



Phenomenological Study: Self-Adjustment and Stress Coping in Overseas Students in Malang City

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Abstract. This study aims to determine how self-adjustment is described by overseas students from outside Malang City in dealing with problems and challenges of cultural, linguistic, and environmental differences in the area where they live to pursue education with stress-coping strategies. This research uses qualitative research methods with a phenomenological approach. Data acquisition in this study used semi-structured interviews and observations. The number of participants in this study amounted to three people. All participants were overseas students from outside Malang City in the 2021-2023 batch, rented and lived in a boarding house, and studied in Malang City. The data obtained will be processed using theory-driven analysis techniques where themes are developed with indicators supporting the theory. The results showed that an excellent ability to self-adjust and apply both coping strategies is needed so that participants can live overseas life without being full of burdens and pressures that affect social and academic life.

Keywords: overseas students, adjustments, coping with stress.

1 Introduction

Advanced countries need a golden generation that can be useful for the nation. Indonesia's young men and women are expected to become the figure nation. This figure can bring this country without being left behind by other countries and compete through various aspects. One of the matters, of course, must strengthen is intelligence in an intellectual way, where education becomes an aspect necessary for the country's progress. Education is vital for the development of individuals and society, so it can help the young generations understand the world, develop potential, and contribute to positive change for the nation. However, Indonesia's education level is still not yet evenly distributed. Due to geography and demography, infrastructure limits education in some areas, where social and economic aspects also take part, causing a lack of facility support, learning, and energy-qualified educators. Thus, it has an impact on the obstruction of implementation study teaching.

That matter then becomes a consideration of the generations of young people who come from areas not sufficiently developing, with think that with inequality in education in Indonesia, there are alternatives that can done. The more developed technology and information can be explored as widely as possible via the Internet. It is

also known that they can obtain more education-worthy facilities by going to other areas that are more established and growing. Many participants, especially at the college level, also decided to wander to fulfil the right to draw knowledge as best as possible. One city that often becomes the centre of attention with college is Malang City, which is the best he has. Not usually found, many students from outside Malang City are willing to leave their origin in their area to go to college.

Based on data presented by Malang Channel (5/5/2023), namely results from the Central Statistics Agency (B.P.S.) of East Java in 2021, there were 250,000 students in Malang City, which made Malang City ranked 250,000th. Second, after Surabaya City, as a city contributor, the most students in East Java. Also, in 2022, the estimated number of students in Malang City will reach 330,000 people. As for data from the Central Statistics Agency (B.P.S.), which also discussed amount students at one of the universities in Malang City, namely Malang State University, at the undergraduate level in 2020, the total number was 31,666; in 2021, the number was 6,645 (with influence COVID-19 pandemic), and in 2022 a total of 29,708 (with recovery after pandemic stated decreases and ends).

Of the many thousand students, part of the child region is outside the city and even on the island of Java. They flock to continue their education at a higher level in Malang City to reach their dream in field studies and a career for a successful future. So, when returning to the area of origin, hope can contribute to impact. Individual moment wandering needs the ability to adjust to the environment and act like others. It needs existence to cope with stress caused by concussions experienced in culture during adjustment.

[1] state that student nomads experience new adjustments, like the absence of parents, different systems, different friendships, and communication with friends, as well as an adjustment against socialisation norms with residents in the neighbourhood. According to [2], self-adjustment involves behaviour in effort resolution and mental responses. Things that need to be overcome are related to the needs of individuals, conflicts, disappointments, and tensions, which are used to reach a balanced condition between desire in self and environment.

Difficulty overcoming conflict, fulfilling needs, and carrying out the adjustment process self can cause stress in students. [25] stated that stress is a connection between somebody and the environment as assessed by the person's burdensome or exceeded source of power and endangered well-being. Individuals who experience displacement from their area of origin to other areas within their country alone until the individual who moves from their country of origin to other countries can experience stress acculturation [3]. Stress acculturation, according to [4], is a reaction to stress as a response to the incident in a life rooted in experience acculturation, difficulties psychologically in adapting to a new culture, or stressor psychosocial consequence from foreignness with new things and social norms. Difficulties in the process of adjustment self result in stress acculturative often happens to students nomad. Stress acculturative appears in various forms that can be overcome with a coping strategy, one of them being adjustment self.

[25] coping strategies are form efforts made by somebody to overcome or reduce the pressures that cause stress, with method control thoughts that will come later will

influence behaviour in act finish problems that arise in the environment individual [25]. There are two types of coping strategies: *Problem-focused* and *Emotion-focused*. *Problem-focused coping* (coping that focuses on problems) is a coping strategy that includes coping strategies that trigger stress that arises with the method of facing the source of stress that occurs. *Emotion-focused coping* (coping that focuses on emotions) is a form of coping strategy, namely a stress management strategy that manages thoughts and actions taken to respond to emotional negative due to stressors. [25] also argue that the coping strategies carried out by individuals are based on several factors, including condition health, personality, the concept of self, social support, and asset economy. So, decisions are made by each individual to solve the problem differently based on the underlying factors of emergency behaviour in settlement problems.

