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Ethnic Identity And Subjective Well-Being In Students With Javanese And Chinese Backgrounds

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Keywords:

Chinese; ethnic
identity; Javanese;
students;
subjective well-
being

Abstract

Students are inseparable from their cultural context. This study examined the difference of ethnic identity and subjective well-being between students with Javanese and Chinese ethnic backgrounds, based on two different previous research results. The research design was a comparative quantitative study with two independent samples. The study involved 101 high school students (71 ethnic Chinese students and 30 Javanese students). Sampling technique used was purposive sampling, based on the criteria decided by the researchers. The data collection tools used were the ethnic identity scale and subjective well-being scale. The analysis techniques used were percentage descriptive analysis and independent sample T-test analysis. Data showed a significant difference in ethnic identity between Javanese and Chinese students ($t=2.011$, $p<0.05$). Javanese students have a higher level of ethnic identity than Chinese. In addition, this study showed a difference in subjective well-being between Javanese and Chinese students ($t=2.197$, $p<0.05$). The results of this study have implications for counseling services to support subjective well-being, especially for ethnic Javanese and Chinese students.

	Abstrak
Kata kunci: Tionghoa; identitas etnis; Jawa; siswa; kesejahteraan subjektif	<p>Pelajar tidak bisa dilepaskan dari konteks budaya. Penelitian ini mengkaji perbandingan identitas etnis dan kesejahteraan subjektif pada siswa etnis Jawa dan Tionghoa. Desain penelitian ini adalah penelitian kuantitatif bersifat komparatif dengan dua sampel independen. Penelitian ini melibatkan 101 siswa SMA (71 dengan latar belakang etnis Tionghoa dan 30 etnis Jawa). Teknik pengambilan sampel menggunakan <i>purposive sampling</i>, berdasarkan kriteria yang diperlukan oleh peneliti. Alat pengumpulan data yang digunakan adalah skala identitas etnis dan skala kesejahteraan subjektif. Teknik analisis yang digunakan adalah analisis deskriptif persentase dan analisis <i>independent sample T-test</i>. Hasil penelitian menunjukkan adanya perbedaan identitas etnis pada siswa dengan latar belakang Jawa dan Tionghoa ($t=2,011$; $p<0,05$). Siswa etnis Jawa lebih tinggi tingkat identitas etnisnya dibanding etnis Tionghoa. Selain itu terdapat perbedaan kesejahteraan subjektif pada siswa etnis Jawa dan etnis Tionghoa ($t=2,197$; $p<0,05$). Hasil penelitian ini berimplikasi pada layanan konseling untuk mendukung kesejahteraan subjektif, khususnya bagi mahasiswa Jawa dan Tionghoa.</p>

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INTRODUCTION

Background Of The Study

Subjective well-being has become an important topic for research because it is considered a core component of a good life. It is notably important for adolescents, given that adolescence is a time when individuals are undergoing a period of rapid development. Adolescence is the most vulnerable stage in an individual's development. Various studies show that when entering this stage, adolescents need intensive self-adjustment (Flamm & Clark, 2013; Kumalasari & Ahyani, 2012; Pritaningrum & Wiwin, 2013; Ristya & Rahayu, 2018). This adjustment will have an impact on subjective well-being (Pangarak, Alwi, & Sulastri, 2023; Putri, 2023).

Subjective well-being refers to an individual's assessment of their lives, both in positive and negative lights (Diener, Oishi, & Tay, 2018). Subjective well-being has a positive impact on various aspects of adolescent development; physical, psychological, and social aspects. Various studies have shown a correlation between subjective well-being and psychological resilience (Eldeleklioglu & Yıldız, 2020; Tomyň & Weinberg, 2016). In addition, subjective well-being can also affect adolescents' confidence to solve problems or self-efficacy (Nurmalita, Yoenanto, & Nurdibyanandaru, 2021).

