

MEMORANDUM OF UNDERSTANDING

BETWEEN

UNIVERSITI TUN HUSSEIN ONN MALAYSIA

AND

UNIVERSITAS MUHAMMADIYAH YOGYAKARTA

**ON ACADEMIC RESEARCH AND DEVELOPMENT
COLLABORATION**

THIS MEMORANDUM OF UNDERSTANDING (hereinafter referred to as "**MoU**") is made this day of 2019

BETWEEN

UNIVERSITI TUN HUSSEIN ONN MALAYSIA (hereinafter referred to as "**UTHM**"), a public university established under the Universities and University Colleges Act 1971 whose address is at 86400 Parit Raja, Batu Pahat, Johor Darul Ta'zim, Malaysia and shall include its lawful representatives and permitted assigns;

AND

UNIVERSITAS MUHAMMADIYAH YOGYAKARTA (hereinafter referred to as "**UMY**"), a private university duly organized and existing under the laws of Indonesia, whose address is at Jalan Brawijaya, Tamantirto, Kasihan, Bantul, Special Region of Yogyakarta, Indonesia and shall include its lawful representatives and permitted assigns.

(**UTHM** and **UMY** shall hereinafter be referred to singularly as the "Party" and collectively as the "Parties", as the case may be)

WHEREAS:-

- A. **UTHM** is an established university which strives to enhance and strengthen its internationalization linkage and has taken various initiatives to complement its educational excellence. **UTHM** has entered into various collaborative arrangements with other parties to enhance its academic and research activities.
- B. **UMY** is an established University which is committed to promoting its academic cooperation through research and development, dedicated to excellence in undergraduate education and to creating long term international partnerships
- C. The Parties are desirous of entering into this MoU to declare their respective intentions and to establish a basis of co-operation and collaboration between the Parties upon the terms as contained herein.

HAVE REACHED AN UNDERSTANDING as follows:

ARTICLE I

OBJECTIVE

The Parties, subject to the terms of this MoU and the laws, rules, regulations and national policies from time to time in force in each Party's country, will endeavour to strengthen, promote and develop academic and research co-operation between the Parties on the basis of equality and mutual benefit.

ARTICLE II

AREAS OF ACADEMIC COOPERATION

1. Each Party will, subject to the laws, rules, regulations and national policies from time to time in force, governing the subject matter in their respective countries, endeavour to take necessary steps to encourage and promote cooperation in the following areas:
 - (a) mobility of teaching and research academic personnel;
 - (b) exchange of administrative and other personnel;
 - (c) student mobility;
 - (d) student industrial training mobility;
 - (e) collaboration on research projects;
 - (f) joint seminars, publications and supervisions; and
 - (g) any other areas of co-operation to be mutually agreed upon by the Parties.
2. For the purpose of implementing cooperation in respect of any areas stated in paragraph 1, the Parties shall execute a legally binding agreement subject to terms and conditions as mutually agreed upon by the Parties including clauses on "confidentiality," "suspension," "protection of intellectual property rights," and "settlement of dispute" as contained in Annexure A of this MoU.

ARTICLE III
FINANCIAL ARRANGEMENTS

1. This MOU will not give rise to any financial obligation by one Party to other.
2. Each Party will bear its own cost and expenses in relation to this MoU.

ARTICLE IV
EFFECT OF MEMORANDUM OF UNDERSTANDING

This MoU serves only as a record of the Parties' intentions and does not constitute or create, and is not intended to constitute or create obligations under domestic or international law and will not give rise to any legal process and will not be deemed to constitute or create any legally binding or enforceable obligations, express or implied.

ARTICLE V
NO AGENCY

Nothing contained herein is to be construed to constitute a joint venture partnership or formal business organization of any kind between the Parties or so to constitute either Party as the agent of the other.

ARTICLE VI
ENTRY INTO EFFECT AND DURATION

1. This MOU will come into effect on the date of signing and will remain in effect for a period of five (5) years. Either Party may terminate this MoU by giving six (6) months' prior written notice to the other Party and such termination shall not affect any rights or obligations of the Parties which may have accrued prior to termination.
2. This MOU may be extended for a further period as may be agreed in writing by the Parties.

ARTICLE VII

NOTICES

Any communication under this MoU will be in writing in the English language and delivered by registered mail to the address or sent to the electronic mail address or facsimile number of **+607- 453 8516** for **UTHM** or **+62-274387646** for **UMY** as the case may be, shown below or to such other address or electronic mail address or facsimile number as either Party may have notified the sender and shall, unless otherwise provided herein, be deemed to be duly given or made when delivered to the recipient at such address or electronic mail address or facsimile number which is duly acknowledged:

To: **Assoc. Prof. Ts. Dr. Abd Halid Abdullah**
Dean, Faculty of Civil & Environmental Engineering
Universiti Tun Hussein Onn Malaysia
86400 Parit Raja, BatuPahat, Johor, MALAYSIA
Tel no: +607-4537302
Fax no: +607-4536070
Email address: fkaas@uthm.edu.my

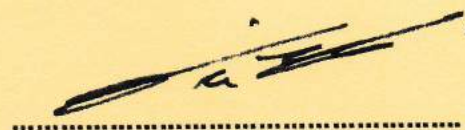
To: **Jazaul Ikhsan, S.T., M.T., Ph.D.**
Dean, Faculty of Engineering
University of Muhammadiyah Yogyakarta
Jalan Lingkar Selatan, Tamantirto, Kasihan, Bantul, Yogyakarta,
INDONESIA
Tel no: + +62-274-387656 (ext.208)
Fax no: +62 274 387646
Email address: dekanatteknik@umy.ac.id / bkln@umy.ac.id

The foregoing record represents the understandings reached between **UNIVERSITI TUN HUSSEIN ONN MALAYSIA** and **UNIVERSITAS MUHAMMADIYAH YOGYAKARTA** upon the matters referred to therein.

IN WITNESS WHEREOF, the Parties have caused this MoU to be duly executed as of the day, month and year first above written.

Signed by
For and on behalf of
Universiti Tun Hussein Onn Malaysia

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]
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Prof. Ts. Dr. Wahid bin Razzaly
Vice-Chancellor

In the presence of



Mr. Abdul Halim bin Abdul Rahman
Registrar

Signed by
For and on behalf of
Universitas Muhammadiyah Yogyakarta

]
]
]



Dr. Ir. Gunawan Budiyo, M.P.
Rector

In the presence of



Jazaul Ikhsan, S.T., M.T., Ph.D.
Dean, Faculty of Engineering

ANNEXURE A

[which shall be read and construed as an important part of this Memorandum of Understanding]

PROTECTION OF INTELLECTUAL PROPERTY RIGHTS

1. The protection of intellectual property rights shall be enforced in conformity with the respective national laws, rules, and regulations of the Parties and with other international agreements signed by both Parties.
2. The use of the name, logo, and/or official emblem of any of the Parties on any publication, document, and/or paper is prohibited without the prior written approval of either Party.
3. Notwithstanding anything in paragraph 1 above, the intellectual property rights in respect of any technological development and any products and services development carried out—
 - (i) jointly by the Parties or research results obtained through the joint activity effort of the Parties shall be jointly owned by the Parties in accordance with the terms to be mutually agreed upon; and
 - (ii) solely and separately by the Party or the research results obtained through the sole and separate effort of the Party shall be solely owned by the Party concerned.

CONFIDENTIALITY

1. Each Party shall undertake to observe the confidentiality and secrecy of documents, information, and other data received from or supplied to the other Party during the period of the implementation of this Memorandum of Agreement or any other agreements made pursuant to this Memorandum of Agreement.
2. For purposes of paragraph 1 above, such documents, information, and data include any document, information, and data which are disclosed by a Party (the Disclosing party) to the other Party (the Receiving party) prior to, or after, the execution of this Memorandum of Agreement, involving technical, business, marketing, policy, know-how, planning, project management, and other documents, information, data, and/or solutions in any form, including but not limited to any document, information, or data which are designated

in writing to be confidential or by their nature are intended to be for the knowledge of the Receiving party or if orally given, is given in the circumstances of confidence.

3. Both Parties agree that the provisions of this Article shall continue to be binding between the Parties notwithstanding the termination of this Memorandum of Agreement.

SUSPENSION

Each Party reserves the right for reasons of national security, national interest, public order, or public health to suspend temporarily, either in whole or in part, the implementation of this Memorandum of Agreement which suspension shall take effect immediately after notification has been given to the other Party through diplomatic channels.

SETTLEMENT OF DISPUTES

Any difference or dispute between the Parties concerning the interpretation and/or implementation and/or application of any of the provisions of this Memorandum of Agreement shall be settled amicably through mutual consultation and/or negotiations between the Parties through diplomatic channels, without reference to any third party or international tribunal.

**LAPORAN AKHIR
PENELITIAN SKEMA PENELITIAN PENGEMBANGAN**



**INDONESIAN STUDENT'S PSYCHOLOGICAL WELL-BEING IN
ISTANBUL, TURKEY**

Azam Syukur Rahmatullah, Dr., S.H.I., M.S.I., M.A.,M.Psi.,C.PNLP (2112038102)
Muhammad Azhar, Prof. Dr. Drs., M.Ag. (0508086101)
Wawan Nuri Irtanto (20181010017)
Siti Marpuah P.hD

UNIVERSITAS MUHAMMADIYAH YOGYAKARTA

Dibiayai Oleh Lembaga Penelitian, Publikasi dan Pengabdian Masyarakat (LP3M)
Universitas Muhammadiyah Yogyakarta
Tahun Anggaran 2021/2022



UNIVERSITAS MUHAMMADIYAH YOGYAKARTA
Kampus terpadu: Jl. Brawijaya, Geblagan, Tamantirto, Bantul, Daerah Istimewa
Yogyakarta 55183

Telp. (0274) 387656 (hunting) Fax. (0274) 387646

PROTEKSI ISI LAPORAN AKHIR PENELITIAN

Dilarang menyalin, menyimpan, memperbanyak sebagian atau seluruh isi laporan ini dalam bentuk apapun kecuali oleh peneliti dan pengelola administrasi penelitian.

