



# The relationship between loneliness, nomophobia, and psychological well-being of migrant students

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## Abstract

**Purpose** – This study aims to see the extent of the relationship between loneliness, nomophobia, and psychological well-being of Maulana Hasanuddin Islamic University Banten.

**Method** – This study involved 69 students who were selected using convenience sampling techniques, class of 2020-2023. The measuring instruments used in this study were loneliness, nomophobia, and psychological well-being.

**Result** – The results of this study indicate a negative and significant relationship between the three variables, namely loneliness, nomophobia and psychological well-being of migrant students. Based on the findings of the study, it shows that migrant students who feel lonely will be more dependent on smartphones as a source of connection to their social networks. This can lead to increased nomophobia, and reduce their psychological well-being. If migrant students experience anxiety when they cannot use their smartphones, this will worsen feelings of loneliness and reduce psychological well-being.

**Implication** – The importance of the results of this study can be a basis for campuses and counseling service institutions to design interventions that support mental health, such as programs to improve social skills, stress management, and healthy digital literacy to prevent dependence on gadgets as an escape from social isolation.

**Originality/Value** – This study examines the relationship between three psychological variables simultaneously, namely loneliness, nomophobia, and psychological well-being, specifically in the group of migrant students. This study provides a new perspective on the factors that influence the psychological well-being of students in the context of educational mobility and technological progress.

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**Kata Kunci:**

Kesepian, nomophobia, kesejahteraan psikologis.

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**Abstract**

**Tujuan** – Penelitian ini bertujuan untuk melihat sejauh mana hubungan antara kesepian, nomophobia, dan kesejahteraan psikologis mahasiswa Universitas Islam Maulana Hasanuddin Banten.

**Metode** – Penelitian ini melibatkan 69 mahasiswa yang dipilih menggunakan teknik sampling convenience, angkatan 2020-2023. Alat ukur yang digunakan dalam penelitian ini adalah kesepian, nomophobia, dan kesejahteraan psikologis.

**Hasil** – Hasil penelitian ini menunjukkan adanya hubungan negatif dan signifikan antara ketiga variabel, yaitu kesepian, nomophobia, dan kesejahteraan psikologis mahasiswa migran. Berdasarkan temuan penelitian, terlihat bahwa mahasiswa migran yang merasa kesepian akan lebih tergantung pada smartphone sebagai sumber koneksi dengan jaringan sosial mereka. Hal ini dapat menyebabkan peningkatan nomophobia dan penurunan kesejahteraan psikologis. Jika mahasiswa migran mengalami kecemasan ketika tidak dapat menggunakan ponsel cerdas mereka, hal ini akan memperburuk perasaan kesepian dan mengurangi kesejahteraan psikologis.

**Implikasi** – Pentingnya hasil penelitian ini dapat menjadi dasar bagi kampus dan lembaga layanan konseling untuk merancang intervensi yang mendukung kesehatan mental, seperti program untuk meningkatkan keterampilan sosial, manajemen stres, dan literasi digital yang sehat untuk mencegah ketergantungan pada gadget sebagai pelarian dari isolasi sosial.

**Orisinalitas/Nilai** – Studi ini menganalisis hubungan antara tiga variabel psikologis secara bersamaan, yaitu kesepian, nomophobia, dan kesejahteraan psikologis, khususnya pada kelompok mahasiswa migran. Studi ini memberikan perspektif baru tentang faktor-faktor yang mempengaruhi kesejahteraan psikologis mahasiswa dalam konteks mobilitas pendidikan dan kemajuan teknologi.

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## **Introduction**

Pursuing higher education is the dream of many individuals as an effort to gain knowledge, broaden their horizons, and build a better future (Amalia & Agustina, 2025). Many students must leave their hometowns and migrate to other areas for a certain period to complete their education (Halim & Dariyo, 2017). Migrating is not just about changing residence, but also an important moment to learn to live independently and become familiar with new environments and cultures (Sembiring, A. C., & Bajirani, 2024). Migrating is a move made by someone from their hometown to another area to obtain better life opportunities (Sitorus & Warsito WS, 2013).

