

The Relationship Between Personal Self-Concept and The Meaningfulness of Life in Migrant Students in Yogyakarta

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ABSTRACT

Meaningfulness of life is everything considered important and valuable by an individual that can be believed as a truth that is in line with their existence and role as living beings. Personal self-concept is an individual's view related to their understanding of themselves, which includes how individuals see, assess, and respond. This study aims to determine the relationship between personal self-concept and the meaning of life in migrant students. This study hypothesizes that there is a relationship between personal self-concept and the meaning of life in Overseas students. The subjects used in the study were 58 Overseas student respondents in Yogyakarta aged 18 to 25 years. Data collection used two scales, namely the Personal Self-Concept Scale and the Meaningfulness of Life Scale. The data analysis technique used Pearson Product Moment correlation analysis which was calculated with the help of the SPSS version 27 program. The results of the analysis obtained a correlation coefficient (r_{xy}) = 0.415 with $P = 0.001$ ($P < 0.050$). This shows that there is a significant positive relationship between personal self-concept and the meaning of life in migrant students. The coefficient of determination (R Squared) obtained is 0.172, which means that the personal self-concept variable can influence the meaning of life variable by 17.2% and the remaining 82.8% is influenced by other factors.

Keywords: *Personal Self-Concept, Meaning of Life, and Migrant Students*

Introduction

The quality of education in Indonesia is not evenly distributed, many regions are still lagging behind, so students migrate to get good quality education (Danizar, Adrian & Septiani 2022). According to (Central Statistics Agency, February 20, 2023) there are 3,107 public and private campuses spread across Indonesia, Java Island is the location with the largest number of universities, namely 1,477 campuses. The uneven location of universities in various cities in Indonesia requires students to migrate to study due to the difficulty of accessibility to the desired tertiary institution (Mustika, Remi, Fahmi & Setiawan (2022). The city of Yogyakarta, which is located on the island of Java, is one of the provinces that has become a destination for students who want to study at various universities in Yogyakarta (Devinta, Hidayah, & Hendrastomo, 2015). According to a survey conducted by GoodStats with 1,000 respondents from Java and outside Java, as many as (70%) of respondents chose Yogyakarta as a city for studying, as many as (80%) respondents chose an education city including many

well-known campuses, and as many as (62%) respondents chose it because of adequate public facilities and transportation. There are 126 universities in DIY, with 109 under the Ministry of Education, Culture, Research and Technology and 17 under the Ministry of Religion so that Yogyakarta becomes the city of choice for studying and pursuing education (Harianjogja, October 29, 2023). With the hope of an increase in education accompanied by quality in accordance with the times, it can have a broad positive impact on various aspects of student life (Damarhad, Junianto, Indasah & Situmorang, 2020).

According to Pramitha and Astuti (2021) students are individuals who are taking part in the educational process at a university or college. Migrant students are students who study in a different region from their region of origin (Sembiring, Kerebungu & Salem 2023). According to Aprial (2020), students migrating to a new place is basically a step towards achieving self-actualization, with the hope of improving the quality of life and then being able to serve their family and hometown. Individuals can find the meaning of life from various events, one of which is when entering a new environment that provides new views and experiences (Utami & Setiawati, 2019). According to Hulukati and Djibran (2018) students are individuals who are in the early adulthood phase, usually aged 18-25 years. At this stage, they can be classified as late adolescence to early adulthood and seen from a developmental perspective, developmental tasks at student age. This is a consolidation of life's stance. Students who migrate are expected to be able to face and overcome the challenges of independent living such as adjusting to a new environment, time and financial management, and socialization (Hediati & Nawangsari, 2015).

According to Haktanir et al. (2018) students' transition to college is a stressful period because individuals have to adapt to new environments, create new environments, and increase personal responsibilities, this can cause mental health problems, decreased academic and social achievement, and the risk of dropping out of school. Students who face various problems fail to achieve optimal results in completing their educational targets, so they need effective time management skills so that activities can run smoothly (Yoshiy & Kienen, 2018). According to Damarhad, Junianto, Indasah, and Situmorang (2020) explained that the challenges faced by students can be opportunities to find the meaning of life. Individuals who succeed in overcoming their problems well will be able to achieve an understanding of the meaning of life (Hidayat 2018). The meaning of life itself is related to things that are considered valuable, provide special meaning for each individual, and act as hope in life (Bastaman, 2007).