A study by Ehrlich & Isaacowitz (2002) showed low subjective well-being among students, typically in their adolescent phase. The level of subjective well-being is influenced by several factors including self-esteem (Du, King, & Chi, 2017; Istiqomah & Alwi, 2022), kontrol diri (Khan & Qureshi, 2015; Zhao et al., 2022), extraversion (Lee, Dean, & Jung, 2008; Dong & Ni, 2020; Kwon & Choi, 2021), optimism (Daukantait & Zukauskienė, 2012; Liu MS et al., 2022), having meaning and purpose in life (Wang et al., 2021; Yalçın & Malkoç, 2015), genetic factors (Nes, Røysamb, Tambs, Harris, & Reichborn-Kjennerud, 2006; Rietveld et al., 2013), personality (Abdullahi, Orji, Rabi, & Kawu, 2020), demographics (Mewafarosh & Agarwal, 2021), social support (Brajša-Žganec, Kaliterna, & Marković, 2018), self-efficacy (Lestari & Hartati, 2016), and cognitive processes (Galinha & Pais-Ribeiro, 2012; Haq & Tentama, 2020; Seidlitz, Wyer, Jr., & Diener, 1997).

Wibowo, Amin, & Sunawan (2021) explained that environmental context (culture) influences students' subjective well-being through demographic changes, dynamics in globalization, racial-ethnic backgrounds, and the influence of family culture. Culture does not only manifest in clothing, dances, crafts, music, and all kinds of traditional ceremonies. It is interpreted in a deeper meaning, making culture a complex concept. Knowledge, beliefs, arts, laws, morals, procedures, and other norms or capacities that humans acquire as members of society are also part of the culture (Supratiknya, 2019). Research by Wibowo et al. (2021) said that cultural factors affect psychological well-being and there may be differences between members of different ethnic groups.

Students are a group of learners who come from different cultural, ethnic, religious, and linguistic backgrounds. It means that students are closely related to their

ethnic identity. Ethnic identity is often defined as characteristics adopted by a group of people, who consider these characteristics their core self (Fathurroja, Mumtazah, Rosiana, Pudoli, & Fridayanti, 2018). This concept is very important for the psychological functioning of ethnic group members (Phinney, 1990). Ethnic identity creates a sense of belonging for the members of an ethnic group (Amin et al., 2017) and has a positive correlation with subjective well-being (Amin et al., 2020).

Indonesia is a country with a high diversity of ethnicities, traditions, linguistics, religions, and cultures. This diversity calls for multicultural counseling so that the counseling process can run effectively and efficiently (Basit, 2020). This diversity also leads to differences in subjective well-being among individuals. Tov & Diener (2009) stated that culture-specific patterns that make each culture unique create different well-being experiences. However, Wibowo, Amin, Sunawan, Kurniawan, & Mugiarto (2022) said ethnic identity and other group orientations were not significantly correlated with subjective well-being.

Indonesia has a wide variety of ethnicities, such as Javanese and Chinese. The relationship between the two ethnicities is often described as a majority-minority group dynamic (Amin et al., 2014). Javanese students, in this case are students who are ethnically Javanese, speaking Javanese, and adopting Javanese culture. Students who identified as Javanese are also included in the category (Widiharto & Rakhmawati, 2020). Meanwhile, Chinese ethnicity has been part of Indonesian diversity even before the independence. The presence of the Chinese community in Indonesia has merged and become an inseparable part of the nation (Rasyid, Matheosz, & Deeng, 2021). The two ethnicities are often the object of research, because Javanese is the largest ethnicity in Indonesia, while Chinese ethnicity is an ethnic minority considered influential in Indonesia.