LAPORAN AKHIR PENELITIAN

Informasi Data Usulan Penelitian

1. IDENTITAS PENELITIAN

A. JUDUL PENELITIAN

Indonesian Student's Psychological Well-Being In Istanbul, Turkey

B. SKEMA, BIDANG, TEMA, DAN TOPIK PENELITIAN

Skema Penelitian	Bidang Fokus Penelitian	Tema Penelitian	Topik Penelitian
Penelitian Pengembangan	Sosial Humaniora - Seni Budaya - Pendidikan	Seni, identitas, kebudayaan, dan karakter bangsa	Pembudayaan nilai-nilai karakter utama

C. KOLABORASI DAN RUMPUN ILMU PENELITIAN

Jenis Kolaborasi Penelitian	Rumpun Ilmu 1	Rumpun Ilmu 2	Rumpun Ilmu 3
Kolaboratif Luar Negeri	ILMU PENDIDIKAN	ILMU PENDIDIKAN	Psikologi Pendidikan

D. WAKTU PELAKSANAAN

Tahun Usulan	Tahun Pelaksanaan	Lama Penelitian
2021	2022	1

E. ANCOR RESEARCH

Anchor Research	Topik Anchor
Azam Syukur Rahmatullah, Dr., S.H.I., M.S.I., M.A.,M.Psi.,C.PNLP	Psychological Well-Being

2. IDENTITAS PENELITIAN

Nama	Peran	Tugas
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Nama	Peran	Tugas
Azam Syukur Rahmatullah, Dr., S.H.I., M.S.I., M.A.,M.Psi.,C.PNLP	Ketua Pengusul	
Muhammad Azhar, Prof. Dr. Drs., M.Ag.	Pakar Bidang	Pakar Ahli dan memberikan bimbingan proposal Penelitian
Wawan Nuri Irtanto	Mahasiswa Bimbingan	Membantu Analisis Data

3. MITRA KERJASAMA PENELITIAN (JIKA ADA)

Pelaksanaan penelitian dapat melibatkan mitra kerjasama, yaitu mitra kerjasama dalam melaksanakan penelitian, mitra sebagai calon pengguna hasil penelitian, atau mitra investor

Mitra	Nama Mitra	Kepakaran
Universiti Tun Hussein Onn Malaysia	Siti Marpuah, Ph.D	AHLI KUMPULAN FOKUS ISLAMIC CIVILIZATION & CULTURE (IC2) PUSAT PENGAJIAN UMUM DAN KOKURIKULUM

4. KOLABORASI PENELITIAN (JIKA ADA)

Mitra	NIDN/NIK	Instansi
Siti Marpuah P.hD	C7526748	Jabatan Pengajian Islam, Pusat, Pengajian Umum dan Kokurikulum, UNiversity Tun Hussein On Malaysia

5. LUARAN DAN TARGET CAPAIAN

Luaran Wajib

Tahun	Jenis Luaran
1	Publikasi Jurnal Internasional terindeks SCOPUS,

Luaran Tambahan

Tahun	Jenis Luaran
1	Publikasi (Minimal Jurnal SINTA 2)

6. KLUSTER

Kluster	Sub Kluster	Group Riset	Mata kuliah
			--

7. ANGGARAN

Rencana anggaran biaya penelitian mengacu pada PMK yang berlaku dengan besaran minimum dan maksimum sebagaimana diatur pada buku Panduan Penelitian dan Pengabdian kepada Masyarakat.

Total Keseluruhan RAB Rp. 25,000,000

Tahun 1 Total Rp. 25,000,000

Jenis Pembelanjaan	Komponen	Item	Satuan	Vol.	Harga Satuan	Total
BAHAN	ATK (Kertas/Tinta/Alat Tulis dll)	Alat Tulis Kantor	Paket	1	Rp. 50,000	Rp. 50,000
BAHAN	ATK (Kertas/Tinta/Alat Tulis dll)	Kertas A4	Paket	1	Rp. 49,000	Rp. 49,000
BAHAN	ATK (Kertas/Tinta/Alat Tulis dll)	Tinta Printer Warna Hitam	Paket	1	Rp. 16,000	Rp. 16,000
BAHAN	ATK (Kertas/Tinta/Alat Tulis dll)	Tinta Printer Berwarna	Paket	1	Rp. 130,000	Rp. 130,000
PENGUMPULAN DATA	Biaya Telepon	Biaya Pulsa dan Internet	OK(Kali)	1	Rp. 200,000	Rp. 200,000
BAHAN	ATK (Kertas/Tinta/Alat Tulis dll)	Biaya Pengurusan Ijin Penelitian di Turki	Paket	1	Rp. 155,000	Rp. 155,000
PENGUMPULAN DATA	Transportasi/BBM	Biaya Perjalanan ke Bandara	OK(Kali)	1	Rp. 300,000	Rp. 300,000
PENGUMPULAN DATA	Tiket Transportasi	Biaya Tiket Perjalanan dari Indonesia ke Turki untuk Ketua Peneliti	OK(Kali)	1	Rp. 3,200,000	Rp. 3,200,000
PENGUMPULAN DATA	Tiket Transportasi	Biaya Tiket Perjalanan dari Indonesia ke Turki untuk Anggota Peneliti	OK(Kali)	1	Rp. 3,200,000	Rp. 3,200,000
PENGUMPULAN DATA	Tiket Transportasi	Biaya Tiket Perjalanan dari Turki ke Indonesia untuk Ketua Peneliti	OK(Kali)	1	Rp. 5,050,000	Rp. 5,050,000
PENGUMPULAN DATA	Tiket Transportasi	Biaya Tiket Perjalanan dari Turki ke Indonesia untuk Anggota Peneliti	OK(Kali)	1	Rp. 5,050,000	Rp. 5,050,000
PENGUMPULAN DATA	Hotel/penginapan	Biaya Penginapan selama 6 hari di Turki	OH	1	Rp. 3,000,000	Rp. 3,000,000
PENGUMPULAN	Biaya Konsumsi Harian	Biaya	OH	1	Rp. 500,000	Rp. 500,000

Jenis Pembelanjaan	Komponen	Item	Satuan	Vol.	Harga Satuan	Total
DATA		Konsumsi Ketua Peneliti				
PENGUMPULAN DATA	Biaya Konsumsi Harian	Biaya Konsumsi Anggota Peneliti	OH	1	Rp. 500,000	Rp. 500,000
BAHAN	Hibah Alat/Barang	Biaya Marchandise untuk Responden	Unit	1	Rp. 300,000	Rp. 300,000
PENGUMPULAN DATA	Uang Harian	Biaya Akomodasi selama di Turki	OH	1	Rp. 1,500,000	Rp. 1,500,000
PENGUMPULAN DATA	Honorarium Sekretariat/Administrasi	Honor Ketua Peneliti	OB	1	Rp. 1,000,000	Rp. 1,000,000
PENGUMPULAN DATA	Honorarium Sekretariat/Administrasi	Honor Anggota Peneliti	OB	1	Rp. 800,000	Rp. 800,000

8. LEMBAR PENGESAHAN

HALAMAN PENGESAHAN LAPORAN AKHIR PENELITIAN SKEMA:

Judul : Indonesian Student's Psychological Well-Being In Istanbul, Turkey
Peneliti/Pelaksana : Azam Syukur Rahmatullah, Dr., S.H.I., M.S.I., M.A.,M.Psi.,C.PNLP
NIDN : 2112038102
Jabatan Fungsional : Lektor Kepala
Program Studi/Fakultas : Magister Studi Islam
Nomor HP : 081268910334
Alamat surel (e-mail) : azam.sy@umy.ac.id

Anggota

Nama : Muhammad Azhar, Prof. Dr. Drs., M.Ag.
NIDN : 0508086101
Jabatan Fungsional : Guru Besar
Program Studi/Fakultas : Psikologi Pendidikan Islam

Nama : Wawan Nuri Irtanto
NIM : 20181010017
Prodi : S2 Ilmu Agama Islam

Mitra : Universiti Tun Hussein Onn Malaysia
Nama Mitra : Siti Marpuah, Ph.D
Kepakaran : AHLI KUMPULAN FOKUS ISLAMIC CIVILIZATION & CULTURE (IC2) PUSAT

PENGAJIAN UMUM DAN KOKURIKULUM

Nama : Siti Marpuah P.hD
NIK : C7526748
Institusi : Jabatan Pengajian Islam, Pusat, Pengajian Umum dan Kokurikulum, UNiversity Tun Hussein On Malaysia
Biaya : Rp. 25,000,000

