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