According to Riyan (2016), the meaningfulness of life measures how far it is useful for himself and others. In the process of achieving the meaning of life, individuals go through various kinds of obstacles and obstacles, individuals have also experienced emptiness in their lives, namely since starting to get to know the external environment, starting to analyze everything. what happened to him. According to Chuiko (2019), facing this emptiness can be transformed into the possibility of drawing lessons from the past and fostering personal growth. According to Crumbaugh and Maholick (in Nugroho, 2016) The meaning of life is an individual's ability to guide themselves towards the goals they want to achieve. Self-

direction is the ability possessed by an individual to take control of his life, and determine what he wants to do and how to achieve it (Frick & Chevalier 2023). According to Damarhad, Junianto, Indasah, and Situmorang (2020) revealed that although many students have succeeded in finding the meaning of life, there are still many who experience a low level of meaning in life. This condition is in line with findings by Stegar, Kashdan, Sullivan, and Lorentz (2008) who explained that individuals who feel that their lives lack meaning will usually try to find meaning, but the search process is often not easy to find.

According to Steger, Fraizer, Oishi and Kaller (2006) meaningfulness of life is an individual's ability to create meaning in life, which is in line with their existence and role as living creatures. The meaning of life is obtained from things that are considered important and valuable and provide special value to individuals, so that they are worthy of being a goal in life (Bastaman, 2007). According to Steger, Fraizer, Oishi, and Kaler (2006), the meaningfulness of life includes two aspects, namely the aspect of the presence of meaning (Presence of Meaning) which emphasizes personal feelings related to the existence of meaning in life within the individual. Meanwhile, the search for meaning aspect reflects a person's inner drive to find meaning in life, which encourages him to continue searching for meaning in various aspects of life.

Research by Utami and Setiawati (2019) shows that giving meaning to the events experienced can help individuals adapt better to new situations. However, if individuals experience difficulty in adapting, this can cause confusion, anxiety and fear, so that this situation has the potential to trigger internal personal conflict which results in a loss of meaning in life (Choirudin, 2015). Azizah and Ifdil, (2023) added that students' inability to find the meaning of their lives can have a negative psychological impact, such as having difficulty feeling happiness and feeling like their lives are hollow and empty. Research conducted by (Cabrera, Vilca, Becerra, Huerta,, Delgado, & Rodríguez, 2022) shows that the existence of meaning in life is positively related to life satisfaction and well-being, and has a negative relationship with levels of depression. These results are supported by research by Suh and Lee (2023) which shows that loneliness can reduce the meaning of life, especially when individuals lack self-compassion and interpersonal concern. Apart from that, research conducted by Damarhad, Junianto, Indasah and Situmorang, (2020) found that of 77 overseas students, 27.6% of overseas students often experienced a low level of meaning in life. This research found that the most dominant dimension of the meaning of life is usefulness (27.6%), followed by process (24.63%), worship (14.24%), gratitude (13.35%), happiness (11, 27%), and sincerity (8.91%).

On February 25 2024, researchers conducted short interviews describing the meaning of life with 5 migrant students aged 18-25 years who were studying in Yogyakarta. The interview refers to the elements of meaningful life by Steger, Fraizer, Oishi, and Kaler (2006). Interview results from the first aspect, namely the presence of meaning, 5 out of 5 migrant students admitted that they faced challenges in finding a definite meaning in life, this was realized because all the efforts made seemed to be in vain. Furthermore, from the second aspect, namely the search for meaning (Search For Meaning), 4 out of 5 students admitted to having

difficulty finding a clear direction or goal in life, feeling pessimistic about future choices and finding it difficult to overcome feelings of despair when facing failure. From the results of interviews using the presence of meaning aspect (Presence of Meaning), and the search for meaning aspect (Search For Meaning), stated by Steger, Fraizer, Oishi, and Kaler (2006) that some students who migrate experience difficulty in finding a definite goal, feeling pessimistic about the uncertainty of the future, and having difficulty dealing with feelings of despair when faced with failure.