Yogyakarta, 24 Juni 2022

Mengetahui,
Kepala LRI,



Prof. Dr. Dyah Mutiarin, MS.i.
NIK : 19700502 199603

9. RINGKASAN

This development research studied the psychological well-being of Indonesian students studying abroad, in this case, in Turkey. This research captured the psychological well-being development with various programs related to strengthening psychological well-being for overseas students. Students who studied in Turkey were chosen because, first, Turkey is a country that many Indonesian students go to in their pursuit of knowledge from various scientific fields. Second, Turkey is a modern and elegant country that can be comfortable or uncomfortable for Indonesian students in Turkey. Third, the psychological dynamics of Indonesian students in Turkey experienced are certainly diverse. Thus, the method used in this research was descriptive qualitative since it captured the development of psychological well-being, and then the description results in the field were followed by in-depth analysis; hence, new things were found as a form of knowledge contribution. For this reason, this development research aims, *first*, to find out the primary motivation for students to have Turkey as their choice to take further studies and still survive until now in Turkey. *Second*, it is to know in-depth how the psychological well-being dynamics and the development of Indonesian students in Turkey, from the beginning of their arrival in Turkey until they have persisted in Turkey. Third, it describes factors causing Indonesian students' "comfort and discomfort" while in Turkey. Meanwhile, the usefulness of this research, especially for foreign students other than in Turkey, is as a "guideline, reference, or role model" to strengthen the psychological well-being of students abroad. In addition, the output of this research is mandatory in the form of international journals, with a minimum of Q4

10. KEYWORDS

Psychological Well-Being; Indonesian Student; Turkey

11. HASIL PELAKSANAAN PENELITIAN

CHAPTER I

INTRODUCTION

A. Background

One of the countries starting to be in great demand by senior high school graduates in Indonesia is universities in Turkey, United Arab Emirates (UAE), for those who want to continue their undergraduate (S1) and Indonesian university graduates who want to continue their studies to master (S2) and doctoral (S3) degrees. Turkey itself is a country known as a transcontinental country, which is a country bordering the Black Sea to the north and the Sea of Marmara, which marks the boundaries of Europe and Asia.

Turkey is also one of the top ten countries with the largest number of foreign or “non-native” students worldwide (Aydın, 2021). According to data released by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), United Nations, it was stated that a search was carried out on the countries that hosted the most international students in the world, and one of them was Turkey, which was in the tenth position since there were 125,138 international students in 2018.

On the other hand, Indonesia is one of the countries as a "supplier of foreign students in Turkey (Gozali, 2019)." How not? At least Indonesian students currently studying in Turkey are around 1,600 in various Turkish universities, with a wide choice of majors (program studies). According to Suzy Taviana, CEO of the Turknesia Edu Foundation, students studying in Turkey have various educational backgrounds with various scientific disciplines; one of the most interested ones is graduates from Islamic boarding schools.

However, the questions are: Why is Turkey one of the countries Indonesian students refer to for their knowledge? What is the primary motivation? According to the Data Report (LPJ), several factors are the reason why Turkey is in great demand by prospective students from Indonesia. First, several universities in Turkey are ranked prestigious worldwide, according to the QS World University Rankings. Second, there is an attractive variety of scholarships from various educational institutions, making it easier for students in Turkey and feel well served. Third, education costs are relatively affordable and do not burden Indonesian students and other international students. Fourth, the cost of living is affordable and can be said to be cheap in a modern nation like Turkey. Fifth, it is a tourist destination for the world community because of its beauty (Özoğlu et al., 2015).

Turkey's uniqueness and excellence intrigue the researchers to explore the psychological well-being of new students who come to Turkey. With the condition of a country that is so prosperous, seems peaceful, modern, elegant, and everything has been fulfilled, do these new students experience discomfort and various problems that do not bring prosperity to mind? Or vice versa? Since this big nation provides modern facilities, are they prosperous, comfortable, and prosperous? (SNOUBAR, 2017)

For this reason, the researchers attempt to explore the psychological dynamics of students in elegant, modern, and advanced lectures, which are undoubtedly different when they enter non-modern countries, such as India, Sudan, and Africa, where conditions and climates are not the same with a big country. It will be something actually "normal and natural" to cause discomfort because it is caused by a small country, which is not yet modern, has difficult access, and has an undeveloped economy. However, it tickles that when "students" enter a big country, their position is not prosperous and not reassuring. Of course, the reasons should be investigated. Similarly, the researchers want to explore why they experienced psychological well-being in everyday life in Turkey while searching for knowledge.

There are several reasons why this research needs to be done. *First*, it is to determine the primary motivation for students to have Turkey as their choice to take further studies and stay in Turkey until now. *Second*, it is to find out in-depth how the psychological well-being dynamics of Indonesian students in Turkey, from the initial arrival in Turkey to staying in Turkey today. *The third* is to describe what factors cause Indonesian students' "comfort and discomfort" in Turkey. Meanwhile, this research is urgent to add to the scientific treasures in educational psychology and Islamic educational psychology studies. This research is also in accordance with the university's sub-cluster research scheme: character, leadership, and Islamic values and the individual research roadmap for 2021-2024 about students' psychological well-being.

B. Problem Formulation

Several problem formulations were studied in this study:

1. Why do Indonesian students choose Turkey as their main destination to deepen their academic knowledge?
2. What is the psychological well-being of Indonesian students studying in Turkey?
3. What are the efforts made by Indonesian students to improve their psychology while seeking knowledge in Turkey?

C. General Research Objectives

This research has several general objectives:

1. Describing and elaborating in-depth the reasons the Indonesian students choose Turkey as the main destination for deepening academic knowledge
2. Knowing and analyzing the psychological well-being of Indonesian students studying in Turkey
3. Knowing the efforts made by Indonesian students to improve their psychology while seeking knowledge in Turkey

D. Research Benefits

The results of this study are expected to provide theoretical benefits:

1. It adds to the scientific resources in Islamic psychology, Islamic educational psychology, or social psychology studies concerning subjective well-being for students studying in foreign countries.
2. It adds scientific references regarding subjective well-being to students studying in foreign countries so that this research can be used as a reference and direction for students who will study in foreign countries. They will understand what to do in the beginning, middle, and end when seeking knowledge in a foreign country to create prosperity for themselves in seeking knowledge.
3. The results of this study are expected to be the spearhead of further research, which can improve and complement the shortcomings and weaknesses of this research.

Meanwhile, the practical significance of this research includes:

1. In general, the results of this study are expected to be useful for the readers, especially regarding the subjective well-being of students studying in foreign countries.
2. For students in Indonesia, this research functions to provide an overview of the journey and process of seeking knowledge abroad so that, in the end, they will have preparation before studying abroad, especially in Turkey.
3. For schools or Islamic boarding schools preparing their graduates to study abroad, especially in Turkey, this research provides an overview of the beginning, middle, and end struggles in seeking knowledge in a foreign country.
4. For the Ministry of Religion and the Ministry of Education, Culture, Research, and Technology, this research can be used as a reference in making policies regarding students who will seek knowledge in foreign countries.

CHAPTER II

THEORY OF SUBJECTIVE WELL-BEING

1. Scope of Subjective Well-Being

A. Definition of Subjective Well-Being

Subjective well-being is a form of a person's well-being in his life in any role. Subjective well-being is closely related to positive psychology studies. According to Diener, Lucas, and Oishi, what is referred to as subjective well-being is:

“Subjective well-being is defined as individuals’ cognitive and affective evaluations of their life. These evaluations include emotional reactions to events and cognitive judgments of satisfaction and fulfillment. Thus, subjective well-being is a broad concept that includes experiencing pleasant emotions, low levels of negative moods, and high life satisfaction.” (Lopez & Snyder, 2009)

From the statement above, it can be seen that subjective well-being contains an evaluative element about oneself, how one's journey in navigating the ark of life, how to respond to life, and how to integrate with life. It is because sometimes, life is happy, but sometimes, life is not fun and does not make one happy. Therefore, subjective well-being is a form of the depiction of the journey of life.

The statements of Diener, Lucas, and Oishi are affirmed by Pavot & Diener, who stated that (Lucas et al., 1996):

"Subjective well-being is a person's evaluation of his life, both cognitive and affective evaluation, where cognitive evaluation refers to an individual's assessment of his life satisfaction, while affective evaluation alludes to an assessment of pleasant and unpleasant emotions experienced by the individual." (Pavot & Diener, 2004)

The affirmation point of Pavot & Diener's statement is related to the evaluation of one's life journey and the existence of an effort to remain upright even though living conditions are uncomfortable and easily discouraged (Pavot & Diener, 2004). With this evaluation, a person will try to dig up the wisdom behind the bitter incident and be grateful for the happy and enjoyable process of life. Thus, nothing is wasted in the life lived.

Thus, the elements of subjective well-being are:

1. Elements of self-evaluation in life, both cognitive and affective evaluation
2. Elements of emotional self-assessment
3. The existence of happiness and unhappiness in life
4. The existence of a process of extracting the wisdom of life

B. Subjective Well-Being Components

According to Eddington & Shuman's statement, there are several main components of subjective well-being, including global life satisfaction, satisfaction with a specific life domain, frequently experiencing positive effects (pleasant moods and emotions), and the relative absence of negative affect (unpleasant moods and emotions)¹. In fact, there are two main components in this subjective well-being study:

1. Cognitive Component

A cognitive component is a form of evaluation of one's life satisfaction. Life satisfaction can be interpreted as an individual's cognitive evaluation of enjoying his experiences in the past and present. Satisfied individuals assess that what has been achieved or obtained is in accordance with their expectations or ideals and positively view their life in the future. In this case, there is a positive correlation between life expectations and reality.