Many studies also describe adjustment self and coping strategies for student regions. One was research conducted by [5], who wanted to research description adjustment in a self-student region outside Java Island in Malang City. In the study, the participants often feel obstacles and difficulties are constrained by language, culture, and atmosphere, where more carry-on can cause academic stress. The differences in society and culture that were previously seldom met can have psychological and social impacts. Therefore, students in the region must adapt themselves to the new environment. The statement [6] mentions that one of the forms of coping with stress acculturation is adaptation across cultures, such as learning a language and culture locally. Many individuals consider life region a chance for free exploration without the existence of prohibition or limitations from parents directly. Perception This is part of the phase first felt by students at the beginning of lectures. They will feel the atmosphere and energy before finally entering campus and holding quite enough answers as students. As in the research by [7], students will feel frustrated for a long time because of difficulty with *homesickness*, looking for equipment, and arranging schedules. To face it, many students finally choose to be involved with activities on campus to fulfil aspects of coping with stress acculturation, like looking for social support, academic adjustment, and social adjustment.

Coping strategies used by student regions to overcome the problems they face during wander focus on issues or emotions. *Problem-focused coping* is one of the coping strategies carried out by looking for the root problem and concentrating on the source of the issues faced. In addition, students can also use *emotion-focused coping* with reduced response. For example, in research by [8], participants do sports to release stress, listen to music to relieve pressure, organise to build relationships and communicate online to create a sense of security and comfort. It is not uncommon for differences to make a student's experience counter to those around him. Like what happened to participants in the study [9], when matter this occurs, each participant's method alone in response to it. They try to accept matters, socialise, find reason, adapt themselves, and understand characters. They also played the role of one of the aspects of social support for his friends who came along feeling difficulty in adjusting. Support social friends and high peers adjust self-owned Far more positively. Therefore, students need to look for many friends who can help them in their foreign land.

Framework theories used in research use a combination of the background behind student nomads, then link it with the theory of adjustment self and the theory of coping stress because adjustment self-help carried out by students region as the subject study is often associated with coping strategies stress during live in the new neighbourhood. Aspect the become framework think in guidelines interview. The focus of the objective research is to know how effort adjustment self-help is carried out by students who face problems and challenges in different cultures, languages, and environments in the area place stop by to go through education with coping strategies for stress.

2 Method

This study uses the method of Qualitative Phenomenology, which aims to know how the level of self-adjustment in students' region of origin from outside Malang City is associated with coping strategies for stress used to face problems while living in a foreign neighbourhood. In research phenomenology, a discussion is more focused on a phenomenon that occurs in life, with the researcher understanding the subject from a corner view so that they can understand the phenomenon in a detailed way, not only based on theory [5].

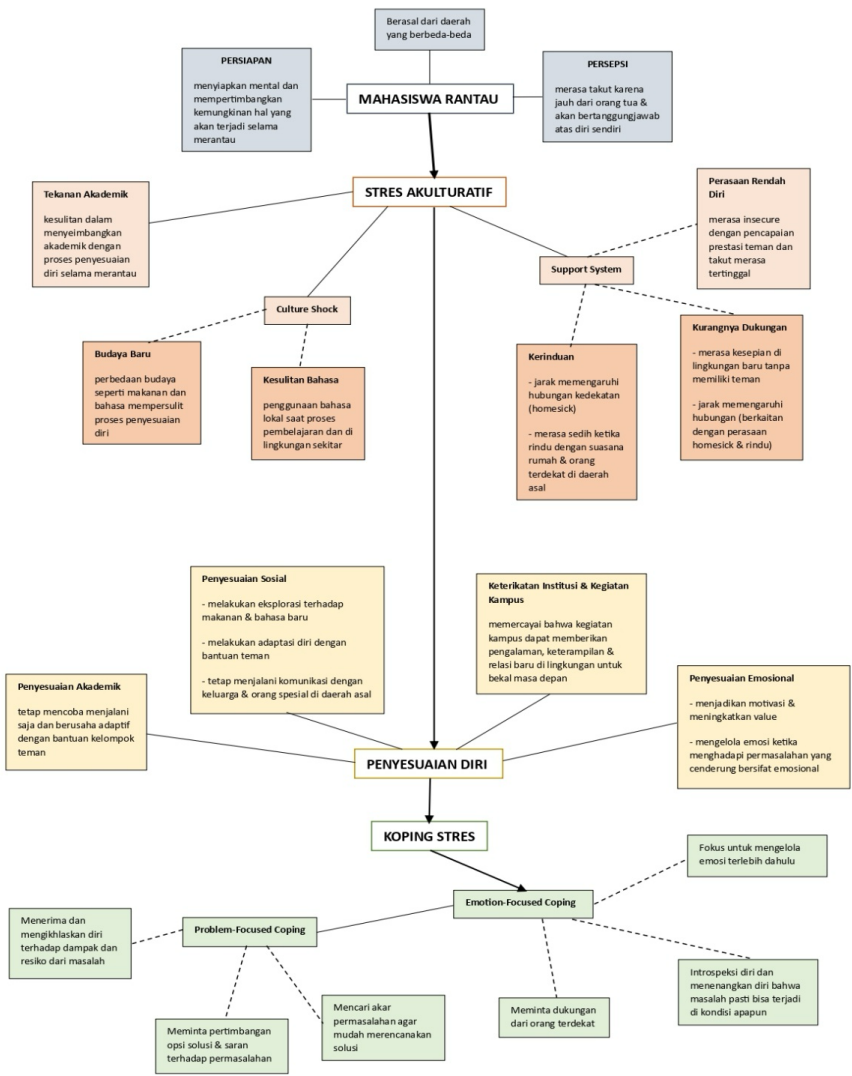
Amount of participants in the study This is three people who are students. Criteria specific to election participants are (a) students who come from outside Malang City, (b) including in the 2021-2023 class, (c) rented and housed live in a boarding house, and (d) take lectures in Malang City. The researcher used a purposive sampling method to get participants who meet the requirements criteria. According to [10], *purposive sampling* is a technique for taking samples and determining criteria. This method allows researchers to choose more participants by criteria defined and relevant to the study's objective.