Living away from family can be challenging. Students living away from home often experience various anxieties, including fear, unhappiness, discomfort, homesickness, and difficulty adapting to new environments, food, and cultures (Irham et al., 2022; Mubarak & Karim, 2022). Furthermore, students who struggle to establish close and warm relationships with others may experience feelings of loneliness (Tranggono et al., 2022). A survey by the Australian Psychological Society in the UK and Australia, as reported by Putri Herianda et al. (2021), found that the age group most likely to experience loneliness is between 18 and 25 years. At this age, individuals explore themselves by moving away from their parents and living independently. This can lead to changes in the quantity and quality of relationships due to moving to a new environment. JAGC | 31

Loneliness is not just about the number of friends, but also about the quality of your relationships with others. Many people feel isolated and lack close friends, which contributes to a deep sense of loneliness. Furthermore, individuals who feel insecure in social relationships tend to avoid interactions that can increase feelings of discomfort (Musak, Lewi, Adolf, & Roswiyani, 2025; Rahman, 2013). Therefore, building good social relationships with peers and those in the student community is important to avoid feelings of loneliness. This is supported by research by Made et al. (2024), which found that the higher the social support from peers, the lower the feelings of loneliness experienced by students living away from home.

Loneliness is an emotional state that occurs when expectations for social relationships are not met and are not satisfactory (Widyastuti, 2014). Loneliness is a profoundly painful and frightening experience that prompts a person to avoid it in any way possible (Erol, 2018). This condition can disrupt daily activities, so individuals, including students, often seek refuge through smartphones. According to Daeng et al. (2017), smartphones have various sophisticated functions, including resolution, features, and operating systems. Students often use them to access social media, facilitating interaction and turning solitude into a "lonely crowd" (Pusat Data dan Analisa Tempo, 2021). The presence of smartphones facilitates various activities, such as messaging, calling, video calling, browsing, and online shopping, and supports applications like Facebook, Twitter, WhatsApp, and Instagram. The widespread use of smartphones as an indispensable device means they are always at hand for individuals when engaging in activities outside the home (Sudarji, 2017).

Through advanced features, smartphones enable users to stay connected without the constraints of space and time, leading many, including students, to find pleasure in cyberspace. According to Skinner's operant conditioning theory (Safaria et al., 2022), behaviors that produce pleasure tend to be repeated, which can lead to dependence, as seen in frequent smartphone use. As a result, individuals who continuously seek this pleasure can develop obsessive and addictive behavior towards smartphones. According to Aljomaa in Hasanah et al. (2020), smartphone use

exceeding 4 hours a day will lead to addiction. For students, excessive smartphone use can negatively impact academic achievement and disrupt their concentration during class hours (Rumapea et al., 2023).

Data from Good Statistics shows that Indonesia ranks fourth among countries with the most active smartphone users worldwide, after China, India, and the United States (Pandanwangi et al., 2025). This is supported by the results of a survey conducted by the Indonesian Internet Service Providers Association (APJII), which aimed to identify internet user penetration and behavior, showing that the number of internet users in Indonesia continues to increase. This survey revealed that in 2018, the highest number of internet users was from the 15-19 age group, comprising 171.17 million users in Indonesia (Association, 2018). Internet usage experienced a surge in 2022 with the number of users reaching 210 million people from various age groups, namely, the 13-18 year old age range was the first to frequently surf the internet with a percentage of 99.16%, 19-34 years with a percentage of 98.64%, followed by the 35-54 year old age range with 87.30%, and finally the 5-12 year old age range with a percentage of 62.43% (Farhan et al., 2021).

Smartphone dependency can occur without the user realising it and can have negative consequences that can be detrimental to the user. Symptoms include feelings of anxiety when separated from their smartphone, a condition commonly referred to as nomophobia (Dasiroh et al., 2017). Nomophobia, also known as "No Mobile Phone Phobia," is a symptom of smartphone dependency that can cause excessive anxiety if the smartphone is not nearby (Safaria et al., 2022). People with nomophobia spend more time on their smartphones than interacting with those around them (Emerita & Putri, 2025). Research by Syaputra et al. (2022) indicates that nomophobia increased during the COVID-19 pandemic, primarily due to the shift to online learning, which required students to use smartphones for distance learning.

Furthermore, research by Syaputra et al. (2023) also found that women are more susceptible to nomophobia than men, as they tend to express more anxiety when unable to use smartphones. In contrast, men are more often faced with problems using technology. Faculty academic culture and age factors did not show any differences in levels of nomophobia.