The evaluation of life satisfaction itself is divided into: *First*, the evaluation of global life satisfaction is a person's evaluation of his life as a whole. Global life satisfaction represents a person's general and reflective life assessment. *Second*, the evaluation of satisfaction in a particular domain is an assessment made by a person in evaluating domains in his life, such as work, family, leisure, health, finances, and one's relationship with others (Horley & Little, 1985).

2. Affective Component

The affective component of subjective well-being describes the basic experiences of events in a person's life. The affective components of subjective well-being can be divided into:

- a. Positive affective represents pleasant moods and emotions. Positive or pleasant emotions are part of subjective well-being because they reflect a person's reactions to events, indicating that life is going the way one wants it to. Individual positive affective influencing the subjective well-being level include joy, elation, satisfaction (contentment), a sense of self-worth (pride), affection, happiness, attention, and great joy (ecstasy).
- b. Negative affective is the prevalence of unpleasant emotions and moods and reflects the negative response experienced by a person as a reaction to life and the circumstances or events experienced. Some negative affective aspects of individuals impacting the subjective well-being level are guilt and shame, sadness, anxiety and worry (anger), pressure (stress), depression, and envy (Haq & Tentama, 2020).

C. Theory in Subjective Well-Being Studies

¹ Eddington & Shuman, Subjective Well-being (Happiness), (California: Continuing Psychology Education Inc. 2008), 2.

There are two theoretical approaches generally used in subjective well-being: ²

1. Bottom-Up Theories

Bottom-up theory states that happiness and life satisfaction felt and experienced by a person depends on how the attitude is felt while experiencing good and pleasant events. In other words, subjective well-being is the sum of positive experiences in a person's life. The more pleasant events that occur, the happier and more satisfied the individual will be.

2. Top-Down Theories

Subjective well-being experienced by a person depends on the way the individual evaluates and interprets an event from a positive perspective. This approach considers the type of personality, attitudes, and ways to interpret an event. Thus, to improve subjective well-being, efforts are needed to focus on changing one's perceptions, beliefs, and personality traits.

D. Factors Affecting Subjective Well-Being

Factors affecting subjective well-being include:

1. One's Income

Several studies reveal that a person's income affects his subjective well-being level (Howell et al., 2007). Other studies have also shown a relationship between income and one or more of the three components of subjective well-being (life satisfaction, positive and negative aspects)(Lucas et al., 1996) .

2. Gratitude in Life

There are several studies related to gratitude. Robustelli and Whisman (2018) stated that gratitude positively correlates to subjective well-being, i.e., the life satisfaction components in social relations, work, health, and global life satisfaction in America and Japan (Robustelli & Whisman, 2018). Meanwhile, the research results by Sapmaz, Yıldırım, Topçuoğlu, Nalbant, and Sızır (2016) showed that gratitude has a significant positive correlation with happiness(Sapmaz et al., 2015).

3. Personality

Tatarkiewicz (in Diener 1984) asserted that personality is the most influential thing on subjective well-being compared to other factors. Several personality variables uncover consistency with subjective well-being, including self-esteem(Sagone & Caroli, 2015).

E. Literature Review on Psychological Well-Being Themes

Concerning studies and themes of psychological well-being related to overseas students, several studies have been carried out:

- a. Ferry Fadzlul Rahman, Hamka, and Kuan-Han Lin, *The Psychological Well-Being of Newly-Arrived Indonesian Students in Taiwan*, Journal of International Students, Volume 10, Issue S3 (2020), pp. 44-57. Their research results stated that, in general, Indonesian new students studying in Taiwan have not been able to manage emotions (e.g.,

² Jati Ariati, "Subjective Well-Being (Kesejahteraan Subjektif) Dan Kepuasan Kerja Pada Staf Pengajar (Dosen) di Lingkungan Fakultas Psikologi Universitas Diponegoro", Jurnal Psikologi Undip Vol. 8, No.2, (Oktober, 2010), 119.

culture shock and feelings of isolation) and adapt to a culture and language different from their home country. It becomes an obstacle for Indonesian students in their studies in Taiwan(Rahman et al., 2020).

- b. Cindy Frency Halim and Agoes Dariyo, *Hubungan Psychological Well-Being dengan Loneliness pada Mahasiswa yang Merantau* [Relationship between Psychological Well-Being and Loneliness in Regional Students], Journal of Psychogenesis, Volume 4, No.2, December 2016. The study results uncovered a correlation between psychological well-being and loneliness ($r = -0.659$; $p = 0.000$), meaning a significant negative relationship between psychological well-being and loneliness. Each dimension of psychological well-being also had a significant negative relationship to loneliness(Halim & Dariyo, 2017).
- c. Hanna Azra Juniati, 2018, *Hubungan antara Cultural Intelligence dengan Psychological Well-Being pada Mahasiswa yang Melanjutkan Pendidikan di Luar Negeri serta Tinjauan dalam Islam* [Relationship between Cultural Intelligence and Psychological Well-Being in Students Continuing Education Abroad and Overview in Islam]. Diploma thesis, YARSI University. The study results revealed a relationship between cultural intelligence and psychological well-being in students who continued their education abroad(Juniati, 2018).

Meanwhile, several studies related to the concept of psychological well-being in students conducted in Turkey include:

- a. Mujde Koca-Atabey, A. Nuray Karanci, Gulay Dirik & Deniz Aydemir: *Psychological well-being of Turkish university students with physical impairments: An evaluation within the stress-vulnerability paradigm*, International Journal of Psychology, 46:2, 106-118, 2011. The study investigated the psychological well-being of students with disabilities at Turkish universities by examining the effect on growth-related stress and psychological distress. The results suggest that to reduce psychological stress and promote the growth of students with disabilities, disability awareness programs, changing barriers in the academic and physical environment of university campuses, and training in coping skills to improve problem-focused coping and combat powerlessness might prove effective(Koca-Atabey et al., 2011).
- b. Sahin, C. U.; Aydin, M.; Kulakac, N. *Psychological impact of COVID-19 pandemic on university students: Turkey sample*, Pakistan Journal of Medical and Health Sciences; 14(3):1215-1220, 2020. The study results found that Turkey students experienced discomfort and disadvantage during learning caused by COVID-19. They were not prosperous and did not feel as happy as before the pandemic(Sahin et al., 2020).

The search results did not find many research themes that the researchers were aiming for, i.e., the psychological well-being of Indonesian students studying in Turkey. It is certainly positive energy to strengthen this research because, later, it can be used as additional reference material on the psychological well-being of Indonesian students studying in Turkey.

CHAPTER III

RESEARCH METHOD

A. Research Approach

This field research was carried out systematically by collecting data from the field. The researchers directly came to the field to get the data needed. The research approach used was phenomenology, which pays more attention to the subjective experience of individuals (Kuswano, 2009). It is because a person's behavior is strongly influenced by the individual's view of himself and his world, the concept of self, self-esteem, and all matters relating to self-awareness or self-actualization. Seeing a person's behavior is always associated with phenomena about himself(Thagard & Wood, 2015).

In this case, the researchers deliberately used a phenomenological approach because it related to the subjective experience of students who were studying in Turkey. With this approach, it was easier for researchers to enter their lives while seeking knowledge and academic experience in Turkey. Thus, it is hoped that researchers could explore more data from the descriptions of the informants' experiences.

B. Research Focus and Setting

This research's setting was Istanbul, Turkey. Several reasons underlie why Istanbul, Turkey, was taken as a sample. *First*, Turkey is a European country rich in culture and has academic qualities recognized by the world, so it deserves to be a place of research by many researchers worldwide from various scientific perspectives (Pultar, 2013). *Second*, Istanbul, Turkey, is a city center in great demand by students worldwide, including Indonesian students (Özoğlu et al., 2015). *Third*, Istanbul, Turkey, has a strong scientific civilization and a strong magnet for studying science in the area (Çayir, 2009). *Fourth*, many Indonesian students are members of the Indonesian Student Association (PPI) in Turkey, who could be interviewed regarding the scientific deepening process in Turkey.

C. Research Subject

This research needed subjects who were involved as informants or provided information related to subjective well-being during their learning activities in Istanbul, Turkey, Europe. Subjects were selected and focused on competent people who understood the data sought and needed in this study. The subject selection used a purposive sampling technique with a snowball model. The participant data studied came from students who met the criteria for research. Some criteria included (1) students who lived in Turkey for at least a year to experience firsthand the things they experienced while studying in Turkey. (2) Students lived in Istanbul, Turkey; the samples were deliberately taken from students who studied in the Istanbul area, Turkey because two areas are favorite destinations for students to study, namely Istanbul and Ankara; in this case, students in Istanbul were involved as the sample. (3) Students had experiences related to psychological dynamics and their solutions while studying in Turkey, both male and female students, where there may be differences between the two's psychological well-being dynamics.

D. Data Collection Technique

Data collection techniques in this study used several ways, including:

1. Participant Observation

The observers, in this case, became full members of the group being observed and could obtain any information needed. In connection with the study that the researchers did, the researchers deliberately went directly to Istanbul, Turkey, to make observations and stay for 20 days to learn more about Indonesian students' lives in Turkey.

2. In-depth Interview

In-depth interviews were conducted by researchers with related parties closely related to this research. In this case, the researchers conducted interviews with students who had just lived in Turkey for one year and students who had been in Turkey for more than one year. It is hoped that researchers could dig deeper into the psychological aspects of students studying in Turkey.