According to Hidayat (2018), the meaning of life for students is a fundamental thing that guides individuals to have clear life goals, behave in accordance with religious teachings, be grateful, not be easily influenced in social interactions, have strong beliefs, be optimistic, and not give up easily. face various challenges, both in academic, personal and social matters. Students who find meaning in their lives will fill themselves with personal, social dimensions and values that will lead them to happiness (Pratitralia, 2023). Individuals who feel the meaning of life within themselves will be able to carry out their duties and responsibilities wholeheartedly and with a sense of responsibility (Bastaman, 2007). According to Ruyter and Schinkel (2022), the meaning of life is important for students because it can help individuals understand life and the world around them, have clear life goals, and feel that they are meaningful. An individual's ability to give meaning to his or her life influences the way the individual handles various problems, increases enthusiasm for both immediate and further goals in the future, and provides greater wisdom in facing life's challenges (Bastaman, 2007). One of them is the enthusiasm to complete studies on time and appropriately optimize one's achievements (Hidayat, 2018).

According to Bastaman (2007) the factors that influence the meaningfulness of life are self-understanding, acting positively, deepening relationships, deepening values and worship. Based on several factors that influence the meaning of life, researchers chose the self-understanding factor to be used as the independent variable. because individuals who are able to objectively identify personal strengths and weaknesses, both potential and realized, will gain a clearer understanding of themselves (Bastaman 2007). Then it is termed personal self-concept or personal self-concept. As stated by Cahoundan & Acocella (in Ghuftron & Risnawati, 2010) that self-concept is the way a person sees himself, which involves personal understanding, hopes for himself, and evaluation of himself. Then, in the view of Shin, Steger and Henry (2016), individuals with a positive self-concept often have a more optimistic attitude towards themselves so that they can increase the meaningfulness of life. Research by Chu and Lowery (2024), states that the experience of meaning in life arises from the stability of an individual's perception of seeing themselves.

According to Goni, Madariaga, Axpe and Goni (2011) personal self-concept is how a person views himself as a whole, not only from physical, academic, professional and social aspects, but also in the most personal and private aspects of life. Furthermore, according to Fitts (in Sandra, 2012), personal self is an individual's feelings or perception about his or her own situation. This condition is not influenced by physical conditions or relationships with

other people, but is more influenced by how satisfied the individual is with himself or the extent to which the individual feels that he is the right person.

According to Goni, Madariaga, Axpe and Goni (2011) explain that personal self-concept consists of several aspects, namely self-fulfillment, honesty, independence and emotional self-concept. concept).

Based on research (Maruf, 2019), the results show that self-concept and self-control are very significantly correlated with the meaningfulness of life, while the variable self-concept and meaningfulness of life shows that there is a negative relationship between self-concept and the meaningfulness of life. The results of research by Yuliawati, Rasyida and Wardhani (2024) on a Chinese sample, clarity of self-concept has a positive correlation with personal meaning. However, in the Indonesian sample, no significant effect of self-concept clarity on meaningfulness was found. Other research by (Astuti & Savitri, 2017) shows that self-concept has no relationship with the meaning of life. Another study by (Liu, Di, Zhang & Ma, 2023) highlights that self-concept plays an important role in shaping an individual's perception of themselves, which in turn influences how the individual finds meaning in his life. A positive self-concept can help individuals feel more confident and satisfied with their lives, while a negative or unstable self-concept can hinder an individual's ability to find meaning in their lives. In addition, according to (Palacios, Echaniz, Fernández & Barrón 2015) found that personal self-concept, which involves dimensions such as dedication to life and relationships with other people, has a positive correlation with psychological well-being and negatively with the level of stress. This condition shows that values and personal relationships that are considered important to a person play a role in feeling meaning in life.

Based on the description above, the researcher proposed a problem formulation, namely: "Is there a relationship between personal self-concept and the meaningfulness of life among migrant students in Yogyakarta?".