Research by Pramitha & Dwi Astuti (2021) shows a negative relationship between psychological well-being and loneliness in migrant students, where individuals with good psychological well-being tend to avoid feelings of loneliness. According to Huppert in Kurniasari et al. (2019), psychological well-being is a condition of an individual's life that is going well, resulting from a combination of positive feelings and effective functioning. Psychological well-being is important for increasing effectiveness in various areas, including academic success (Eva & Bisri, 2018). Psychological well-being is a state of an individual who can accept with an open heart various things that can trigger problems in their life, allowing them to build a happy, calm, and healthy life (Abidin et al., 2022). Psychological well-being problems experienced by migrant students, such as loneliness experienced due to separation from their home environment, can cause stress and depression, and affect an individual's ability to adapt and learn in an academic environment (Hayundaka & M. Salis Yuniardi, 2023). Out-of-town students often experience difficulties adapting to new environments, including new friends, customs, and traditions, as well as lecturers' assignments, a busy class schedule, and other challenges (Niam, 2009). Therefore, it is not uncommon to find students

committing suicide due to low psychological well-being, as happened to an out-of-town student in Sleman who was found hanging in his boarding room (Wawan, 2023).

College students often consider loneliness normal, but if left unchecked, it can lead them to seek pleasure online, which can reduce their psychological well-being and ultimately lead to stress and unhappiness (Tim Dosen Fakultas Psikologi Unika Atma Jaya Jakarta, 2021). This phenomenon serves as the basis for researchers to examine the relationship between loneliness, nomophobia, and psychological well-being in students who live away from home. Although several previous studies have addressed the relationship between these three variables separately, there are still limited studies that combine them comprehensively within a single theoretical framework. This is important to investigate, particularly among students in the Islamic Guidance and Counselling (BKI) study program at Sultan Maulana Hasanuddin State Islamic University, Banten. Students in the Islamic Guidance and Counselling study program have a scientific background in mental health, yet remain vulnerable to psychological stress due to the experience of living away from home. In addition, this research was conducted because several Islamic Guidance and Counseling students come from outside Banten Province so that knowledge is needed to know things related to psychological well-being so that students who live away from home can solve problems that arise when they live away from home and do not feel isolated which causes bigger problems by seeking social support from various sources.

## **Research Methods**

This study uses a quantitative method with a correlational design to study the relationships between variables (Sugiyono, 2012). The correlation in question is unknown whether the relationship between one variable and another is causal (Budiwanto, 2017). Correlation research in this study falls into the category of multiple correlation. Multiple correlation is used to analyze the relationship between two independent variables that contribute to a single dependent variable. The researcher wanted to examine the relationship between two independent variables (loneliness and nomophobia) and one dependent variable (psychological well-being).

The respondents in this study were students from outside Banten Province, majoring in Islamic Guidance and Counselling (BKI) at Sultan Maulana Hasanuddin State Islamic University, Banten, from the 2020-2023 intake. The researcher employed an accidental sampling technique, where respondents were identified by chance (Fauzy, 2019). Based on the research conducted by distributing a Google Form link to students from outside Banten, 69 students completed the link.

The research instrument was developed by breaking down the variable grid into indicators to be measured as part of the research instrument statement. This study used three research instruments that underwent validity testing. The loneliness instrument consisted of three indicators: personality, social desirability, and depression. This instrument consisted of 17 questions from previous research and a book on nomophobia, with a validity coefficient ranging from 0.00 to 0.77. The nomophobia instrument has four indicators: a. Not being able to communicate, b. Losing connectedness, c. Unable to access information. Giving up comfort. This instrument comprises 18 items from a nomophobia book, with a validity ranging from 0.00 to 0.72. The Psychological Well-being Instrument has six indicators: a. Self-acceptance, b. Positive relationships with others, c. Independence, d. Mastery over the environment, e. Purpose in life, and f. Personal growth

(Purnomosidi et al., 2022). This instrument comprises 21 items formulated by the researchers, based on Purnomosidi's theory, and has a validity ranging from 0.00 to 0.79.

JAGC | 34 This research is reliable with a Cronbach's alpha coefficient of 0.6. The loneliness variable yielded a value of 0.736, nomophobia 0.749, and psychological well-being 0.726. Therefore, the measurement instrument used in this study met validity and reliability standards. The total number of questions and statements was 56, presented on a Likert scale with four response options. Each respondent's answer to each question or statement was scored, indicating their level of agreement or disagreement, ranging from very positive to very negative. A score of 4 indicates always, while a score of 1 indicates never. Data analysis included a Pearson product-moment correlation test and multiple regression to measure linear relationships between variables and determine the direction of these relationships. Before conducting data analysis, the researchers performed assumption tests, specifically normality and linearity tests.