This research uses semi-structured interviews, observation, and documentation to obtain data and information. [10] to argue that a semi-structured interview is an interview where participants studied can answer in a way that is free and not limited. Still, participants may not go out from channel themes that have been determined. Instrument interviews will arranged by dynamics theory of self-adjustment, stress acculturative, and coping stress and aspects within. During the interview and observation, the researcher chose a conducive place with the participants' agreement and used a smartphone for voice recording documentation so that the subject's statement was incomplete; something was left behind. Observation in this study is done as additional data to know participants' condition-specific and non-verbal behaviour. The validity of research data validated the use of credibility and transferability. Credibility involves the researcher directly involving participants with questions with a detailed understanding of things told by participants. Transferability is done through a thorough and systematic decomposition results study.

In the research, the researcher uses thematic data analysis *theory-driven*. Theme analysis leads to the method for identifying, analysing, and reporting patterns (themes) in existing data obtained previously. The main thing that needs to be done is for the researcher to read every transcript and then adjust it with interview data. Furthermore, the researcher must inspect and adapt the transcript to fit participants' words. In thematic analysis, the researcher must do coding to organise back the data and place it in codes to find a connection between them [26]. Thematic data analysis techniques with a theory-driven approach require a theme developed with indicators or things that support the theory. Before the data is grouped, the researcher will build a theme and code. The new can interpret the results and draw withdrawal conclusions.

3 Results and Discussion

3.1 Results



The participants who were the subjects in this study were students from various regions outside Malang City. Three students from the 2021 intake from various universities in Malang City decided to migrate to pursue higher education. The participants started to migrate in different years, living in boarding houses quite close to their respective universities. By adhering to the goal of getting a better education than when they were in their home areas, the students who migrated chose Malang City as a place to study because it was seen as a place that could fulfil this goal.

Departing from the initial perception felt by the participants, that there was a fear of being far from their parents and having to be responsible for their own needs, *"For perception, yes, I would think it would be hard because I'm far from my parents."* (W1.P1.6Nov23.006)

"Umm,... The perception might be scary to go abroad because I went completely alone, not accompanied by anyone. Maybe I was afraid of how the preparations would be there, but thank God it was safe." (W1.P2.2Nov23.014)

"Before I went to boarding, I was honestly afraid of missing home, especially sometimes in TikTok videos, it was said that boarding is not as fun as at home; it is nicer and more comfortable at home. Honestly, I was also afraid of thinking about food, money, all sorts of things like that." (W1.P3.29Okt23.008)

So, the participants' preparations are to prepare mentally and consider various things that might happen when they travel in the future.

"The initial preparation was preparing mentally because I was far from my parents. On the one hand, there was joy because Malang was one of the places I could escape from because 2021 was my dark time. So when I wanted to go to Malang in 2022, I was happy because I had to leave the old city to erase all the memories." (W1.P1.6Nov23.007)

"Euuum,... If it's preparation, maybe eeuumm.. are you ready with your preparation, such as mentally and so on, then preparation for life in the destination city of your migration, such as boarding houses and other needs, that's what I prepared and prepared before leaving for Malang and what was that?" (W1.P2.2Nov23.016)

"I didn't have any preparation; I just suggested to myself not to believe what people said because it's not certain that what they went through was the same as me; it's not certain what I fear will happen. Maybe it's more about just being prepared (preparing mentally)." (W1.P3.29Okt23.012)

Living away from home, individuals experience various conditions in the new environment. Conditions where many changes force them to adapt to lifestyle changes, both from the social and academic environment. From this transition, various pressures arise that individuals experience. If they cannot adapt well, problems from these pressures, usually acculturative stress, may occur.

Based on the researcher's findings, students experience three types of acculturative stress during their time away from home: academic pressure, culture shock, and support systems.

Academic Pressure. Of course. There have been changes to the education mechanism from high school education with lectures to education city origin with city migration. In the interview process, the three subjects said they had no significant problems adjusting to the field of academic news and had difficulty in academics, which caused stress.

"When you're homesick, actually not too bother lectures. Because yes feeling homesick only moment Eveningday or moment currently feel alone." (W1.P1.6Nov23.020)

"If from beginning that's it, I don't have much problem in adjustment self So No too many also experience difficulty in adjustment in the world of lectures ." (W1.P2.2Nov23.048)

"If it's academic, yes, that earlier I felt like enjoying college , and no, there is tough trouble that makes me stressed."

Culture shock. Of course, when wandering to places and areas, new cultures and languages accompany life daily, requiring us to put ourselves in and adapt to them. In the research, the three participants experienced various types of culture shock, one of which was adjustment to a new language.

The difficulty of learning a new language experienced by participants is diverse. In the participants' first constraint perceived language, participants had trouble understanding material lectures when the lecturer was more used to the Javanese language.

" I think it's enough for lecturers to use full Javanese . make difficulty Because No understand ." (W1.P1.6Nov23.022)

The second and third participants experienced difficulty finding a Language unfamiliar to them, such as Javanese, or a Language different from other Javanese, like " Malangan."