3. Documentary

According to Burhan Bungin, the documentary method is one of the data collection methods used in social research to track historical data (Burhan Bungin, 2007). Meanwhile, Sugiyono stated that the document is a record of events that have passed in writing, pictures, or monumental works of someone (Sugiyono, 2005). In connection with this documentary, the researchers took the data sources of research documents in these two Islamic boarding schools, including written sources, such as data that have already existed and were archived by the Islamic boarding schools, photos that researchers took for important moments related to research, and audio tape that the researchers utilized to facilitate "memory recall." Then, its function was to conduct media interviews with parties related to this research. In fact, these audio tapes could be used as a data source to continue this research.

E. Data Analysis Technique

The data obtained were then analyzed descriptively and interpreted. In contrast to other research approaches, in the ethnomethodological approach, the data description and interpretation are carried out from the first data collection so that there is no waiting for data to accumulate. The analysis is also carried out continuously, and its nature is simultaneous (cycle) so that later, a correct, natural, and desired conclusion will be found (Fatchan, 2015).

There are several ways to do descriptive analysis. *First*, the data in the form of detailed descriptions of each existing research subject are read one by one by the researchers. *Second*, by reading the data for each description, basically, the researchers analyze sorting out the "natural" statements of each research subject. *Third*, the analysis results are rewritten as a description per the reality of the results of focused interviews and based on the meaning of the research subject, not the researcher's opinion. *Fourth*, the description results align with the research objectives/problems and must be consistent with understanding the meaning of the research subjects concerning their living environment. *Fifth*, the researchers find a description in the form of a statement, which is in line with the understanding of meaning by the subjects in their group or ethnic life (Fatchan, 2015).

In ethnomethodological research, to obtain valid data, it is necessary to check the data validity so that the research results have a high confidence level in accordance with the facts and information in the field. How data is checked is as follows. *First*, data triangulation was carried out, i.e., examining data by utilizing something outside the data, such as checking data sources, methods/techniques, and the investigation time. *Second*, a member check was conducted to examine and discuss research results with groups of research members with the same expertise and qualifications in the field under study. *Third*, diligent and focused observation was performed in line with what was done during participation observations and in-depth interviews (Fatchan, 2015).

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Getting to Know Turkey

1. Turkey's Geographical Location

The Republic of Turkey (Turkish: *Türkiye Cumhuriyeti*), often known as Turkey, is a country located in the Eurasian region. Its territory stretches from the Anatolian Peninsula in Northwest Asia to the Balkans in Southeastern Europe. The Black Sea borders Turkey to the north, Bulgaria to the northwest, Greece and the Aegean Sea to the west, Georgia to the northeast, Armenia, Azerbaijan, and Iran to the east, Iraq and Syria to the southeast, and the Mediterranean Sea to the south.

The Turks began migrating to an area called Turkish in the 11th century. This migration process was carried out after the victory of the Seljuk Sultanate against the Byzantine Empire at the Battle of Manzikert. Several beyliks (Turkish Emirates) and the Seljuk Sultanate of Rûm ruled Anatolia until the invasion of the Mongol Empire. At the beginning of the 13th century, Ottoman beyliks unified Anatolia and formed an empire that spanned much of Southeastern Europe, Western Asia, and North Africa. After the Ottoman Empire collapsed after losing in World War I and internal problems (the uprising of the Young Turks movement and the Arab rebels), part of its territory was occupied by the Allies, who won World War I. Mustafa Kemal Atatürk then organized a resistance movement against the Allies. In 1923, this resistance movement established the Modern Turkish Republic, with Mustafa Kemal Atatürk serving as its first president (Sirkeci et al., 2015).

Turkey's capital is Ankara, but its largest city is Istanbul, or Constantinople, the capital of the Byzantine and Ottoman empires. Due to its strategic location at the crossroads of two continents, Turkish culture is a unique mix of Eastern and Western cultures, often introduced as a bridge between the two civilizations (Greaves, 2007). Turkey has also gained rapidly growing strategic importance due to the presence of a strong region from the Adriatic to China in the land route between Russia and India.

2. Turkey's Economy

The IMF categorizes the Turkish economy as an emerging market economy (Doral, 2010). Turkey is also one of the most developed countries in the world, according to the CIA World Factbook. In addition, Turkey is the country with the 18th largest nominal GDP and the 17th largest GDP according to PPP in the world (Sandıkçı et al., 2016). The country is among the world's leading producers of agricultural products, textiles, motor vehicles, ships, other means of transport, building materials, consumer electronics, and household appliances (Gonca, 2009).

Moreover, Turkey is one of the largest industrial countries in the world. The country produces 200 million tons of products annually and exports its products worldwide. This industrial sector contributes 24.2% of the total GDP. Turkey's mainstay industry is the textile industry. It is not surprising that Turkey is a country that produces various kinds of textile products (BAŞKOL, 2018). For example, carpets, prayer mats, and veils are of the highest quality in the world. In addition, Turkey is one country that produces household appliance products in demand in Europe, beating IKEA. Furthermore, Istanbul and Izmir are the two cities with Turkey's main pulse of the industry. Many local or foreign factories and companies invest in the two cities.

3. Education in Turkey

Turkey has two institutions dealing with education. First, the Ministry of National Education takes care of the formal elementary and secondary education levels and non-formal education. The Ministry of Education includes organizations from the center to the provinces and representatives abroad. The second institution is the Higher Education Council, which manages higher education units. The Chair of the Higher Education Council is not a civil servant appointed by the president (Özdemir, 2016).

The Turkish education system includes both formal and non-formal education. The formal pathway includes four levels: pre-school, primary education, secondary education, and higher education. Meanwhile, non-formal education is available for everyone who does not have the opportunity to receive a formal education, for people who want to develop their level of education, or for those who drop out. Turkey's higher education system is under the state's supervision and control, i.e., the National Education Agency. Under the constitution of the Republic of Turkey, everyone has the right to education. Education is compulsory for children aged 6 to 14 years and is free of charge in public schools (Goktas & Aybat, 2006).

There are several advantages of education in Turkey, including:

a. The quality of education (other than Ulum Syari) is of European standard

Looking at the list of world university rankings, on average, Turkey's best universities rank from 300 to 500 worldwide. This ranking is quite good and is almost similar to some of the best universities in Indonesia, which rank 400-500 worldwide. The quality of education in Turkey is growing rapidly, which can be seen in the Turkish government's concern for education. This European-style education was initiated after the fall of the Ottomans because of the progress of Europe at that time.

In addition, state universities in Turkey receive subsidies from the government so that almost all universities have complete facilities and infrastructure, ranging from libraries, sports fields, laboratories, and other campus facilities. In fact, research projects are strongly supported by the Turkish government in their development, starting from being given the support of places, funds, professors in their fields, and mentors.

Picture 1. Discussion about education in Turkey

Picture 2. Discussion about education in Turkey

b. Having a global network and adding foreign languages

Turkey is one of the countries with the largest number of international students worldwide. The Turkish government pays great attention to this by providing services by building a special institution to empower international students. Since the network is global, it can be a medium for networking or international connections. In addition, there is maximum foreign language development.

Picture 3. Student Worldwide in Turkey

c. Relatively affordable education and living costs

Tuition fees in Turkey are affordable because the government is active in developing education in Turkey by providing substantial subsidies to many universities and even to universities that have just been built. The cost of education for Turkish citizens can be very cheap because the Turkish government subsidizes the tuition fees at state universities. Meanwhile, Turkish government subsidies or scholarships are available for international students until the end of education, with conditions that the campus has determined. The cost of living in Turkey is also very affordable. In big cities like Istanbul and Ankara, students usually need around 3-5 million rupiah for a month's living expenses. Meanwhile, in other cities, the cost of living for one month for students is around 2-3 million, which covers the whole.

Picture 4. Breakfast with Indonesian student in Turkey

Picture 5. Breakfast with Indonesian student in Turkey

Picture 6, Lunch with Indonesian Student in Turkey

d. Four seasons country with many scholarship options

The Turkish government also opens great opportunities for travelers or students who want to continue their education there. Some of the offers given by the Turkish government are YTB and TDV scholarships, and the latest one is ISDB. Apart from the three mainstay scholarships above, there are still scholarships from various NGOs in Turkey.

B. Talking Deeper about Indonesian Students in Turkey

1. Discussing the Reasons for Indonesian Students Studying in Turkey

As explained earlier, Turkey is one of the favorite countries for knowledge seekers worldwide, so it is not surprising that many "non-Turkish" foreigners come to Turkey. Apart from travelers, many of them also live in Turkey to study at the world's top campuses. One of the country's enthusiasts is Indonesian students, whose numbers are increasing every year, to seek knowledge at several universities in Turkey, especially in Istanbul.