There is no valid document that lists the exact number of Chinese Indonesians. This is due to various issues, such as political factors. According to Demographic Institute researcher Evi Nurvidya Arifin (Taher, 2021), the percentage of the Chinese population remained similar to the 2010 population census, or around 1.2% of the Indonesian population, equivalent to 3.28 million. Another possibility is if the percentage decreases to 0.9%, then the number of Chinese Indonesians may only reach

2.56 million. Meanwhile, if the growth rate of Chinese Indonesians follows the growth rate of the overall Indonesian population, which is 1.25% from 2010 to 2020, then the number of Chinese Indonesians has grown to 3.26 million or 1.19%. The fourth possibility is that the percentage has likely risen to 1.5%, equivalent to 4.1 million, because more people identify themselves as Chinese. It is necessary to note that Chinese Indonesians are subjected to negative stereotypes, prejudice, and discrimination (Hidayat, Putra, Saputro, & Husna, 2023; Juditha, 2015; Murdianto, 2018; Musa, Lesmana, Arthamevia, Pratama, & Savitri, 2022). Such conditions affect subjective well-being in people who identify as Chinese (Hashemi, Marzban, Sebar, & Harris, 2020).

Rationale Of The Study

The domination of Javanese ethnicity and the even distribution of ethnic Chinese in several segments of life cause these two ethnic groups to interact frequently, such as in the educational context. The present study was set in Karangturi High School Semarang, Central Java, Indonesia, which is known for its high ethnic diversity. The school used to cater exclusively to ethnic Chinese students but later opened to students of other ethnicities, including Javanese. Chinese students at Karangturi High School reported feeling confident about showing their identity as ethnic Chinese. This indicates no problems with subjective well-being and ethnic identity among ethnic Chinese students at Karangturi High School. Hashemi et al. (2020) said discrimination can lead to subjective well-being problems. Meanwhile, Vera et al. (2015) and Kennedy & Cummins (2007) found that ethnic identity affects subjective well-being. Based on this explanation, there is a gap between ideality and reality.

Research conducted by Amin et al. (2017) revealed that Javanese students have a high level of ethnic identity. In contrast, ethnic Chinese students were found to have low ethnic identity. In addition, another study showed that participation in cultural and artistic activities can be associated with well-being as an individual and ethnic group member, and, as a consequence, with subjective well-being (Reyes-Martínez, 2022). However, research conducted by Wibowo et al. (2022) showed that ethnic identity and other group orientations were not shown to be significantly correlated with subjective well-being.

Upon preliminary observation and literature study, researchers formulated several problems. First, what is the level of ethnic identity and subjective well-being in ethnic Javanese and Chinese students at Karangturi Semarang High School? Second, is there a significant difference between ethnic identity and subjective well-being in Javanese and Chinese students at Karangturi High School in Semarang? The present study aimed to describe differences in ethnic identity and subjective well-being between ethnic Javanese and Chinese students at Karangturi High School.

Purpose Or Hypothesis Of The Study

Based on the problem formulation, there were several hypotheses proposed. First, there is a difference in ethnic identity between ethnic Javanese and Chinese students, with Javanese students scoring higher in ethnic identity. Second, there is a difference in subjective well-being between ethnic Javanese and Chinese students, with Javanese students having higher subjective well-being. The results of this study are expected to help develop culturally sensitive guidance and counseling services to improve well-being.

Novelty Of The Study

Although there have been several studies on ethnic identity and subjective well-being, this study differed from its predecessors. First, this study examined ethnic identity and subjective well-being simultaneously in the context of comparative research. Meanwhile, previous studies aimed to correlate the two (Kennedy & Cummins, 2007; Vera et al., 2015). In addition, previous studies examined the two variables separately, for example, research on ethnic identity between Javanese and Chinese adolescents (Paramita, Permatasari, & Rahajeng, 2016). This study also involved research samples in different locations from some previous studies. Students at Karangturi High School had never been involved in any study involving the research variables.

METHODS

Research Design

The study was comparative quantitative research, comparing the level of variables between two groups.

Sampling And Research Sample

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The population in this study was 670 students of Karangturi High School. The sampling technique used was purposive sampling, resulting in a sample of 101 students (30 ethnic Javanese students and 71 of their ethnic Chinese counterparts). The sample criteria were boys and girls aged between 16 and 19 years (middle adolescence), and identified as ethnic Javanese or Chinese. Researchers focused on adolescents because they are more vulnerable to experiencing subjective well-being problems. Several studies have shown that adolescents experience decreased subjective well-being (Goldbeck, Schmitz, Besier, Herschbach, & Henrich, 2007; González-Carrasco, Casas, Malo, Viñas, & Dinisman, 2017). In addition, adolescents are also prone to identity crises (Manurung, Salsabila, Wirawan, Anggraini, & Pandin, 2022), including ethnic identity problems.