"There are some languages that are not I understand that in particular, languages that are Malang-an languages such as that's it, that's it The language sometimes there are different ones when hearing languages new said " (W1.P2.2Nov23.052)

"The beginning of the beginning. There is, yes, especially the original Malang one, right? Is it Javanese? There's something Bedok; there is also real Javanese, right? I Do understand they talk. What? "That's it ." (W1.P3.29oct23.064)

Apart from the differences in languages, the subsequent culture shock encountered by student nomads is the difference in culture and customs. In the interview process, participants disclosed that they experienced different cultures. The first difference is differences in language and taste of food, and the second difference is their different cultures in the area of origin. Participants own several taboos and things to avoid and intensify more customs and culture compared to the area wandering.

"The most different That yes Possible from food yeah yes Then yes language is also the most felt because it's my first time living away from home far away in Java." (W1.P1.6Nov23.026)

"There is a difference, but like here, that's it as it should be. We live and socialise. But the difference with the Kalimantan area origin is that Possible area origin I have a different culture because the customs there are still strong from the Banjar tribe passer, which has taboos or things to be done or what must be avoided. That many,

here, are possible not to see. Not see- strong that's it the custom its culture ." (W1.P2.2Nov23.064)

"Me neither. When you think about differences, it's scary and can hinder your connection with others. If it's wrong, yes corrected; if No, There is a problem, yes to be continued."

However, the difference affects the adjustment process of participants during wandering. Participants also considered differences, which is not a scary thing until it can hinder the connection of participants with other people; if participants feel something is wrong with adjusting to a new culture, they will try to improve themselves.

The food's taste difference is also a factor, partly due to culture shock in student migrants. Interview results with Participant 1 and Participant 2 disclosed that they had no experience with difficulty adapting to food in a new environment so that they could find suitable food to their taste.

"For problem food, thank God I'm not a voter, so there is no difficulty for me finding the right one. I still think of delicious cheap food for boarding house children, like "My dear ." (W1.P1.6Nov23.027)

"If you are looking for food For adapt self need That I more like to explore Explore yeah which food is eeuumm,.. I guess That Can fulfil My needs," (W1.P2.2Nov23.066)

The difference matters with participants. The third one feels that the food in the area region is insufficient for his tongue and that food origin area participants are more excellent.

"There is very. I have not found delicious food that suits the tongue of Malang that I like. I buy delicious categories for a time, but I'm so sweet. According to the nice very much, according to me, I am normal just. According to me, far away is more delicious in the area of my origin. "That's it ." (W1.P3.29oct23.082)

From various experiences of culture shock, participants initially considered Javanese culture sacred compared to the culture in the area, but participants still respected Different cultures. Third, participants also expressed that different cultural values do not influence the overall Understanding and perspective of participants. Participants evaluate every custom and value other cultures in an area for the good of the lives of individuals. Participants also rated that different cultures Can help them study perspective new.

"Difference its culture if here Still considered sacred like that, if in Sumatra yes Possible Already not too sacred. Continue the differences because it is too sacred. So I have to guard my attitude so as not to happen to things that are not also wanted, and at the same time, honour culture here, too." (W1.P1.6Nov23.028)

"Umm,.. Cultural values that influence .. Indeed. There are several different cultures , but that is not too influential in life because I also understand the cultures, customs, or norms in the Malang area. The name is norm or culture That right all for the good life individual So No to influence I do not make I difficulties " (W1.P2.2Nov23.070)

"Possible more to time I discussion The same friend like that Yes, right what we convey That based on the culture of a person follow, way think the family that he uses like that. I think the perspective is wider to an issue. Can I see it as A, or can he see it as B or C? But precisely, I am happy like that, studying perspective and seeing from

other glasses. But the ones I do not like are if somebody emphasises perspective he to someone else." (W1.P3.29oct23.092)

Support system. As social creatures, humans naturally need help and support from one another. In adapting to the environment of foreign and new migration, role support is required to awaken motivation in continuing life. Adjustment of self to the environment naturally causes various obstacles perceived socially, both internally and externally. In this research, the researcher classifies three types of acculturative stress constraints on the support system: feeling low self, lack of support, and longing.

Individuals' feelings and interpretations significantly impact how they evaluate incidents and find self-support. Negative interpretations can lead to low self-esteem. In the interview process, the three participants disclosed that they once felt low self or *insecure* while wandering in a new environment. However, in the participant's third disclosure, although he experiences feeling low self, participants try to enjoy life lectures more and are not driven by the targets of friends in college.

"I often feel insecure about achievement and body. If achievement is yes, I often envy people who win races or follow This That ."

(W1.P1.6Nov23.024)

"Yes, I have ." (W1.P2.2Nov23.056)

"Once in high school, I was already a bit long. But since college, I have started to feel I enjoy my time and place. So I Do feel left behind. The same whoever. After all, I am the type that likes to learn and follow my pace; there is a time When I have my target alone. So no, bring Dizzy ." (W1.P3.29oct23.086)

Lack of social support is also one of the constraints and reasons for acculturative stress. Participant Second: I disclosed that he lacks social support when he has no Friends To play with.

"Once feel not enough support social, for example Again bored But have no friends to play it influential So make life I the more boring ." (W1.P2.2Nov23.072)

The first and third participants disclosed that they had sufficient social and emotional support in passing stress acculturative abroad.