Methods

Subjects in the research were selected using purposive sampling. Purposive sampling is a sample selection method based on certain criteria (Sugiyono, 2019). Subject Criteria in this research were migrant students in Yogyakarta who were still active in lectures, totaling 58 subjects, aged 18 to 25 years, with 29 male subjects and 29 female subjects.

The data collection method used in this research is a psychological measuring instrument in the form of a scale. According to Sugiyono (2019), a scale is an agreement used as a reference to determine the length or shortness of an interval on a measuring instrument, so that the scale can produce quantitative data. The psychological scale is the answer chosen by the research subject which is more projective, which means it can show the subject's self-projection and feelings and is a picture of typical reactions (Azwar, 2021). In this research, a Likert scale is used to measure attitudes, opinions and perceptions of individuals or groups towards social phenomena (Sugiyono, 2019).

The Likert scale is a measuring tool where the subject is asked to respond to the statements presented, which reflect the subject's condition or experience (Azwar, 2021). This research uses a Likert Scale with four answer choices, namely: Very Suitable (SS), Suitable (S), Not Suitable (TS), and Very Unsuitable (STS). The purpose of this answer choice is to ensure that the subject provides a clear opinion and avoids being neutral. If a neutral option is provided, subjects tend to choose the middle category (Azwar, 2021).

The type of validity used in this scale is content validity, namely the suitability of the contents of the items with behavioral indicators and with the actual measuring objective which can be evaluated through reasoning and common sense which assesses whether the contents of the scale actually contain the theoretical contrast being measured (Azwar, 2021). According to Sugiyono (2019) construct validity can be tested by referring to expert opinion. After an instrument has been developed based on a particular theory to measure various aspects, the next step is to consult with experts to ensure the validity of the instrument (Sugiyono, 2019). Meanwhile, the content validity of the scale is carried out by asking for criticism and suggestions from lecturers who are considered competent.

The differentiating power of an item refers to the ability of an item to differentiate between individuals who have or do not have the attribute being measured (Azwar, 2021). The criterion for item differentiation power that is considered adequate is 0.30. If the number of valid items has not reached the desired target, researchers can consider lowering the minimum threshold for differentiating power to 0.25 or 0.20. However, setting criteria below 0.20 is highly discouraged (Azwar, 2021). In this research, item selection was carried out by setting the item coefficient criteria limit at 0.25. To assess whether the instrument is reliable, Cronbach Alpha limits are used with an alpha reliability coefficient (α) greater than 0.6 (Purnomo, 2016).

The scales used in this research are: the meaningfulness of life scale and the personal self-concept scale. The Meaningfulness of Life Scale is a measuring tool used to determine the level of Meaningfulness of Life in migrant students. The meaningfulness of life scale was compiled by Steger, Fraizer, Oishi, and Kaller (2006), which was then translated by researchers. The meaningfulness of life scale refers to two aspects by Steger, Fraizer, Oishi, and Kaller (2006), namely the presence of meaning (Presence of Meaning) 4 items. and search for the meaning (Search For Meaning) of 5 items, so that in total there are 9 items. The item differentiation coefficient moves from 0.261-0.752 with an alpha reliability coefficient (α) of $0.858 > 0.60$. Examples of items on the Scale Meaning of Life "I look for things that make my life feel meaningful." The Personal Self-Concept Scale was compiled by Goni, Madariaga, Axpe and Goni (2011), which was then translated by researchers. The Personal Self-Concept Scale refers to the 4 aspects proposed by Goni, Madariaga, Axpe and Goni (2011), namely, self-fulfillment 5 items, independence (Autonomy) 4 items, emotional self-concept (Emotional Self -concept) 4 items, and honesty (Honesty) 2 items, so that the total is 15 items. The item differentiation coefficient moves from 0.269-0.563 with an alpha reliability coefficient (α) of $0.828 > 0.60$. Examples of items on the Scale Personal Self-Concept "I feel proud of the way I manage my life".