Instruments Of Measurement

The data collection tools used in this study were: 1) the Multigroup Ethnic Identity Measure Revised (MEIM-R) developed by Phinney (Moningka, Owena, & Herlita, 2020; Phinney & Ong, 2007) consisting of 25 items. A sample item of this instrument is, *"I take the time to find out more about my own ethnic group, such as history, traditions, and customs."* 2) The Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) (Prasetyawati, Rifameutia, Gillies, & Newcombe, 2021; Tian, Wang, & Huebner, 2014), which consists of 37 items. A sample item of this instrument is, *"I often do my best on the tasks given by the teacher."*

Researchers implemented construct validity to test the validity of the measuring tools. The validity test of the research instrument was carried out using the Product Moment analysis on the SPSS program. Meanwhile, Cronbach's Alpha was used as a reliability analysis method because of the study's range-scale measurement, namely the Likert scale. Based on the validity test, there were 13 invalid items on the subjective well-being scale and an invalid item on the ethnic identity scale. Meanwhile, the subjective well-being scale had a Cronbach's Alpha of 0.828. The ethnic identity scale showed a Cronbach's Alpha of 0.803. Meanwhile, the recommended bottom line of the reliability coefficient is 0.700 (DeVellis, 2016; Saifuddin, 2020, 2021). Thus, both scales were considered reliable.

Data Analysis Technique

Data analysis was done in stages. First, researchers ran a data normality test using Saphiro-Wilk, which aims to determine whether the distribution of research data follows a normal curve. Data were considered normal if $p > 0.05$. Second, the homogeneity test was done, aiming to determine whether the two sample groups have homogeneous variants. Both groups are considered homogeneous if the homogeneity test showed $p > 0.05$. If both assumption tests are met, researchers can use the parametric analysis approach for comparative study, independent sample T-test. The aim is to determine whether there are differences in ethnic identity and subjective well-being between ethnic Javanese and Chinese students. The hypothesis is accepted if $p < 0.05$.

RESULTS AND DISCUSSION

Ethnic Identity And Subjective Well-Being In Ethnic Javanese Students

In this study, there are five data categories, namely very low (25%-40%), low (41%-55%), moderate (56%-70%), high (71%-85%), and very high (86%-100%). These categories apply to ethnic identity and subjective well-being scores.

Ethnic Javanese students in the present study reported high level of ethnic identity. The description of Javanese students' ethnic identity is further explained through the distribution of ethnic identity levels based on the variable's indicators, namely exploration and commitment (Table 1). The level of commitment indicator is higher than exploration.

Table 1.

Ethnic Identity Of Ethnic Javanese Students Based On Indicators

Indicator	Percentage	Category
Commitment	75%	High
Exploration	68%	Moderate
Average	72%	High

Subjective well-being in ethnic Javanese students is explained based on constituting indicators in Table 2.

Table 2.

Subjective Well-Being Of Ethnic Javanese Students Based On Indicators

No	Indicator	Percentage	Category
1	Academic achievement	74%	High
2	Good school management	68%	Moderate
3	Good relationship with teachers	73%	High
4	Good relationship with peers	77%	High
5	Teaching	68%	Moderate
6	Academic learning	69%	Moderate
7	Positive affect	71%	High
8	Negative affect	62%	Moderate
	Average	70%	Moderate

There are four subjective well-being indicators in ethnic Javanese students that were categorized as high, namely academic achievement, good relations with teachers, good relations with peers, and positive affect. Meanwhile, other indicators are in the moderate category. In general, the level of subjective well-being in Javanese was moderate.

Ethnic Identity And Subjective Well-Being In Ethnic Chinese Students

The level of ethnic identity in ethnic Chinese students was categorized as moderate Table 3.

Table 3.