"Thank God, if I ask a question, this environment will influence all aspects of my life. Rarely does it make me lonely, except homesick. I don't feel it's insufficient to support social "yeah ." (W1.P1.6Nov23.029)

"During wandering, I feel comfortable, even feel more lots of new experiences since go out home . So, so far so good." (W1.P3.29oct23.052)

Go to a place new to wander and experience education as well as demand self for independence because obstructed distance and obligations that require them to be far from family and close to people in the area of origin is not easy. That is proven by the statement that the third participant agreed that distance influences connection with the closest people in the area of origin because one can meet directly for a long time. Third, participants also often experience longings with their families because of the influence of long distances.

"It has an impact, though . Because it doesn't Can meet in a way straight away, yes ." (W1.P1.6Nov23.035)

"Yes, distance does matter. Yes, maybe that can be. An example of a family could be homesickness or missing the same family, which often happens because they wander

far, far away going home. However, there is still a solution: we Can phone and video call to reduce longing for the relatives nearest ." (W1.P2.2Nov23.084)

"Yes, it has an impact . But I just enjoy it. while outside House like this . More free ." (W1.P3.29oct23.106)

Faced with all the challenges in the diaspora, participants sought the ability to adapt to many new things. External and internal factors influence student nomads' adjustment. Based on the findings from the interview participants, forms of adjustment varied, such as academic, social, and institutional attachment, campus activities, and emotional adjustments.

Academic Adjustment. In undergoing adjustment in college life, participants tried to continue to live and be adaptive with the help of a group of friends. Participants tried to be adaptive to the differences that hindered their academic process with the help of Google and friends. Participants tried not to make academic tasks a burden and completed them as well as possible. With the help of a group of friends, participants felt that the adaptation process in their academic adjustments while away from home was much lighter.

"The way is just to do it, yes. I also try to ask my friends so that I don't feel awkward. Then I also search for ways on Google like Scholar to be a reference for us to learn." (W1.P1.6Nov23.009)

"It's just like usual, completing assignments given by lecturers so we're not burdened because we're away from home, so we just enjoy it more." (W1.P2.2Nov23.022)

"I study in Malang, where the majority of the Population is Javanese, and I have close friends who are Javanese, so they can help me adapt to the language culture and others in the Java area." (W1.P2.2Nov23.028)

"Maybe in academics, I don't have much trouble because I'm adaptive; I also mix easily with other people. Even if there are difficulties, I'm the type who finds out by myself, learns to apply, learns to handle everything."

The measure of participants' success in making academic adjustments in various forms. Participants felt successful when they could attend lectures and balance them with their personal lives. In addition, participants also felt successful when they were able to enjoy every step taken outside their comfort zone.

"Maybe like when I successfully wrote an article or a paper assignment, yes. Successfully adjusting to a group that often uses names so that it doesn't feel internalised is also a success" (W1.P1.6Nov23.010)

"...I think we can succeed when we are far from home, far from our parents, but we can still live a normal life like that, and academics are not disturbed by being far from home or whatever, so it remains stable like that." (W1.P2.2Nov23.024)

"It's just that during this lecture, I am more able to make decisions outside my comfort zone."

Social Adjustment. Students experience many things while adapting to their new environment. Differences in language, culture, and character from their home areas become obstacles to adjusting themselves. There are various ways to make social adjustments. Participants try to adapt adaptively to these differences. They also adjust by focusing more on their steps and not pushing themselves.

"Well, if it's food, just try it. It turns out that the food here is not that strange; it's also delicious, like tofu and egg. Then, if it's language, listen to how people talk. I understand a little bit. Although I can't answer if they're already using full Javanese." (W1.P1.6Nov23.013)

"...if there are new languages, they become a new vocabulary that can be learned." (W1.P2.2Nov23.054)

"Usually, if I'm in a situation where I don't understand the language, sometimes I just keep quiet, not mixing in. But I don't think that's a problem because I gradually get used to it."

"Just face it, yes, if there is a difficulty, just face it, there will be a way out." (W1.P2.2Nov23.032)

"I'm more adaptive, so I don't have a special strategy because it's just a habit. I also never consider differences scary and can hinder my relationship with others. If it's wrong, I fix it; if there's no problem, I continue." (W1.P3.29oct23.080)

Participants tried to build relationships with initiative and adaptiveness at the beginning of their migration. They also used the opportunity to develop broader relationships in their new environment. Participants can do this to have close friends now and socialise with others.

"Building a relationship that we have S.K.S.D., right? S.K.S.D. via chat or in class. Also be kind. Adapt yourself too..." (W1.P1.6Nov23.014)

"Eeeum,.. Don't be shy to make new friends, so if there are new acquaintances, it is our opportunity to add friends to network wider." (W1.P2.2Nov23.034)

"Usually I just join in when I'm eating, or when I'm at a gathering, so I just follow..." (W1.P3.29oct23.040)

In addition, participants try to maintain relationships with their closest people in their hometowns. Distance affects relationships because they can only meet briefly in person. Participants manage feelings of longing for their closest people in their hometowns by maintaining communication to feel safe and connected.

"Communicate via phone, chat, video call. Thank God, during this time away from home, the relationship is still safe." (W1.P1.6Nov23.036)

"As for how to solve it, I usually go home and ask them to cook. I also sometimes contact them via chat or phone. So I stay connected." (W1.P3.29oct23.104)

Institutional Engagement and Campus Activities. Participants are also active in activities both on and off campus. When the task list is at one time, participants often feel burdened and less able to keep up with it. However, participants can still enjoy institutional engagement.