As stated by one of the Indonesian students, Syahdam, who studied in Istanbul, Turkey:

“Semakin tahun jumlah calon mahasiswa Indonesia yang datang ke Turki untuk belajar, alhamdulillah semakin banyak. Meskipun tidak hanya terpusat di Istanbul saja, tetapi tersebar di berbagai wilayah besar di Turki. Para calon mahasiswa berasal dari daerah-daerah di Indonesia, yang memang sejak awal ingin belajar ke negara Turki, meskipun

banyak dari mereka yang belum paham Turki dan segala dinamika serta problemnya.” (Wawancara dengan Syahdam mahasiswa semester 4 salah satu universitas di Turki, Tanggal 23 Februari 2022)

Picture 7. Interview with syahdam (Indonesian student)

[“Over the years, the number of prospective Indonesian students who come to Turkey to study, thank God, is increasing. Although it is not only centered in Istanbul, it is also spread over various large areas of Turkey. The prospective students come from regions in Indonesia that wanted to study in Turkey from the beginning, even though many of them did not understand Turkey and its dynamics and problems.” (Interview with Syahdam, a 4th-semester student at a university in Turkey, on February 23, 2022)]

Syahdam's statement was also emphasized by Husnul Maula, who stated that:

“Turki memang menjadi salah satu negara dengan daya tarik tersendiri, terutama bagi para pencari ilmu. Selain karena negara maju, kampus-kampus maju, juga karena destinasi wisatanya yang menarik hati, sehingga tidak heran jika negara Turki setiap tahunnya dipenuhi para mahasiswa baru dari berbagai belahan dunia.” ((Wawancara dengan Husnul Maula mahasiswa semester 6 salah satu universitas di Turki, Tanggal 24 Februari 2022)

Picture 8. Interview with Husnul Maula (Indonesian student)

[“Turkey is indeed a country with charm, especially for knowledge seekers. Apart from being a developed country and developed campuses, it is also because of its attractive tourist destinations, so it is not surprising that Turkey is filled with new students every year from various parts of the world.” ((Interview with Husnul Maula, 6th-semester student at a university in Turkey on February 24, 2022))]

As one of the big and developed countries in terms of economy, education, technology, and various other aspects, Turkey has become a big magnet for knowledge seekers to study in Turkey. Most prospective students were interested after seeing how scientific civilization is and the easy access to scientific enrichment for students in Turkey. In other words, the academic climate, the scientific growth climate, and the advancing motivation climate are strong in Turkey, thus making prospective students stronger in their desire to study in Turkey.

According to several students interviewed by the researchers while in Istanbul, Turkey, some of many other reasons why they took Turkey as a scientific reference are:

a. Well-known and Professional Education System

The country with this September-June academic year applies the Turkish language in most of its universities (English is also used in some universities). Although Turkey is not included in the EU in terms of language and politics, Turkey has implemented the Bologna process since 2001. It makes the education system in the country on par with European countries. It is also evidenced by all higher education institutions that use the same credit system as universities in North America. Meanwhile, in terms of its education system, Turkey uses a two-tier system, except for some majors, such as dentistry, veterinary science, pharmacy, and medicine.

Picture 9. Interview with lector University in Turkey

Picture 10. Interview with lector University in Turkey

Picture 11. Memories with lector University in Turkey

Meanwhile, the advantages of implementing the Bologna process are degree recognition, quality assurance, qualification framework, and the latest accreditation system, which the European Union universalizes. Students can also participate in a student exchange program in European countries (Erasmus). The requirements include passing the TOEFL selection and GPA scores. When they pass, students in Turkey can go to Germany, France, the Netherlands, Poland, and other European countries according to the cooperation of each university.

It aligns with what was conveyed by Faisal that:

“Sistem pendidikan di Turki memang kami akui bagus sekali pak’. Sistemnya sudah modern dan sifatnya terintegrasi. Di sisi lain suasana akademiknya sangat mendukung, nyamannya itu loh pak’. Kami ini bisa belajar dengan nyaman, aman dan enak pak.” (Wawancara dengan Faisal mahasiswa semester 4 salah satu universitas di Turki, Tanggal 21 Februari 2022)

Picture 12. Interview with Faisal (Indonesian student)

"We admit that the education system in Turkey is very good, Sir. The system is modern and integrated. On the other hand, the academic atmosphere is very supportive and comfortable, Sir. We can study comfortably, safely, and comfortably, Sir." (Interview with Faisal, a 4th-semester student at a university in Turkey on February 21, 2022)]

Another statement was made by a student named Al-Fath, who said:

"Memang sih pak, di sini itu seleksinya kuat, apalagi jika ingin mendapatkan beasiswa, perjuangannya harus besar. Hal ini karena kualitas pendidikan di Turki itu yang diutamakan, dan yang kami nilai plus disini adalah modern, elegan dan tersistem dengan baik. (Wawancara dengan Al-Fath mahasiswa senior semester 10 salah satu universitas di Turki, Tanggal 20 Februari 2022)

Picture 13. Interview with Al Fath (Indonesian student)

[“Indeed, Sir, here, the selection is strong. Moreover, if wanting to get a scholarship, the struggle must be big. It is because the quality of education in Turkey is the priority, and what we value here is that it is modern, elegant, and well-organized.” (Interview with Al-Fath, a 10th-semester senior student at one of the universities in Turkey on February 20, 2022)]

The two students expressed their interest in Turkey because of the good, advanced, and modern quality of education. On the other hand, it was also because of the climate and comfort of learning with various available and fulfilled accesses to the ease of seeking knowledge so that students and university students could easily get additional knowledge.

b. Affordable Cost

One thing that attracts students to Turkey to study at public universities is that tuition fees are quite affordable and cheap due to tuition subsidies. Turkish universities, such as Kastamonu University, Kırklareli University, and others, have tuition fees of less than one million rupiahs per semester. It is certainly far compared to Indonesia because, in Indonesia, the cost per semester can be at least 1.5 million or 1.7 million with the UKT (Single Tuition Fee) system.

As stated by student Syahdam, who has been in Turkey for more than a year:

“Tidak diragukan lagi pak, hampir semua kawan-kawan saya yang mengambil kuliah di Turki, memiliki alasan kuat yakni karena Turki biaya kuliah dan biaya hidup murah dan terjangkau. Sehingga kami ini merasa cocok hidup di Turki, dengan biaya yang tidak mahal.” (Wawancara dengan Syahdam mahasiswa semester 4 salah satu universitas di Turki, Tanggal 23 Februari 2022)

[“There is no doubt, Sir. Almost all my friends who study in Turkey have strong reasons because Turkey has cheap and affordable tuition and living costs. Therefore, we feel comfortable living in Turkey at an inexpensive cost.” (Interview with Syahdam, a 4th-semester student at a university in Turkey on February 23, 2022)]

c. Reasonable Cost of Living

As mentioned earlier, apart from the convenience and complete facilities, one of the advantages of Turkey is the relatively affordable cost of living. Some costs are not even that different from in Indonesia; for example, a one-way local transportation ticket costs around 2.60 TL or IDR 9,100.

It was also emphasized by a student named Al-Fath, who stated that:

“Pokoknya kalau hidup di sini ngga’ perlu khawatir ngga bisa makan deh pak’. Murah banget biaya hidupnya, Biaya-biaya hidup terejangkau dan tidak membuat masyarakat sulit hidup pak. Hal itulah yang membuat kami juga bertahan disini pak’. Kalau kuliah di Indonesia kan juga mahal, biaya hidup juga mahal pak.” (Wawancara dengan Al-Fath mahasiswa senior semester 10 salah satu universitas di Turki, Tanggal 20 Februari 2022)

[“Anyway, if wanting to live here, one does not have to worry about being unable to eat, Sir. The cost of living is cheap. The living costs are affordable and do not make it difficult for people to live, Sir. It is what makes us also survive here, Sir. If studying in Indonesia is expensive, and the cost of living is also expensive, Sir.” (Interview with Al-Fath, a 10th-semester senior student at a university in Turkey on February 20, 2022)]

d. The Government Welcomes Foreign Students.

The Turkish government's mission to become a regional center for higher education has made the country expand its capacity for international students. According to UDEF, an educational institution in Turkey, the Turkish government planned to increase the number of international students from 100,000 in 2015 to 350,000 in 2020.

Currently, students from 155 countries, including Indonesia, have studied in Turkey. The internationalization of Turkish universities is one of the incentives efforts to standardize higher quality. The expansion of higher education capacity in Turkey has also become an integral part of Turkey's ability to welcome more international students.

e. Beautiful Country Destination

Turkey itself has a destination recognized by the world. It means that the great interest of students studying in Turkey is also due to the beautiful destination factor in Turkey. It has become a magnet for Indonesian students, who, on average, are also curious about European countries and their beauty. Therefore, this interest becomes even stronger when there are many advertisements, Youtube shows, and feature films whose shooting locations are in Turkey.

Based on the statements above, conclusions can be drawn regarding the reasons why Indonesian students chose Turkey as a place to study, including:

Table 1

Reasons for Indonesian Students Studying in Turkey

No	Reasons to Study in Turkey	Description
1	Well-known and Professional Education System	It is one of the most important student goals because the first thing prospective students see about campuses in Turkey is the quality.
2	Affordable Cost	The attraction of prospective Indonesian students to Turkey is about the low cost of living but still makes students comfortable and prosperous. Thus, those become a magnet and a strong attraction for prospective students in Turkey.

3	Reasonable Cost of Living	The cheap and pro-student cost of living is also an attraction for students living in Turkey. Thus, they generally do not experience problems with the cost of living and living while studying in Turkey.
4	The Government Welcomes Foreign Students.	A pro-student government that does not make it difficult for international students is one of the things that makes Indonesian students choose Turkey. In fact, every year, the number of prospective student applicants from Indonesia to Turkey is increasing. It shows that the trust level of prospective Indonesian students in Turkey is increasing.
5	Beautiful Country Destination	Turkey has become a destination country for the world community because of its beauty and uniqueness. In addition, the comfort and welfare of the country have brought the world community to Turkey, including prospective Indonesian students who want to live in developed and modern countries.

2. Psychological Well-Being of Indonesian Students Studying in Turkey

As explained above, Turkey is one of the favorite countries for prospective students worldwide who will study in various fields. Behind this great desire, prospective students studying in Turkey experience the dynamics of psychological change and varied experiences, which will ultimately determine their next step, whether they remain *istiqamah* in scientific studies in Turkey, or vice versa. Will they back away from the original plan for studying science in Turkey?