Ethnic Identity Of Ethnic Chinese Students Based On Indicators

Indicator	Percentage	Category
Commitment	71%	High
Exploration	65%	Moderate
Average	68%	Moderate

The commitment indicator was in the high category, while exploration was categorized as moderate among ethnic Chinese students.

Table 4.

Subjective Well-being of Ethnic Chinese Students Based on Indicators

No	Indicator	Percentage	Category
1	Academic achievement	73%	High
2	Good school management	78%	High
3	Good relationship with teachers	61%	Moderate
4	Good relationship with peers	70%	Moderate
5	Teaching	64%	Moderate
6	Academic learning	68%	Moderate
7	Positive affect	70%	Moderate
8	Negative affect	62%	Moderate
	Average	68%	Moderate

Table 4 shows that achievement and good school management were the strongest indicators of subjective well-being among ethnic Chinese students. Other indicators were placed in the moderate category.

Differences In Ethnic Identity And Subjective Wellbeing Between Ethnic Javanese And Chinese Students

Table 5.

Data Distribution Of Ethnic Identity Of Javanese And Chinese Students

No	Category	N		Percentage	
		Javanese	Chinese	Javanese	Chinese
1	Very low	0	1	0%	1%
2	Low	0	4	0%	6%
3	Moderate	13	42	43%	59%
4	High	17	24	57%	34%
5	Very high	0	0	0%	0%
	Total	30	71	100%	100%

Ethnic Javanese and Chinese students reported differences in the level of ethnic identity. Most Javanese participants (57%) reported a high level of ethnic identity, while 43% reported a moderate level. Meanwhile, most Chinese Indonesian participants (59%) reported a moderate level of ethnic identity, with 34% scoring high on the variable.

Table 6.
 Comparison Of Ethnic Identity Between Javanese And Chinese Students Based On
 Indicators

Ethnicity	Component			
	Exploration	Category	Commitment	Category
Javanese	68%	Moderate	75%	High
Chinese	65%	Moderate	71%	High

Ethnic Javanese and Chinese students had high level of commitment to their ethnic identity (Table 6). Meanwhile, their level of exploration fell to the moderate range.

Before conducting the comparative analysis, researchers first conduct an assumption test in the form of normality and homogeneity tests.

Table 7.
 Results Of The Shapiro-Wilk Normality Test

Variable	Ethnicity	<i>p</i>	Note
Ethnic Identity	Javanese	0.614 ($p > 0.05$)	Normal
	Chinese	0.345 ($p > 0.05$)	Normal
Subjective Well-being	Javanese	0.389 ($p > 0.05$)	Normal
	Chinese	0.165 ($p > 0.05$)	Normal

Based on the normality test in Table 7, ethnic identity data from ethnic Javanese and Chinese participants were considered normal ($p > 0.05$). Subjective well-being data from both ethnic groups were also found to be normally distributed ($p > 0.05$).

Table 8.
 Results Of Homogeneity Test

Variable	<i>p</i>	Note
Ethnic Identity	0.194 ($p > 0.05$)	Homogenous
Subjective Well-Being	0.865 ($p > 0.05$)	Homogenous

Based on Table 8, ethnic identity and subjective well-being data were considered homogenous ($p > 0.05$).

Table 9.

Results Of T-Test For Ethnic Identity

Variable	<i>F</i>	<i>t</i>	<i>p</i>	Note
Ethnic Identity	1.711	2.011	0.047 ($p < 0.05$)	Significant

As shown by Table 9, there is a significant difference in ethnic identity between ethnic Javanese and Chinese students ($t = 2.011$, $p < 0.05$). The ethnic identity of Javanese students is higher than that of their Chinese peers.

Table 10.

Data Distribution Of Subjective Well-Being Of Javanese And Chinese Students

No	Category	<i>N</i>		Percentage	
		Javanese	Chinese	Javanese	Chinese
1	Very low	0	0	0%	0%
2	Low	0	18	0%	25%
3	Moderate	14	52	47%	73%
4	High	16	1	53%	2%
5	Very high	0	0	0%	0%
Total		30	71	100%	100%

About 73% of Chinese participants reported a moderate level of subjective well-being, against 47% of Javanese participants. High subjective well-being was reported by 53% of Javanese participants, while ethnic Chinese who said so were only one person (2%).

