

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion

1. Based on the respondent characteristics, the respondents in this study were internal migrant students with total 233 respondents. Respondents in this study were mostly 19 years old, the majority were female students as many as 191 (82%), the majority came from public health majors as many as 93 respondents (39.9%). The majority of respondents came from Central Java as many as 129 (55.4%), the majority of 175 respondents (75.1%) had a monthly allowance more than IDR 500.000 per month. The majority of respondents' parents' occupations were laborers/employees/employees as many as 125 people (53.6%).
2. Based on the results of the univariate analysis conducted on 233 internal migrant students at the Faculty of Health Sciences Universitas Jenderal Soedirman, it can be concluded that the level of resilience among internal migrant students is generally high. The majority of respondents with total 199 respondent (85.4%) are classified in the high resilience category, followed by 33 respondent (34.2%) are classified in the moderate resilience category, and 1 respondent (0.4%) is classified in the low resilience category.
3. Based on resilience according respondent characteristics, the respondents in this study consisted of 233 internal migrant students. Most of the respondents were 19 years old. The majority were female, with 164 respondents (85.9%) demonstrating high levels of resilience. A total of 81 respondents (87.1%) from the Public Health department had high resilience levels. Respondents from Central Java accounted for 112 individuals (86.8%) with high resilience. Furthermore, 146 respondents (84.4%) who received monthly allowances of more than IDR 500.000 showed high resilience, and 109 respondents (84.5%) whose parents worked as laborers, employees, or staff also demonstrated high levels of resilience.

B. Suggestion**1. For Respondents**

Internal migrant students living away from home are encouraged to continuously strengthen their resilience by optimizing internal factors particularly self-efficacy, external factors such as access to institutional resources, supportive learning environment and financial support, coping mechanism, social support and spirituality. Internal migrant students are also encouraged to actively participate in organizational, religious, and community activities that can strengthen their mental and emotional resilience in facing the pressures of college and life away from home.

2. For Education Institutions

Faculties and universities need to provide regular and easily accessible psychological support services, such as counseling, stress management training, and character building. In addition, institutions can also integrate resilience development programs into internal migrant students' activities or soft skills courses.

3. For Health Institutions

Health institutions such as community health centers, campus clinics, or teaching hospitals are expected to be more responsive to internal migrant students' psychological problems by providing promotive and preventive services in the field of mental health. Collaboration between health institutions and universities can improve mental health support for internal migrant students.

4. For Further Researchers

Further Researchers can explore resilience in greater depth using qualitative or mixed methods in order to explore the personal experiences of internal migrant students. In addition, further researchers that provides a deeper understanding of the internal migrant students in dealing with level of resilience.