There are two processes for collecting research data. Firstly, the scale is distributed online via WhatsApp social media using a Google Form link, and secondly, the research scale is distributed offline a print out. The data analysis technique used in this research is Pearson Product Moment correlation analysis to determine the relationship between two variables (Purnomo 2016). This analysis is used to test the proposed hypothesis, namely that there is a relationship between personal self-concept and the meaning of life among migrant students in Yogyakarta. Data analysis was carried out using SPSS version 27 for Windows software.

Results

The description of the research data used as the basis for testing the research hypothesis was obtained from two scales, namely the Meaningfulness of Life Scale and the Personal Self Concept Scale.

Table 1. Description of Research Data

Data Hypothetical Variable	N	Mean	Value		SD	Mean	Data Empirical Value		SD
			Min	Max			Min	Max	
			The Meaningfulness of Life	58			22.5	9	
Personal Self-Concept	58	37.5	15	60	7.5	40.60	30	53	4,561

Based on the analysis results table above, it can be seen that the number of research subjects was 58 subjects. On the Meaningfulness of Life Scale, the number of items is 9, each of which is given the lowest value of 1, while the highest value is 4. The results of hypothetical data analysis show that the minimum score is $1 \times 9 = 9$ and the hypothetical maximum score is $4 \times 9 = 36$. The hypothetical average (*mean*) is $(36 + 9) : 2 = 22.5$ with a standard deviation of $(36 - 9) : 6 = 4.5$. Based on empirical score data analysis, the minimum value obtained was 23, the maximum value was 35, the average (*mean*) was 28.45, and the standard deviation was 2.829.

Meanwhile, on the *Personal Self-Concept scale* the number of items is 15, each of which is given the lowest value of 1, while the highest value is 4. The results of hypothetical data analysis show that the minimum score is $1 \times 15 = 15$ and the hypothetical maximum score is $4 \times 15 = 60$. The hypothetical average (*mean*) is $(60 + 15) : 2 = 37.5$ with a standard deviation of $(60 - 15) : 6 = 7.5$. Based on analysis of empirical score data, the minimum value obtained was 30, the maximum value was 53, the average (*mean*) was 40.60 and the standard deviation was 4,561.

Table 2. Categorization of Life Meaningfulness Scale Subjects

Category	Guidelines	Value	N	Percentage
High	$X \geq \mu + 1. \sigma$	$X \geq 27$	46	79.31%
Moderate	$(\mu - 1. \sigma) \leq < (\mu + 1. \sigma)$	$18 \leq X < 27$	12	20.69%
Low	$X < \mu - 1. \sigma$	$X < 18$	0	0%
Total			58	100%

It was concluded from the results of the categorization of the Meaningfulness of Life Scale scores from 58 subjects that 46 subjects or (79.31%) had a high level of Meaningfulness of Life, 12 subjects or (20.69%) had a moderate level of Meaningfulness of Life, and there were no subjects who have a low level of Meaningfulness of Life, so it can be concluded that in this study most of the subjects had a meaningfulness of life in the high category.

Table 3. Categorization of Personal Self-Concept Scale Subjects

Category	Guidelines	Value	N	Percentage
High	$X \geq \mu + 1. \sigma$	$X \geq 45$	8	13.79%
Moderate	$(\mu - 1. \sigma) \leq < (\mu + 1. \sigma)$	$30 \leq X < 45$	50	86.21%
Low	$X < \mu - 1. \sigma$	$X < 30$	0	0%
Total			58	100%

It was concluded from the results of the categorization of Personal Self-Concept Scale scores from 58 subjects that 8 subjects or (13.79%) had a high level of Personal Self-Concept, 50 subjects or (86.21%) had a moderate level of Personal Self-Concept , and there were no respondents who had a low level of Personal Self-Concept , so it can be concluded that in this study the majority of respondents had a Personal Self-Concept in the moderate category.