In addition to looking at the comparison of subjective well-being in general, the calculation results also show differences in the level of subjective well-being based on subjective well-being indicators.

Table 11.

Comparison Of Subjective Well-Being Between Javanese And Chinese Students Based On Indicators

Indicator	Javanese	Category	Chinese	Category
Academic achievement	74%	High	73%	High
Good school management	68%	Moderate	78%	High
Good relationship with teachers	73%	High	61%	Moderate
Good relationship with peers	77%	High	70%	Moderate

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Indicator	Javanese	Category	Chinese	Category
Teaching	68%	Moderate	64%	Moderate
Academic learning	69%	Moderate	68%	Moderate
Positive affect	71%	High	70%	Moderate
Negative affect	62%	Moderate	62%	Moderate

Based on Table 11, academic achievement was a significant indicator of subjective well-being in ethnic Javanese and Chinese students. Subjective well-being indicators categorized as high by Javanese students were good relationships with peers, good relationships with teachers, and positive affect. Meanwhile, for Chinese students, good school management was categorized as high.

Table 12.

Results Of T-Test For Subjective Well-Being

Variable	<i>F</i>	<i>t</i>	<i>p</i>	Note
Ethnic Identity	0.029	2.197	0.030 ($p < 0.05$)	Significant

As seen in Table 12, there is a significant difference in subjective well-being between ethnic Javanese and Chinese students ($t = 2.197$, $p < 0.05$). The level of subjective well-being of Javanese students was higher than that of their ethnic Chinese peers.

Overview Of Ethnic Identity And Subjective Well-Being In Ethnic Javanese Students

Javanese is the ethnic majority in Semarang. However, the location of this study was Karangturi High School, which is a school with a majority of ethnic Chinese students due to its student admission history.

Ethnic Javanese students generally reported high level of ethnic identity. Data showed that the level of ethnic commitment of Javanese ethnic students is higher than the level of exploration. Commitment is a sense of attachment to their ethnic group (Moningka et al., 2020; Phinney, 1990; Phinney & Ong, 2007). These students were at the stage of being committed to their Javanese identity but had not explored further, or a state called *foreclosure*. A clear sense of ethnic identity usually results from parents' values adopted by children, so children can be committed to their ethnic group without exploring further (Ting & Kho, 2021).

Ethnic identity is influenced by many factors, such as language, friends, place of residence, social groups, and close family (Moningka et al., 2020). Students with high ethnic identity in the present study likely lived in an environment with a majority ethnic Javanese, so they had no difficulty exploring their culture. In addition to the surrounding environment, the living environment also influences the level of ethnic identity. The research was conducted in Semarang City, where the majority of the people are Javanese (although the research location was at Karangturi High School, which was originally established for ethnic Chinese), thus making ethnic Javanese students committed to their Javanese culture.

Javanese students generally reported a moderate level of subjective well-being. The results showed high level of academic achievement, positive affect, and relationship with teachers and peers, meaning that these indicators were pivotal in students' subjective well-being.

The Javanese community is one of the ethnic groups that uphold its cultural values (Amin et al., 2017). One cultural component that its people still adhere to today is collectivity or togetherness (Wibowo et al., 2022). This notion supports the research results showing that ethnic Javanese students define subjective well-being through academic achievement, positive feelings, and good relationships with teachers and friends. Javanese culture has the proverb "*rukun agawe santosa*" which highlights the importance of getting along with others. The culture emphasizes harmony and even considers the value a key characteristic of the culture. In Javanese community life, there is an activity called *gugur gunung*, in which people join hands as an expression of the spirit of community togetherness (Pratiwiningsih, 2020).

In addition to the high value of togetherness, Javanese subjective well-being is defined by positive feelings. This can be seen from the Javanese value "*narimo ing pandum*," which means accepting and not complaining about all the shortcomings in life, a form of positive emotion in response to God's blessings (Rakhmawati, 2022; Sari, Sutiyah, & Kurniawan, 2021).