In fact, the psychological condition at the time of entering Turkey and the period of adapting to the country became one of the problems that were not easily resolved. Hence, new students who are not strong and cannot adapt quickly will return to Indonesia and not continue their scientific exploration in Turkey. As stated by Al-Fath that:

“Hal yang paling berat sebenarnya bagi para mahasiswa baru di Turki adalah masa adaptasi yang tidak sama antara satu mahasiswa dengan mahasiswa lainnya pak. Bagi para mahasiswa yang cepat adaptasinya mereka akan merasakan kenyamanan tinggal di Turki. Namun sebaliknya jika masa adaptasinya gagal, alias tetap tidak kerasan, maka hal inilah yang menjadi masalah. Hal yang demikian tentu tidak mensejahterakan bagi para mahasiswa baru. Ujung-ujungnya mereka pulang ke Indonesia, hanya membawa pengalaman tetapi tidak membawa keilmuan formal.” (Wawancara dengan Al-Fath mahasiswa senior semester 10 salah satu universitas di Turki, Tanggal 20 Februari 2022)

[“The hardest thing for new students in Turkey is the unequal adaptation period between one student and another, Sir. Students who adapt quickly will feel comfortable living in Turkey. On the other hand, if the adaptation period fails, aka still felt homesick, this is a problem. It is certainly not prosperous for the new students. Ultimately, they return to Indonesia with only experience but no formal knowledge.” (Interview with Al-Fath, a 10th-semester senior student at a university in Turkey on February 20, 2022)]

Al-Fath's statement was strengthened by the Husnul Maula's statement, who said:

‘Bagi para mahasiswa yang lebih dari 6 bulan, biasanya mereka sudah merasakan kesejahteraan diri berada di Turki. Para mahasiswa umumnya sudah nyaman, dan tidak memiliki problem yang berhubungan dengan makanan,

lingkungan dan sebagainya. Lain halnya bagi mahasiswa yang masih baru datang, mereka akan merasa berat, terutama dalam urusan makanan, yang memang tidak sama dengan makanan khas Indonesia.” (Wawancara dengan Husnul Maula, mahasiswa senior semester 6 salah satu universitas di Turki, Tanggal 22 Februari 2022)

[“For students who are more than six months staying, usually, they already feel well-being in Turkey. The students are generally comfortable and do not have problems with food, the environment, or others. It is different for students who have just arrived; they will feel heavy, especially in matters of food, which is not the same as typical Indonesian food.” (Interview with Husnul Maula, a 6th-semester senior student at a university in Turkey on February 22, 2022)]

Generally, students who have been accepted in Turkey and stay in Turkey within a week or two feel a sense of confusion, unease, and anxiety. They are worried that they will not be able to continue their studies in Turkey. It is due to the adaptation period. The students also did not think that the real conditions of the Turkish climate were enough to overwhelm students in the adaptation period, and only natural selection remained. It means that those who are strong, continue to strengthen their motivation and strive to adapt will stay in Turkey. Conversely, the researchers have stated that those who do not strengthen or weaken will return to their country of origin.

In other words, the psychological well-being of students in Turkey is greatly influenced by the adaptation period, as stated by Husnul Maula:

“Masa adaptasi para mahasiswa yang pertama kali datang ke Turki, menjadi hal utama kelanjutan perjalanan mereka belajar di Turki. Umumnya masa adaptasi adalah 6 bulan sampai 1 tahun, namun ada pula yang belum sampai masa 6 bulan mereka sudah memilih pulang dan merasa tidak kuat berada di Turki, meskipun Turki sejatinya menawarkan banyak keindahan dan kenyamanan.” (Wawancara dengan Husnul Maula, mahasiswa senior semester 6 salah satu universitas di Turki, Tanggal 22 Februari 2022)

[“The adaptation period for students who first come to Turkey is the main thing in continuing their journey to study in Turkey. Generally, the adaptation period is 6 months to 1 year, but some have not yet reached the 6 months and have chosen to go home and feel they are not strong enough to be in Turkey even though Turkey actually offers a lot of beauty and comfort.” (Interview with Husnul Maula, a 6th-semester senior student at a university in Turkey on February 22, 2022)]

The adaptation period is when a person tries to integrate with culture, climate, environment, civilization, food, and various other aspects, where the unification effort is actually to prosper and get self-comfort. In this case, the adaptation period from one person to another varies and cannot be forced to be the same. Similarly, it happened to students studying in Turkey, who also experienced differences in the adaptation period.

It is according to the interview results with a student named Al-Fath:

“Bentuk adaptasi mahasiswa baru yang datang ke Turki, berbagai macam ragam dan jenisnya pak. Hal kesemua itu yang menjadikan satu mahasiswa dengan mahasiswa lainnya berbeda-beda daya ketahanan dirinya selama berada di Turki. Ragam adaptasi contohnya adalah masalah makanan, bahasa, lingkungan, pergaulan, iklim -cuaca dan lain sebagainya. (Wawancara dengan Al-Fath mahasiswa senior semester 10 salah satu universitas di Turki, Tanggal 20 Februari 2022)

[“The forms of adaptation of new students who come to Turkey are of various kinds and types, Sir. All these things make one student with another student different in their resilience while in Turkey. Various adaptations, for example, are problems with food, language, environment, association, climate-weather, and others.” (Interview with Al-Fath, a 10th-semester senior student at a university in Turkey on February 20, 2022)]

From the student statements above, the important elements of the adaptation period affecting the psychological well-being of students while in Turkey can be seen clearly, some of which are:

Table 2

Elements Affecting Students' Psychological Well-Being During the Adaptation Period While in Turkey

No	Elements	Description
1	Turkish food	<p>One thing that makes students in Turkey uncomfortable and disturbs their comfort is the food factor. Food in Turkey is different from Indonesian food, and Indonesian food is rare; if any, the location is quite far.</p> <p>As stated by student Faisal:</p> <p><i>“Salah satu problem terbesar para mahasiswa yang baru datang ke Turki dan menjadikan ketidaksejahteraan diri adalah adaptasi dengan makanan. Kadang mahasiswa ingin pulang gara-gara tidak suka dengan makanannya, tidak sreg dengan hidangannya. Ada juga yang mereka membutuhkan berbulan-bulan untuk beradaptasi dengan makanan ala Turki”. (Wawancara dengan Faisal mahasiswa semestder 4 salah satu universitas di Turki, Tanggal 21 Februari 2022)</i></p> <p>[“One of the biggest problems for students who have just come to Turkey and become unwell is food adaptation. Sometimes, students want to go home because they dislike the food. Some need months to adapt to Turkish-style food.” (Interview with Faisal, a 4th-semester student at a university in Turkey on February 21, 2022)]</p>
2	Quite complicated Turkish language	<p>Another thing that becomes an obstacle for students while in Turkey is language. The language spoken in Turkey is purely Turkish, while English is not very cultured. Hence, students must adapt to the language, which cannot be mastered in just 1-2 weeks but takes months. It is what ultimately causes students to feel uncomfortable and tend to want to return to Indonesia.</p>
3	Different weather compared to Indonesia	<p>Weather in Turkey has several climates, especially cold climates that bring up snow. It makes the students not strong, with cold weather to minus Celsius. Cold weather becomes an unresolved problem for students who cannot adapt well. As a result, they are unable to lead to their psychological well-being.</p>
4	Association with foreign students	<p>One thing that affects the psychological well-being of students in Turkey is the association with international students. It is because the nature, personality, and culture of international students are different from students from Indonesia. Therefore, adaptation to international students with various characteristics and behaviors sometimes becomes a problem for Indonesian students.</p>

5	Adaptation on campus	Adaptation during lectures in a new place is also an element that affects the psychological well-being of students in Turkey. Generally, they experience alienation mixed with other students from different countries. Therefore, students who are not easy to get along with will feel uncomfortable.
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According to the informants, the various things above will determine the adjustment period for new students while in Turkey. However, if the adaptation period has passed, generally, many students feel happy and are reluctant to return to their homeland. In other words, the students feel at home and comfortable in Turkey. Why? It is not only due to several aspects above but also because of the easy access to transportation, with the availability of fast trains, buses, and taxis, which have become a comfortable medium for Indonesian students in Turkey. In addition, road conditions are also not jammed and orderly, making students more comfortable.

However, various factors determining students' psychological well-being must be prioritized for improvement. If not, the adaptation period will be more uncertain and disturbing to the new students' souls and minds, creating mental stress and psychological burden for the students. Ultimately, it will lead the students to self instability and eventually return to their homeland.