Before carrying out data analysis using Product Moment correlation , several conditions must be met. First, the score of the variable being measured must have a normal distribution. Second, there is a linear relationship between the independent variable and the dependent variable (Purnomo, 2016). The choice of normality test can be done using the Kolmogorov-Smirnov test and the Shapiro-Wilk test , depending on the number of subjects tested, generally, the Kolmogorov-Smirnov test is used for subjects (N>40), while the Shapiro-Wilk test is more recommended for subjects (N <40) (Biu, Nwakuya & Wonu, 2020). According to Purnomo (2016), the rule for the normality test is that if the significance value of the Kolmogorov-Smirnov Sig test is > 0.050, then the data distribution is considered normal. Conversely, if the significance value of the Kolmogorov-Smirnov Sig test is <0.050, then the data distribution is considered not normal.

Kolmogorov-Smirnov test, for the meaningfulness of life variable, the Kolmogorov-Smirnov statistical value was obtained at 0.102 with a significance value of P = 0.200 (P > 0.05). These results show that the data distribution for the meaningfulness of life variable follows a normal distribution. Apart from that, the results of the Kolmogorov-Smirnov test for the Personal Self-Concept variable show a Kolmogorov-Smirnov statistical value of 0.090 with a significance value of P = 0.200 (P > 0.05), which also shows that the data distribution for the Personal Self-Concept variable is normal.

Product moment correlation analysis , a correlation coefficient (r_{xy}) was obtained of 0.415 with a significance value of $P = 0.001$ ($P < 0.050$). These results show that there is a positive relationship between personal self-concept and the meaning of life in migrant students, so that the proposed hypothesis is accepted. This means that the higher the personal self-concept , the higher the meaning of life for migrant students. Conversely, the lower the personal self-concept , the lower the meaning of life for migrant students.

According to Sugiyono (2019) the interpretation of the correlation coefficient ranges from +1.00 to -1.00, which reflects various levels of relationship from very low to very strong. The degree of this relationship can be categorized into five levels detailed in table 4:

Table 4. Correlation Coefficient Interpretation

Correlation Coefficient	Relationship Level
0.80-1.000	Very strong
0.60-0.799	Strong
0.40-0.599	Moderate
0.20-0.399	Low
0.00-0.199	Very Low

Based on the classification of the strength of the relationship in the five categories above, the personal self-concept variable and the meaningfulness of life variable obtained a correlation coefficient (r_{xy}) = 0.415, the value obtained (r_{xy}) = 0.415 including " Moderate" correlation (0.40-0.599). Based on the coefficient of determination (R Squared) value obtained in this study of 0.172, it can be concluded that the personal self-concept variable contributes 17.2% to the meaningfulness of life variable, while 82.8% is likely influenced by other factors not researched by researcher.

Discussions

This research aims to determine the relationship between Personal Self-Concept and the meaning of life among migrant students in Yogyakarta. Analysis using product moment correlation produces a correlation coefficient (r_{xy}) of 0.415 with a value of $P = 0.001$ ($P < 0.050$). These results show that the hypothesis in this study is accepted. There is a relationship between Personal Self-Concept and the meaning of life among migrant students in Yogyakarta. This means that the higher the personal self-concept, the higher the meaning of life for migrant students. Conversely, the lower the personal self-concept, the lower the meaning of life for migrant students. Thus, the proposed hypothesis is accepted, indicating that personal self-concept is one of the factors that influences the level of meaningfulness of life among migrant students in Yogyakarta.

Referring to the explanation above, there is a relationship between Personal Self-Concept and the Meaning of Life in migrant students. These results support research conducted by Liu, Di, Zhang and Ma (2023) where individuals with clear self-concept play an important role in shaping an individual's perception of themselves, which in turn influences the individual to find meaning in his life. Meaningfulness of life is an individual's ability to create meaning in life, which is in line with their existence and role as a living entity (Steger, Fraizer,

Oishi & Kaller, 2006). Its presence and existence in life is important so that individuals can assess their life as meaningful and satisfying (Steger, Fraizer, Oishi & Kaller, 2006). Because of this, it can be said that personal self-concept can contribute to increasing the meaning of one's life.