Furthermore, this study also showed achievement as key indicator of subjective well-being for Javanese. Pranowo (Herliana, 2015) stated that Javanese virtue was manifested in Pandawa Lima, five brothers who are part of the Mahabharata tale. One

of the Pandawa characters is Arjuna, who is described as intelligent and excels in war strategies. Arjuna character aligns with the ideal value of ethnic Javanese students, who implement learning strategies to achieve good learning outcomes.

Overview Of Ethnic Identity And Subjective Well-Being In Ethnic Chinese Students

Chinese is the ethnic majority at Karangturi High School. The research showed that the level of ethnic identity among Chinese participants varied greatly. When viewed from the indicator perspective, ethnic Chinese students displayed a high commitment to their ethnic identity and a moderate level of exploration.

In Semarang, the Chinese are an ethnic minority. Nevertheless, this ethnic group has assimilated well with other city residents. There are several areas in Semarang which are known to be ethnic Chinese areas. This likely contributed to strong commitment to the ethnic identity of research participants.

Exploration of ethnic identity among ethnic Chinese participants in the study was categorized as moderate. Despite being a minority, Chinese Indonesians can easily explore and find information regarding their culture, such as through the arts. For example, watching Liong or Barongsai performances, common in Semarang, is a process of finding oneself as part of an ethnic Chinese group (Utami, 2018). Through performances, ethnic Chinese can also communicate their cultural values to other ethnic groups. It helps ethnic Chinese form strong commitment to their group.

Data analysis also showed that some students reported having low levels of ethnic identity and some were even in the very low category. The presence of ethnic Chinese is inseparable from the history of its entry into Indonesia. In the past, ethnic Chinese were not accepted by the public, but then the government required them to assimilate into the native society. This resulted in the disappearance of the original Chinese culture. Chinese identity may differ according to the domicile area. For example, Chinese people in Medan have a straightforward speaking style, while ethnic Chinese in Java tend to be more careful and polite (Christian, 2017).

Subjective well-being of ethnic Chinese students generally was in the moderate category. Based on analysis, the strongest indicator of Chinese students' subjective well-being was good school management, followed by academic achievement. Thus,

The achievement level indicator of ethnic Chinese students is reflected in the culture's principles, especially related to business. The Tao Zhu Gong business principle says that in running a business, an individual must be diligent because laziness will have a negative impact (Legista, Ali, & Djausal, 2021). This principle does not only apply to business but also academics. A Chinese proverb says, "*shang shan ruo shui sham li wan wu er bu zheng*," which means the motion of water, passing through stones and sometimes smoothly. In the academic context, it means that achievement should not reduce motivation in learning. Ethnic Chinese students are meticulous and diligent in achieving their goals because they uphold virtue in behavior and work (Farradinna & Anugrah, 2019). To support this, they need to improve the quality of their environment to maintain virtue. Thus, good school management is a priority for ethnic Chinese.

Differences In Ethnic Identity And Subjective Well-Being Between Ethnic Javanese And Chinese Students

This study indicated a significant difference in ethnic identity between Javanese and Chinese students ($t=2.011, p<0.05$). The average score of ethnic identity of Javanese ethnic students was 70.83, while Chinese students averaged 67.52. The results showed a similarity in ethnic Javanese and Chinese students when viewed from the ethnic identity indicator, with both reporting higher scores in commitment than exploration. The commitment level of Javanese and Chinese students was in the high category. Both groups also showed a moderate level of exploration. However, when the two indicators are compared using the independent sample T-test, the results showed a difference in the level of commitment between ethnic Javanese and Chinese students. On the other hand, the level of exploration between the two ethnic groups showed no significant difference.

According to French, an ethnically homogenous environment may not cause research participants to feel cultural differences with other ethnic groups (Paramita et al., 2016). The research location is Karangturi High School, where Javanese students interacted with their Chinese peers, so both sides directly experienced a cultural gap.