"The organisation I joined was the ISBA Malang Regional Organization. Then, recently, I also tried to join volunteer." (W1.P1.6Nov23.018)

"If I have experience joining several organisations, there were two organisations at once, and I was quite happy to join the two organisations, but I was also burdened when the two organisations had two activities at the same time, so I felt less able to balance it in both organisations on campus." (W1.P2.2Nov23.044)

"...I spend most of my time in my boarding house; the thing I enjoy the most is doing assignments. I like it when I have many assignments. I am busy doing assignments, but

I like it more than doing nothing or hanging out with friends. I prefer doing assignments." (W1.P3.29oct23.014)

Although initially, participants found it challenging to balance campus life with their adjustment process, their attachment to campus institutions and activities provided several benefits that helped them socially and academically through the adjustment process. Participants felt that their participation had an influence, such as gaining new relationships and experiences.

"The impact is having new friends, new relationships, and new experiences." (W1.P1.6Nov23.019)

"From the positive side, we have a lot, especially new experiences, experiences that may be fun and can be my provision in the future..." (W1.P2.2Nov23.046)

Emotional Adjustment. Negative feelings, such as feeling inferior, are one of the causes of acculturative stress often experienced by students from out of town. Participants try to overcome feelings of inferiority by increasing their self-worth by actively participating in campus activities. This feeling of inferiority motivates participants with a competitive nature and fear of being left behind. However, participants still try to focus on their goals according to the steps they want to achieve.

"The solution is to try to fight laziness by joining organisations on campus or off campus." (W1.P1.6Nov23.025)

"Uum,.. I am a competitive person. When I see someone who might be better than me, and it makes me want to be like him, it motivates me, and I want to be the same or better. So I am a competitive person." (W1.P2.2Nov23.058)

"Yes, that's it, because I'm the type who likes to learn and follow my pace, there are times when I have my targets. So it doesn't bother me." (W1.P3.29oct23.088)

Participants carried out personal emotional adjustment strategies while away from home, choosing to resolve emotions first and then trying to fix the core of the problem. One strategy they used when facing emotional conditions was to seek distractions and try to control those emotions better.

"Usually keep yourself busy. But if you can't hold it anymore, usually choose to be alone in your room. Save your energy until you're full again. Cry to your heart's content and let it all out." (W1.P1.6Nov23.017)

"In the beginning, I felt like there were many problems until I couldn't control my emotions, but now I just take it easy. As I get older, I'm used to it, so I just think about the positive side." (W1.P3.29oct23.062)

Like before, students away from home are very vulnerable to experiencing homesickness. This is especially true when they experience many cultural differences and differences in social support compared to when they were in their hometown; participants look for something or keep themselves busy to divert these feelings.

"When I feel like I lack social and emotional support, I try to keep myself busy." (W1.P1.6Nov23.031)

"If I lack social support or don't have friends, I look for new activities that I can do alone, like going for a walk alone or... that's what I do." (W1.P2.2Nov23.076)

"So far, because I don't feel like I lack support, so maybe I can keep communicating with that friend or just find something fun for me to do." (W1.P3.29oct23.056)

When faced with every problem in a foreign land, students have their way of solving the obstacles they experience. Some individuals focus on managing their emotions when issues arise, but some are accompanied by slowly finding solutions. As the subjects have said, they also face a problem adjusting to the situation.

"First, find where the problem is. Try to introspect if the problem is from yourself. Try to think positively and calm yourself so that your emotions don't get too overwhelmed." (W1.P1.6Nov23.038)

"Eeeum,.. Like before, looking for the root of the problem first, eeuumm.. then maybe thinking about the future solution of the problem, how to execute to solve the problem, for example, if there is a problem with another person, then there must be mediation or maybe whatever it is." (W1.P2.2Nov23.092)

"I'm the type who focuses on calming down emotions, but I also don't want to let the problem persist for months. So I want the problem to be resolved quickly, to be resolved right away. Whether it's a hot head or a cold head, if possible, resolve it right away." (W1.P3.29oct23.108)

According to several of these statements, the strategy often used by the subjects is Emotion-Focused Coping, where emotions arising from a problem must be handled first so as not to hinder individuals from carrying out other activities, especially those related to problem-solving. Focusing on the emotions felt is indeed believed to be one way to calm oneself and cool one's head so that later, one can find the right solution to the problem.

"It feels calmer." (W1.P1.6Nov23.039)

"Maybe when we experience a problem, we might overthink, get stressed, can't sleep, etc., when we have solved the problem, we might feel more relieved like that." (W1.P2.2Nov23.094)

"Because I don't like to linger on problems, I feel it's easier just to solve them." (W1.P3.29oct23.116)

Once emotions are no longer dominant, as indicated by a lack of anxiety, frustration, and discomfort when encountering a problem, the subject will shift focus to solving the problem by planning what will be done to resolve the obstacle. This strategy is called Problem-Focused Coping. Starting from finding the root of the problem, seeing what the background of the problem is, and then continuing to possible solutions. However, sometimes, some issues are so burdensome for the subject that they cannot be resolved immediately with their abilities. So, here, it is necessary to have help from friends, family, or people closest to the subject who are trusted to help provide solution options.