Personal Self-Concept is the way a person views himself as a whole, not only from the physical, academic, professional and social aspects, but also in the most personal and private aspects of life (Goni, Madariaga, Axpe & Goni 2011). According to Fitts (in Sandra, 2012) personal self is a view or understanding of one's own situation, this is related to a person's level of satisfaction with himself and the belief that he is the right person. According to Chu and Lowery (2024), perceived stability in one's self-concept leads to a sense of certainty and contributes to the experience of meaning in life. Individuals with a positive personal self-concept can develop themselves in a better direction, where personal values that are considered important by the individual play a role in finding the meaning of life (Palacios, Echaniz, Fernández & Barrón 2015). According to Goni, Madariaga, Axpe and Goni (2011) there are four aspects of personal self-concept, namely self-fulfillment, honesty, independence and emotional self-concept. The following is an explanation of the relationship between personal aspects of self-concept and the meaning of life in migrant students.

The first aspect is self-fulfillment. According to Haktanir et al. (2018) students' transition to college is a stressful period because individuals must adapt to new environments, create new environments, and increase personal responsibilities. When individuals succeed in meeting their needs and successfully overcome these challenges and achieve academic or personal goals, this can provide a sense of satisfaction, happiness, this condition more easily leads individuals to find the meaning of life (Bastaman 2007).

The second aspect is honesty. Honesty is an essential moral value for achieving a meaningful life, honesty builds trust, brings inner peace, and gives meaning to life. By living honestly, individuals can contribute positively to society and achieve happiness (Bastaman 2007). According to Allan (2015), research reveals that honesty and kindness, love and social intelligence, as well as hope and gratitude have the most significant relationship with the meaning of life.

The third aspect is independence. According to Veide (2021) independence covers various aspects, including the ability to be physically, emotionally and financially independent, when individuals are able to make their own decisions, be responsible for their actions, and rely on themselves to meet their needs and achieve their goals, this can give them a feeling of control and freedom that can increase the meaning of life. Research conducted by Erfiana (2013) shows that independence can contribute to increasing the meaning of life. Research indicates that there is a positive relationship between the level of independence and the meaning of life so that increasing independence can influence individuals to have clear life goals and understand their own potential, so that individuals can develop their own potential freely and contribute to society in a positive way which in turn can increase meaningfulness of life.

The fourth aspect is emotional self-concept. According to (Goni, Madariaga, Axpe & Goni 2011) emotional self-concept includes how a person feels and perceives himself, including feelings about self-confidence, self-esteem, and skills in managing emotions, individuals with a good self-concept tend to be more able to explore and pursue goals and activities that are meaningful to him. individuals feel more empowered to achieve things they consider important and fill their lives with meaning.

Based on the coefficient of determination (R Squared) value obtained in this study of 0.172, it can be concluded that the personal self-concept variable contributes 17.2% to the meaningfulness of life variable, while 82.8% is likely influenced by other variables not included in this research, namely: Acting positively, deepening relationships, deepening values, worship (Bastaman (2007). Furthermore, health, emotional well-being, physical, social and economic activity (Steptoe and Fancourt 2020).

Based on the results of additional analysis of the relationship between personal self-concept and the presence of meaning variable, a correlation coefficient (r_{xy}) of 0.420 was obtained with a value of $P = 0.001$ ($P < 0.050$). These results indicate a positive relationship between personal self-concept and the presence of meaning in migrant students. This means that the higher the personal self-concept, the higher the presence of meaning in migrant students. On the other hand, the lower the presence of meaning, the lower the personal self-concept in migrant students who view themselves positively and tend to have the presence of meaning. Based on the classification of the strength of the relationship between the personal self-concept variable and the presence of meaning variable, a correlation coefficient (r_{xy}) = 0.420 was obtained, the value obtained (r_{xy}) = 0.420 including a "Moderate" correlation (0.40-0.599). The effective contribution (R Squared) obtained was 17.7%, while the other 82.3% was influenced by other variables.

Furthermore, the results of additional analysis of the relationship between personal self-concept and the search for meaning variable, obtained a correlation (r_{xy}) of 0.291 $P = 0.026$ ($P < 0.050$). These results indicate a positive relationship between personal self-concept and search for meaning in migrant students. This means that the higher the personal self-concept, the higher the search for meaning among migrant students. On the other hand, the lower the search for meaning, the lower the personal self-concept in migrant students who see themselves positively, the more likely they are to search for meaning. Based on the classification of the strength of the relationship between the personal self-concept variable and the search for meaning variable, the correlation coefficient (r_{xy}) = 0.291 was obtained, the value obtained (r_{xy}) = 0.291, including a "low" correlation (0.20-0.399). The effective contribution (R Squared) obtained was 8.5% with the other 91.5% influenced by other variables.