3. The Efforts of Indonesian Students Studying in Turkey for Their Psychological Well-Being

Indonesian students who are already psychologically mature in Turkey have always made various efforts. In other words, psychologically mature senior students try to "help stabilize the psychology of new students" so that they quickly adapt to the environment and culture in Turkey. There are several reasons why senior students are always actively trying to provide enlightenment, understanding, and psychological assistance to these new students, including:

a. Feeling in the same boat as the new students

According to Al-Fath:

"Para mahasiswa senior berupaya keras untuk membantu para mahasiswa baru beradaptasi di Turki, hal ini karena mereka merasakan apa yang telah dirasakan oleh para mahasiswa baru. Sehingga dengan demikian, para senior tidak mau para mahasiswa baru merasa sendiri dalam masa adaptasinya. Oleh karena upaya terus dilakukan hingga masa adaptasi bisa dilewati dengan aman. (Wawancara dengan Al-Fath mahasiswa senior semester 10 salah satu universitas di Turki, Tanggal 24 Februari 2022)

["Senior students try hard to help new students adapt in Turkey. It is because they feel what new students have felt. Thus, seniors do not want new students to feel alone in their adaptation period. Therefore, efforts continue to be carried out until the adaptation period can be passed safely." (Interview with Al-Fath, a 10th-semester senior student at a university in Turkey on February 24, 2022)]

The feeling that new students had a hard time adapting made the senior students move to help so that the new students did not feel alone but felt together in passing the situation in the early days of arrival. The emotional bond was built by the students who first felt comfortable in Turkey.

b. Feeling one national blood bond

The thing causing seniors to work hard to help psychologically comfort the new students in Turkey is because they feel one national blood bond, namely the Indonesian nation. One national blood makes the instinct to strengthen each other even greater in neighboring countries. It is in accordance with the statement of Al-Fath:

"Kami ini hanya lebih dahulu datang ke Turki, dan kami ini lebih dahulu melewati masa adaptasi yang jelas teramat berat jika dijalani. Karena kami tahu rasanya adaptasi seperti apa, maka kami berupaya mendampingi adik-adik mahasiswa yang belajar di Turki, agar psikologisnya tetap sehat, tetap kuat dan semakin stabil, sehingga tatkala menjalani proses belajar mereka semakin nyaman di Turki. (Wawancara dengan Al-Fath mahasiswa senior semester 10 salah satu universitas di Turki, Tanggal 24 Februari 2022)

"We only came to Turkey first and underwent a period of adaptation, which was obviously very hard. Because we know what it was like to adapt, we try to assist younger students studying in Turkey to stay psychologically healthy, stay strong, and become more stable. Thus, they are more comfortable in Turkey when they go through the learning process." (Interview with Al-Fath, a 10th-semester senior student at a university in Turkey on February 24, 2022)]

c. Shared Moral Responsibility and Empathy

The problems of new overseas students are a form of shared responsibility. It is because of a moral calling, an inner calling, that helping others is a form of goodness and virtue, which must be done to anyone and anywhere. It was also conveyed by Al-Fath that:

"Orang tua kan selalu mengajarkan untuk tepo seliro dan saling menolong dan berempati dengan orang lain. Jadi meski kita ini di luar negeri, prinsip empati kepada orang lain tetap kami pegang. Termasuk menolong kawan-kawan mahasiswa baru yang berada di Turki, tentu yang demikian menjadi tanggung jawab bersama kami yang berada di Turki lebih dahulu. (Wawancara dengan Al-Fath mahasiswa senior semester 10 salah satu universitas di Turki, Tanggal 24 Februari 2022)

[“Parents always teach us to be *tepo seliro*, help each other, and empathize with others. Therefore, even though we are abroad, we still adhere to the principle of empathy for others. It includes helping new student friends in Turkey. Of course, it is the shared responsibility for those who have been in Turkey first.” (Interview with Al-Fath, a 10th-semester senior student at a university in Turkey on February 24, 2022)]

Senior students who stay in Turkey longer understand how new students adapt during their stay in Turkey. Students who have lived in Turkey for a long time also understand how to get through the bitter times of adapting to Turkey. It means that senior students know how to behave and provide reinforcement to new students. In addition, they understand how to solve the annual problem so that students are psychologically prosperous.

According to Faisal, several things can be done to strengthen the psychology of students who have just arrived and live in Turkey in the context of self-study:

"Kalau ada mahasiswa yang tidak betah, dan ingin pulang biasanya kami menghibur, menguatkan, ya memberikan pencerahan-pencerahan sebagai bentuk penguatan motivasi untuk mereka." (Wawancara dengan Faisal mahasiswa semester 4 salah satu universitas di Turki, Tanggal 21 Februari 2022)

[“If there are students who do not feel at home and want to go home, we usually entertain, strengthen, and provide enlightenment as a form of strengthening motivation for them.” (Interview with Faisal, a 4th semester student at a university in Turkey on February 21, 2022)]

Furthermore, what senior students have done as self-defense efforts to stay strong in motivating new students in Turkey are:

a. Holding a motivational *halaqah*

This motivational *halaqah* is carried out by senior students or students who have stayed first to foster enthusiasm and motivation to stay strong and *istiqamah* in studying in Turkey. This motivational *halaqah* is a weekly or bi-weekly meeting held on campus or at the student's residence to recharge the enthusiasm to stay new.

b. Visits (monitoring) to new student residence

This visit is carried out by Indonesian student organizations that previously lived in Turkey to monitor problems or complaints that new students may feel. This visit, at least, is to relieve the psychological burden of the students during the adaptation period in learning activities.

c. WhatsApp group maximization

Groups WhatsApp is to maximize discussion space and solutions for students who experience various problems while in Turkey. Maximizing the group is also for *anjangsana* (friendship) and feeling a strong togetherness abroad.

d. Bringing motivators from outside

The intention is to provide opportunities for lecturers, researchers, or guests from outside who visit Turkey, who are also involved as speakers for students studying in Turkey, to provide motivation and strengthen intention and enthusiasm, not to give up easily on the situation.

12. KESIMPULAN PENELITIAN

Studying in a foreign country can be a happy but also sad event. Why is it happy? It is because the goal or dream of choosing abroad as a location for seeking knowledge has been granted by God and made it easier to find scholarships or self-financing matters. However, why is it sad? It is because the adaptation period in the destination country sometimes takes a long time. Moreover, Indonesian traditions or habits are sometimes not in harmony with foreign cultural traditions, which becomes a serious obstacle for a new student.

As the research results conveyed by informants, many new students abroad experienced shock and even reached the stage of mental confusion because many things are different between living in the country of origin and the country of study destination. Findings in the field indicate that students underwent an "adaptation phase," which is the phase at the beginning of their arrival at the study location. This phase can be said to be "the toughest phase and the phase of self-determination". It is determined whether they will continue the struggle in seeking knowledge in a foreign country or will return to their homeland and seek knowledge in their country.

Field findings also revealed that many things made the adaptation phase difficult and not light. Among them are the factors of cultural differences, food, language used, and relationships that must be adapted, all of which determine prospective students' fate and intellectual struggles.

All the above make a person uncomfortable and tend to withdraw from the high hopes that have been in his desires and thoughts. It is because, in reality, it turns out that hopes and dreams do not match reality, which is so hard to live. It is what is called that the new students do not experience psychological well-being, or what is known as subjective well-being.

Subjective well-being itself is a form of one's well-being in the life he lives with any role. Well-being is created with great struggle. In this case, generally, a person experiences various stumbling blocks and bitterness in life, but the difference is the consistency to continue towards a comfortable and prosperous life to be fought for. It is because there is a great awareness that sometimes, life is happy, but sometimes, life is not fun and does not make one happy. Therefore, subjective well-being is a form of the depiction of the journey of life.

In the beginning, new students who came to foreign countries had not experienced self-welfare because they had not understood the nature of "a period of adaptation and bitterness". Thus, they have not yet reached the subjective well-being phase in the early days of arrival. It is because at the beginning of their arrival, the students have not been able to

explore the wisdom of life, and there are self-doubts between certainty and uncertainty to continue. On the other hand, the students also have not been able to conduct a self-emotional assessment because their anxiety is greater than their calm.

Students have not yet reached the subjective self-welfare phase because they felt that they did not experience life satisfaction while in a foreign country, have not experienced positive effects (pleasant moods and emotions), and were still rich in negative effects (unpleasant moods and emotions). In addition, several things affect the students to have not reached the subjective well-being phase. *The first* is the self-gratitude factor. Based on observations and interviews in the field, it was found that one of the factors that influenced the subjective well-being phase was the lack of gratitude from new students. Also, there has been no open-mindedness that students can go this far to get to Turkey because of a gift from God, which few people can get. Unfortunately, the mind is focused on the bitter aspects of the adaptation period, not on trying to find a solution for how the bitterness of the adaptation period will be resolved immediately. As a result, the lack of gratitude and positive thinking makes the students fail to continue the struggle in seeking knowledge.

As Robustelli & Whisman (2018) stated, gratitude positively correlates with subjective well-being, i.e., the component of life satisfaction in social relations, work, and health. Moreover, the research results by Sapmaz, Yıldırım, Topçuoğlu, Nalbant, and Sızır (2015) showed that gratitude has a significant positive correlation with happiness.

Second, the field findings related to the factors influencing students' not reaching the subjective well-being phase are the personality of each student studying in Turkey. The influence of personality is quite large in determining the adaptation period sooner or later. An unhealthy personality will have an impact on failure in the adaptation period. Immature personality also affects the adaptation period so that it does not reach subjective well-being. On the other hand, students' healthy and mature personalities will help speed up the adaptation period and melt bitterness into self-welfare. As stated by Tatarkiewicz (in Diener 1984), personality is the most influential thing on subjective well-being compared to other factors. It is because several personality variables are consistent with subjective well-being, including self-esteem.

13. STATUS LUARAN WAJIB

https://simlitabmas.umy.ac.id/Penelitian/lihat_file_luaran/bXd6ODc4aStWSzBxZFJsL2VDTFB CZz09

14. DOKUMEN LUARAN WAJIB

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15. LINK LUARAN WAJIB

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16. STATUS LUARAN TAMBAHAN

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17. DOKUMEN LUARAN TAMBAHAN

18. LINK LUARAN TAMBAHAN

19. PERAN MITRA (JIKA ADA)

Memiliki Peran yang besar dalam upaya terlaksana dan terselesainya Penelitian Ini.

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21. LAMPIRAN-LAMPIRAN

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