## Results and Discussion

The results of this data analysis were used to determine the relationship between loneliness, nomophobia, and the psychological well-being of students residing outside their hometown.

**Table 1. Loneliness Data Results**

Category	Frequency	Percentage
Very Low	0	0%
Low	7	10%
High	44	64%
Very High	18	26%
<b>Total</b>	<b>69</b>	<b>100%</b>

Table 1 show the identification of loneliness levels among out-of-town students in the BKI study program in this study was based on four categories. No out-of-town students fell into the very low category (0%), seven out-of-town students fell into the low category (10%), 44 out-of-town students fell into the high category (64%), and 18 out-of-town students fell into the very high category (26%). The following bar chart shows the frequency distribution of loneliness among out-of-town students in the BKI study program.

Table 2 show the identification of high and low levels of nomophobia among students studying abroad in the BKI study program in this study was based on four categories. Zero students were classified as very low (0%), 14 students were classified as low (20%), 44 students were classified as high (64%), and 11 students were classified as very high (16%). The following bar chart illustrates the frequency distribution of nomophobia among students participating in the BKI program while studying abroad.

**Table 2. Nomophobia Data Result**

Category	Frequency	Percentage
Very Low	0	0%
Low	14	20%
High	44	64%
Very High	11	16%
<b>Total</b>	<b>69</b>	<b>100%</b>

**Table 3. Psychological Well-Being Data Result**

Category	Frekuensi	Presentase
Very Low	20	29%
Low	49	71%
High	0	0%
Very High	0	0%
<b>Total</b>	<b>69</b>	<b>100%</b>

Table 3 show the identification of high and low levels of psychological well-being among students studying abroad in the BKI study program in this study was based on four categories. It is known that the level of psychological well-being of students who are away from home in the BKI study program with a total of 69 students, obtained 20 students who are away from home are classified as very low category with a percentage of 29%, 49 students who are away from home are classified as low group with a percentage of 71%, zero students who are away from home are included in the high group with a percentage of 0%, zero students who are away from home are included in the very high group with a percentage of 0%. The following is a bar chart illustrating the frequency distribution of psychological well-being among students away from home in the BKI study program.

**Table 4. Normality Test Results**

Variable	Normality Test	
	P Value	Description
Loneliness	0,200	Normal
Nomophobia	0,200	Normal
Psychological Well-Being	0,194	Normal

The normality test results in Table 4 show that the significance values obtained for the three variables differ. The loneliness variable has a significance value of 0.200, the nomophobia variable has a significance value of 0.200, and the psychological well-being variable has a significance value of 0.194. The results for these three variables meet the interpretation criteria explained above: if the significance value of a variable is greater than 0.05, it can be declared normally distributed. These three variables can be assumed to be normally distributed because they exhibit significant correlation. Value>0.05.

**Table 5. Multiple Regression Test**

Model	B
(Constant)	55,997
Loneliness	-0,167
Nomophobia	-0,159
Dependent Variable: Psychological Well-Being	

The table 5 shows a constant value of 55.997, indicating a positive value. A positive sign indicates a consistent relationship between the independent and dependent variables. This indicates that if the loneliness (X1) and nomophobia (X2) variables are both 0, then the average psychological well-being (Y) is 55.997. The regression coefficient value shows that the loneliness variable has a negative value of -0.167. A negative sign indicates an inverse relationship between the dependent and independent variables. If the loneliness (X1) value increases by 1, the psychological well-being (Y) variable will decrease by 0.167.

The regression coefficient for the nomophobia variable is -0.159, indicating a negative value. This indicates that if the nomophobia (X2) variable increases by 1, the psychological well-being (Y) variable will decrease by 0.167. This decrease indicates an inverse relationship between the independent and dependent variables.

**Table 6. Correlation Test Results**

R	R Square	Sig.
0,433	0,187	0,001
Predictor: (Constant), Loneliness Nomophobia		
Dependent Variable: Psychological Well-Being		

The table 6 shows a moderate relationship between the three variables, with a correlation value of 0.433. Its significance is based on the F Change sig. Value of 0.001 is defined as having a value smaller than 0.05. This statement is based on the correlation coefficient and significance values. Furthermore, the data obtained has an R Square value of 0.187. The R Square value indicates the extent of the correlation between the independent variables (X1 and X2) and the dependent variable (Y). The R Square value obtained indicates that the degree of relationship between loneliness, nomophobia, and psychological well-being is 18.7%. The hypothesis testing is acceptable because it shows a negative and significant correlation between loneliness, nomophobia, and psychological well-being variables. This means that the higher the loneliness and nomophobia variables, the lower the psychological well-being variables. Conversely, the lower the loneliness and nomophobia variables, the higher the psychological well-being variables.