The limitation or obstacle in this manuscript is the difficulty in finding references that match the main source. Therefore, researchers must conduct a more in-depth literature review of existing references. Apart from that, researchers also experienced limitations in obtaining a larger number of samples. Not all subjects who met the research criteria were willing to fill out the scale, so the researchers were only able to get 58 migrant student respondents as

subjects in this research. For future researchers, if they are interested in researching personal self-concept and the meaning of life, it is recommended to choose subjects with a larger population, so that the results obtained can be more comprehensive. Future researchers are also expected to pay attention to other factors that can influence the meaning of life. This is because the personal self-concept variable makes an effective contribution of 17.2% to the meaningfulness of life, while the remaining 82.8% is influenced by various other factors, namely acting positively, strengthening relationships, deepening values, worship, health, emotional well-being, Physical, Social and economic activity

Conclusion

This research aims to determine the relationship between Personal Self-Concept and the meaning of life among migrant students in Yogyakarta. Analysis using product moment correlation produces a correlation coefficient (r_{xy}) of 0.415 with a value of $P = 0.001$ ($P < 0.050$). These results show that the hypothesis in this study is accepted. There is a relationship between Personal Self-Concept and the meaning of life among migrant students in Yogyakarta. This means that the higher the personal self-concept, the higher the meaning of life for migrant students. Conversely, the lower the personal self-concept, the lower the meaning of life for migrant students. Thus, the proposed hypothesis is accepted, indicating that personal self-concept is one of the factors that influences the level of meaningfulness of life among migrant students in Yogyakarta. Based on the classification of the strength of the relationship in the five categories in Table 4, *the personal self-concept* variable and the meaningfulness of life variable obtained a correlation coefficient (r_{xy}) = 0.415. The value obtained (r_{xy}) = 0.415 includes a "Moderate" correlation (0.40-0.599).

The results of the analysis and scores for each subject for the variable of meaningfulness of life are divided into three categories, namely, high categorization of 79.31% (46 subjects), moderate categorization of 20.69% (12 subjects), and no low categorization. In the Personal Self-Concept variable, high categorization was 13.79% (8 subjects), medium categorization was 86.21% (50 subjects), and there was no low categorization either. This shows that most of the subjects in this study have high meaningfulness of life and Personal Self-Concept in the moderate category.

Based on the results of additional analysis of the relationship between personal self-concept and the variable presence of meaning obtained a correlation coefficient (r_{xy}) of 0.420 with a value of $P = 0.001$ ($P < 0.050$). These results indicate a positive relationship between personal self-concept and the presence of meaning in migrant students. This means that the higher the personal self-concept, the higher the presence of meaning in migrant students. On the other hand, the lower the presence of meaning, the lower the personal self-concept in migrant students sees themselves positively, so the migrant students tend to have the presence of meaning. Based on the classification of the strength of the relationship between the personal self-concept variable and the presence of meaning variable, a correlation coefficient (r_{xy}) =

0.420 was obtained, the value obtained (r_{xy}) = 0.420 including a "moderate" correlation (0.40-0.599).

The relationship between personal self-concept and the search for meaning variable, obtained a correlation (r_{xy}) of 0.291 $P = 0.026$ ($P < 0.050$). These results indicate that there is a positive relationship between personal self-concept and search for meaning in migrant students. This means that the higher the personal self-concept, the higher the search for meaning among migrant students. On the other hand, the lower the search for meaning, the lower the personal self-concept in migrant students who view themselves positively, so the migrant students tend to have a search for meaning. Based on the classification of the strength of the relationship between the personal self-concept variable and the search for meaning variable, the correlation coefficient (r_{xy}) = 0.291 was obtained, the value obtained (r_{xy}) = 0.291, including a "low" correlation (0.20-0.399).

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