"Maybe trying to forgive or calm the ego to apologise so it can be finished quickly. Just try to be sincere." (W1.P1.6Nov23.041)

"Maybe at first it will always be on my mind or overthinking and so on, but if the problem cannot be solved, see again whether the problem has an impact or not for me personally in the future; when there is no impact, yes, it can be left alone, but when there is an impact, and it cannot be solved, you must be able to accept what happened and accept the risk of what will happen in the future." (W1.P2.2Nov23.096)

"I will try to find a solution myself first. But if I can't face the problem myself and don't know how to manage my emotions, I will ask my friends around me for their perspective and options for solving the problem." (W1.P3.29oct23.118)

In addition to asking for opinions or suggestions from those closest to them, some subjects also take one other action in dealing with problems, namely trying to accept the impact and risks that will be experienced from the problem. Ultimately, the subjects continue to try to solve the issues they have experienced according to their self-confidence before finally making a final decision.

3.2 Discussion

Research results show that emergency stress acculturation experienced by students while abroad involves adjustment of significant self. Likewise, with coping strategies, stress experienced by the participants will influence the acts carried on students in situations that make them depressed. Research results display discussion-related types of stress acculturative, variation adjustment self-done by participants and coping strategies for stress in face pressure life region. There is an influence between adjustment self and coping strategies for stress in overcoming stress acculturation experienced by students abroad.

Stres Acculturative . Stress can be a problem for students, especially those who wander Because of the existence of different conditions and awareness in the city migration, such as the problem of language, culture, food, and taste, Missing with city origin in a social way [12]. Problems and difficulties experienced by participants are similar to [27], which states that stress acculturative moments when adapting to culture and environment can cause conflict, like experiencing pressures that can cause stress. Stress is acculturative for student new arrivals due to the existence of different types or tastes of food, lonely until longing, discrimination from the environment around them, the existence of other cultures, difficulties in adjustment to mark culture, the difficulty of the existence of differences in the Language area, and also occurs pressure [11]. In a life region, individuals experience various significant changes in their environment. Transition This covers the shift in style life and the environment, social and academic transitions. Adaptation process This often brings up varying pressures, and if an individual fails to adapt themselves with okay, stress acculturative will happen. The study shows that students face three types of acculturative pressure: academic pressure, culture shock, and social support.

Pressure academics is one of the accompanying aspects of change. Students face challenges adapting to the different education mechanisms between high school and college and the various education systems from area origin and destination region. This is similar to the study by [27], which explains that students generally experience difficulty adjusting to transition to the system's different learning moments, such as Still School Senior High School (S.M.A.). The workload given by moment lectures can be a challenge for students who are used to thinking critically about time management [28]. Thus, in an interview, the students confirmed that triggers stress acculturative.

In addition, *culture shock* also becomes an integrated part of the wandering journey, covering adjustment to language, culture, and customs customs. In the interview process, it was obtained that different languages are one of the acculturative stress problems; students in the study still experience difficulty when lecturers and friends use unfamiliar languages, such as Javanese. Research conducted by [12] shows that

language can hinder the efforts of students to interact with friends and residents. Every combines Indonesian with Javanese, so sometimes, several terms of everyday life are not understood. This is one of the reasons for obstacles in communication. Research also found that the student region needs to adapt Because There are several differences in the culture he experienced. Javanese culture is well-maintained in politeness so that participants adjust to the existing culture [13]. This is similar to [14] and [15], which show who knows How students' feelings adjust between cultures Because of shock culture. Although students face several difficulties, they tend to see different languages, cultures, and customs as opportunities to learn new perspectives.

Social support also becomes essential in helping student regions overcome acculturative stress. During the adaptation process, individuals face constraints like feeling low self, lack of support, and longing for family in the area of origin. This is consistent with research [16], which explains that a student's new arrivals will experience longing for their area of origin or parents. Living far away from their hometown, demanding life independence and adaptability to the new environment, and feeling lonely without their parents are anxiety students migrating face [17]. Students often have difficulty guarding their connection with the closest people because of their geographical separation. However, social and emotional support from friends and an effort To enjoy life lectures can help reduce the negative impact of stress.

Self-Adjustment. Student nomads face several challenges that drive them to adapt to the new environment. Adjustment This is divided into several aspects, including academic adjustment, social engagement with institutions and activities on campus, and emotional adjustment. In adjustment, students adapt by utilising support from group friends and technology. Academic tasks are considered chance learning, and collaboration with Friends is considered factors that facilitate the adaptation process. Research conducted by [18] shows similarity in pattern adaptations made by student nomads, that is, with weave interaction with group friends who live in around place migration. Group Friend This can help them carry out the academic adjustment process until they explore the new environment. Research by [24] describes how students adjust to the pressure of academics, that is, with planning so that the demands can be met and other activities can be put aside first. Benchmark success student nomad in a study is when one can follow lectures and balance with life. Participants try to make tasks as academic as possible and finish them with as much effort.

Adjustment social is the ability to finish the problem if supported by the ability to change obstacles in one's life, which must be completed with good. In the study, social adjustment covers various aspects like different languages, cultures, and characters in the new environment. The difference becomes a constraint that hinders social interaction for student newcomers. Adaptation becomes a process for individuals to create an understanding of interaction communication [19]. Students in this show initiative to build a new socially wide connection in the environment, overcome differences with attitude adaptive, and constantly guard connection with the closest people in the area's origin through communication. Adjustment overviews of similar things are also done by students [20]. To adapt to the new environment, an individual must be capable of desocialisation and socialisation. The meaning is that an individual must be capable of changing or throwing away values and characteristics possessed

previously – which are different from the new environment – so they can adapt themselves to the good. Participants made this effort. Differences in language, the taste of food, and characters made an adaptive process in face differences. Participants force themselves and race at their own pace. The research conducted by [11] also proves that student regions overcome the feeling of missing the closest people in the area's origin, with a still guard connection, both remaining safe and secure. This is one of the forms of coping with collective culture.