Based on the results of the statistical tests conducted by the researcher, a relationship exists between loneliness (X1), nomophobia (X2), and psychological well-being (Y). The results of this study indicate a correlation coefficient (R value) of 0.433, which suggests a moderate level of correlation. Meanwhile, the significance obtained in this study is 0.001 and can be significant because it is <0.05. The regression test results indicate an inverse or negative relationship between the variables of loneliness, nomophobia, and psychological well-being. This negative relationship



between variables means that the higher the loneliness and nomophobia of students away from home, the lower their psychological well-being. Conversely, the lower the loneliness and nomophobia, the higher the psychological well-being experienced by students away from home. It can be concluded that the results of the statistical hypothesis in this study are acceptable, as evidenced by research findings that show a correlation between loneliness (X<sub>1</sub>), nomophobia (X<sub>2</sub>), and psychological well-being (Y) among students in the Islamic Guidance and Counselling study program who are away from home.

Lonely individuals often rely on social media and smartphones to minimise loneliness. This is done to feel virtually connected to others. However, excessive smartphone use can lead to nomophobia, which causes individuals to feel nervous, anxious, and restless when unable to access or connect with friends and family (Permata Sari et al., 2020). Feelings of loneliness and nomophobia are not only experienced by students living away from home; they also occur in high school students. In a study by Sari et al. (2021), "The Relationship between Loneliness and Nomophobia in High School Students," the results of a correlation test indicated a weak, positive, and significant relationship between the two variables. One of the causes of students experiencing nomophobia and loneliness is that they frequently search for academic needs online and prefer interacting via social media over face-to-face interactions.

Smartphones' sophisticated and highly capable features can lead to addiction if they fail to exercise self-control (Rucita & Rahmasari, 2022). Therefore, individuals with high levels of loneliness and nomophobia must possess a high level of self-control. Self-control can indirectly improve psychological well-being, as strong self-control can limit smartphone use and feelings of loneliness, thereby avoiding potential negative impacts (Zuhriyah, 2024). Internship students must also build strong social relationships with their environment, peers, and extended family. These relationships provide social support to reduce loneliness and improve the psychological well-being of internship students (Hamonangan et al., 2022). This social support encompasses comfort, attention, appreciation, and assistance (Muthmainah, 2022). Individuals who receive strong social support feel more cared for, appreciated, and loved, making it easier for them to adjust (Nesya Natasya & Maria Nugraheni Mardi Rahayu, 2024).

Loneliness and nomophobia negatively impact a person's physical and psychological health. The results of this study are similar to previous research showing that loneliness and nomophobia can lead to decreased psychological well-being. Research by Kayis et al. (2021) indicates that fear of COVID-19 can lead to increased loneliness and smartphone use, negatively impacting psychological well-being. This is especially true among adolescents and young adults, who rely heavily on technology daily. This study found that lonely students living away from home rely more on their smartphones as a source of connection to their social networks. This can lead to increased nomophobia and a decline in psychological well-being. If individuals experience anxiety when unable to use their smartphones, this can exacerbate feelings of loneliness and decrease psychological well-being. Thus, there is a negative relationship between these three variables.

## Conclusion

JAGC | 38 The research results show a moderate and significant relationship between the three variables. Meanwhile, the regression test results show an inverse or negative relationship between loneliness, nomophobia, and psychological well-being variables. A negative sign indicates that as the value of the loneliness and nomophobia variables increases, the value of the psychological well-being variable decreases. Conversely, as the value of the loneliness and nomophobia variables decreases, the value of the psychological well-being variable increases. The theoretical implications of this study on the relationship between loneliness, nomophobia, and the psychological well-being of migrant students are that the results can enrich our understanding of how loneliness triggers nomophobia and impacts psychological well-being. These findings also contribute to the existing literature on the relationship between psychosocial factors and technology use, thereby deepening the understanding of the mental well-being of migrant students. Practically, this study demonstrates the need for campuses to provide social support and counselling programs to reduce loneliness and limit smartphone use. These results can also guide campuses in developing technology management training to reduce smartphone dependence and improve student psychological well-being.

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