Furthermore, this study revealed that the level of commitment to ethnicity in both Javanese and Chinese students was higher than the level of exploration. This indicates that Javanese and Chinese students at the school had a strong attachment to

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their respective ethnic groups. The study also compared the level of exploration and commitment between Javanese and Chinese ethnic students.

In Semarang, Javanese and Chinese cultures are prevalent in daily life. It can be a factor in the high ethnic exploration in the two ethnic groups. The two groups have long mingled to create acculturation. For example, Warak Endhog, is a symbol of the acculturation of Javanese, Chinese and Arabic cultures. This child game has become cross-cultural propaganda (Hasanah, 2019).

Then, there are significant differences in subjective well-being in Javanese and Chinese ethnic students ($t=2.197, p<0.05$). The average level of well-being in Javanese and Chinese students was categorized as moderate, with a slight difference in scores. The average well-being level of ethnic Javanese students was 103.3, while their Chinese peers were 99.31.

Based on variable indicators, there were similarities and differences in subjective well-being between ethnic Javanese and Chinese students. Javanese students reported high scores in academic achievement, relationships with friends, and positive emotions. Meanwhile, the strongest indicators of subjective well-being in Chinese students were academic achievement and school management. The study showed significant differences in the level of relationships with teachers, relationships with peers, school management, and academic learning between the two ethnic groups.

Javanese people still uphold collectivity or togetherness (Wibowo et al., 2022). This notion supports the results of the study, which showed that ethnic Javanese students defined subjective well-being through academic achievement, positive feelings and good relationships with peers and teachers. The high social aspect in well-being was likely due to Javanese cultural values embraced by students who identified as a member of this ethnic group. Javanese culture prioritizes togetherness, as shown by the proverb "*mangan ora mangan, asal kumpul*" which means that they are willing to live in any condition, whether happy or difficult, as long as they can always be together (Tiani, 2020).

As for the other case with Chinese people who hold the "*Jiānqiáng de rén huì zài zìjǐ nèixīn xúnzhǎo mǒu zhǒng dōngxī (qiánzài de)*". "*Tóngshí, ruǎnrào de rén zhèngzài xúnzhǎo biérén de dōngxī*" (Confucius), which means "*strong people look for something*

(potential) within themselves. While weak people look for something (potential) in others" (Muhammad, 2022). This philosophy is the initial foundation for carrying out activities like learning. Meanwhile, Javanese people interpret learning as a process, as reflected in the Javanese proverb "*alon-alon waton kelakon*" which means "*slowly as long as the goal is realized (successful)*," or acting deliberately to produce maximum results (Muhammad, 2022). Both ethnicities have philosophies that interpret the achievement indicator in subjective well-being differently.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the analysis of ethnic identity and subjective well-being in ethnic Javanese and Chinese, Javanese students reported a high level of ethnic identity. In contrast, their ethnic Chinese peers reported a moderate level of ethnic identity. It is known that Javanese is the ethnic majority in Semarang, where the research was conducted. In both ethnicities, the level of commitment was higher than exploration, indicating a strong attachment to their ethnic groups.

Subjective well-being among Javanese and Chinese students was in the moderate category, but indicators of subjective well-being in the two ethnic groups differed, indicating differences in cultural values adopted by each ethnicity.

The study found a significant difference in ethnic identity between students who identified as Javanese and Chinese. There was also a significant difference between the two ethnic groups; the difference was also reflected in the distribution of scores based on indicators of subjective well-being.

Suggestions

The findings of this study imply the importance of understanding the influence of environmental context (culture, ethnic identity, academic identity) on students' subjective well-being. Therefore, to accurately provide interventions related to individual well-being, school counselors need to pay attention to the personal aspects of students and their cultural environment.

AUTHORS CONTRIBUTION STATEMENT

Ismi Fatimah: Conceptualization; Data Curation; Formal Analysis; Investigation; Methodology; Project Administration; Resources; Validation; Visualization; Writing Original Draft; Writing, Review & Editing.

Heru Mugiarto: Data Curation; Methodology; Project Administration; Writing, Review & Editing.

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