In line with research by [5] also mentions that adjustment to high self-esteem in students is obtained from their participation in various activities that allow them To interact and build intimate relationships with many people. Attachment to institutions and participation in activities on campus also become an integral part of my adjustment. Although they feel burdened by a busy to-do list, students consider attachment. This gives benefit positive in aspect social and academic. Research previously by Mutambara and Bhebe [21] shows that individuals with adjustment self-esteem tend to be more often involved and participate in life on campus. In the study, participants were once active with the activity campus at the beginning of living away from home and felt helped in the adjustment process. Attachment to institutions and active participation in activities on campus greatly influence participants, like getting new experiences and provisions in the future. In line with This research, [9] also proved that individuals with lower adjustment will experience difficulty adapting to the environment Because not enough are involved in social activity.

In the emotional aspect, student nomads face challenges like feeling low and *homesick*. They use personal strategies to overcome this, including increasing values in self, focusing on goals, seeking distraction, and trying to control negative emotions. Overall, student nomads show high adaptability and attitude when overcoming challenges in a new environment. A positive self-image is needed when making adjustments. Recognising individual abilities and shortcomings will enable one to understand oneself in a way that is reality [22]. Individuals who image themselves positively will realise the weaknesses that they have and seek methods for change so that they become better. In research by Thahir and Suryanto [12], participants experience emotional *homesickness* due to different cultures. Participants can still control negative emotions when looking for support from their family and instrumental support from those closest to them to reduce load and remain calm. In addition, participants coped with and avoided problems to help them stay distracted by their emotions. They cope in diverse ways by doing things, likely relieving their feelings until attachment institutions help participants face emotional issues.

Coping Strategies Stress. In the undergoing life region, students use their method alone to face each problem. [25] argue that individuals often use at least two strategies when a problem occurs, namely Emotion-Focus Coping (EFC) with an individual capable of realising their role in the issue and trying to find a new centralised matter. To develop the ability in a way that is personal from problems and other strategies, such as problem-focused coping (P.F.C.) in the form of action, an active individual can reduce and eliminate trigger stress, usually done with direct action.

In the research conducted [23], participants overcome the problems by learning and trying to think positively that the return objective wander is to practice independence to become more individual, besides marking the characteristics of typical residents in the city-friendly region. It will be complicated for them to build a new connection. The main objective of coping strategies focus on emotions is to avoid emotions that can hinder thinking clearly and finding an effective solution. Another strategy that participants often use is *Problem-Focused Coping*, which starts with looking for the root problem. Moreover, first, we need to see the background behind the occurrence problem and then continue to find a possible solution. Sometimes, participants need help from Friends to give an option solution. Participants plan concrete steps To handle problems, including being active in overcoming stress, planning, setting aside activities for others, and focusing on solving them [24]. Implementation of this strategy by research [24], namely taking a step in a way that is active in overcoming problems that can repair the source of the problem, acting in a way directly and gradually, and learning skills.

In some situations, students' regions integrate Emotion-Focused Coping and Problem-Focused Coping, and the students' regions show tenacity and toughness in facing challenges. The second approach reflects maturity and emotions in managing pressure and actively seeks solutions. In line with How research by Aulia, W. U [23] walks and appears to discuss that student regions will do one of both strategies or both of them at the same time moment face a problem. Awareness will critically support social support from the closest people in the area's origin and region, which can effectively solve complex issues. In the study, the participants take an approach that is ready to accept impact and let go of possible risks. In addition, although they started with the advice of people close to them, participants still showed determination to finish the problem alone, according to their belief in themselves and their abilities.

Reviewed from the bullet points discussed above, the research explores three aspects of the theory: stress acculturative, adaptation self, and coping strategies for stress. To see its role in life in the student region, the findings on how both coping strategies play a role simultaneously on individuals face stress acculturative emergence during the adjustment process self in the environment new done, which makes the study more comprehensive compared to the Previous.

4 Conclusion

Student regions of origin from outside Malang City undergo life in a new environment, facing various situations related to foreign aspects socially, culturally, and academically distant from their area of origin. The existence transition method undergoes everyday life; then various triggering pressures participants Adjust themselves to be able to endure alive and comfortable wandering to achieve the primary target, which is a decision to walk, namely to draw science in college tall dream. Obstacles that arise during the adjustment process self faced by students from different cultures apply various strategies, especially *Emotion-Focused Coping*, like activities that can divert emotions to make it easier to find solutions to problems experienced,

and *Problem-Focused Coping*, which focuses on finding sources of problems and planning solutions effectively problem. An excellent ability to adjust and apply both coping strategies is required so that participants can experience life regions with no total burdens and pressures that affect their social and academic lives. Research This can make a runway for adjusting to the acculturative stress experienced by students during wandering, but not yet. Of course, it can be generalised to students abroad in Malang City or outside Indonesia. Also, the lack of participants influences the wealth of research data. For research, it is expected that a broader range of target participants will be used to see possible coping strategies for stress that individuals and others do.

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