

Culture Shock Among Migrant Students and Intervention Strategies: An Islamic Psychological Perspective

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Abstract

The goal of this study is to conduct a literature evaluation on the effects of culture shock on international students. A descriptive review was employed in this literature study. Secondary data sources were employed in this investigation, including the indexing engines Scopus, Jstore, and Google Scholar. Articles from the recent six years (2018-2024) were chosen for data gathering, and they included both international and national articles. The findings of this literature analysis revealed that of the 151,773 articles discovered by the three indexers, 10 matched the inclusion criteria. The findings revealed that culture shock is a highly widespread phenomenon in all contexts, particularly among international students. Which then Islamic psychology is present as one of the solutions given in handling or reducing the impact of culture shock itself.

Keywords: Culture Shock, Student, Relationships, Islamic Psychology.

INTRODUCTION

The scenario of plurality and universities being part of the modern world is caused by immigration. It is not a new phenomenon, but it has been around for a long time due to important elements such as economic, religious, social, and political. Education also contributes to the migration statistics of a country's population, which involves the transfer of students to another country to further their education, broaden their experience and epistemology of knowledge, broaden their perspectives, and improve their lives and careers (Mohd & Totu, 2018:251). This does not only apply to people who migrate to other countries, but also applies to people who are trying to gain knowledge in their home area. This is also the case for rural people who choose to study at colleges or universities in the city. Because it is considered to have higher standards compared to universities in the home area. The government uses universities to improve human resources. Although there are many colleges in Indonesia, the destination of students who have just finished high school is their favorite college. They can choose to go to official, private, or public colleges. After graduating from high school, many students decide to pursue higher education outside their home region to obtain a better education (Handayani, Hidayat & Saputra, 2019:92).

According to Liddicoat (2020), the main focus of interaction between individuals and their experiences is the process of increasing knowledge and understanding of other people's sociocultural elements in the form of attitude development. The second focuses on how knowledge is correctly interpreted and meanings are generated that can be used in real interactions. They complement each other, especially when new beliefs combined with experience are considered useful or successful. This changes the mindset and then results in a better attitude and is the way humans learn according to the Vygotskyan (1978) theory of sociocultural learning (Aulia, Fitriasia & Haquu, 2023:1421).

Anxiety due to cultural and habitual mismatches is called culture shock. This happens when a person is shocked and stressed about being in a different environment than before. according to Dayakisni and Yuniardi, it is defined as a state in which a person does not recognize and adapt to new habits or environments so that they cannot show behavior that is in

accordance with the habits of their environment. In addition, differences in the way people communicate and understand the culture around them are one of the causes of culture shock. The level of culture shock indicates how strong and negative a person's response to depression, frustration, and uncertainty is when adapting to a new culture (Manery, Saija, Angkejaya, & Bension, 2023:39).

This is in line with the findings of previous research on the concept of cultural shock that is based on trauma or cultural shock. Language limitations, differences in meanings and symbols, and natural difficulties will be major problems in interacting in daily life. There are differences in values that are embraced due to very basic cultural differences. Values become ideologies in culture during interactions. This ideology is inherent in each individual based on how they live as part of society and its social processes. Not only are cultural behavior patterns different, but the attitudes and actions we take every day also indicate cultural behavior. When the process of transmitting information is not understood and carried out when communicating, this problem often arises (Wulandari, 2020:190).

This *culture shock* phenomenon is a globalization issue that has been growing ever since. Which in its development this *culture shock* does not only apply to people who change countries, but extends to domestic education, moving from one community to another, and so on. What then needs to be adjusted in this case, if the individual cannot adjust, it will trigger the onset of *culture shock*. *Culture Shock* does not only apply in Indonesia, but can be said to be something that has been inherent in every individual. Therefore, based on the explanation above, this study aims to explore and examine the impact of *culture shock* on migrant students using a *descriptive review*. Then Islamic psychology comes by providing solutions to individuals, especially students, in handling or reducing the impact of *culture shock*

METHOD

To answer the research questions that have been set previously, this study uses a literature study approach with a descriptive review type. The purpose of this evaluation is to identify, assess, and understand all findings related to the research topic (Grant & Booth, 2009). The secondary data used in this study consisted of national and international scientific articles from 2018 to 2024. The data sources used are internet sources with databases used, namely Scopus, Jstore and Google Scholar. The strategy used in the literature search is to use the keywords *culture shock*, students and relationships.

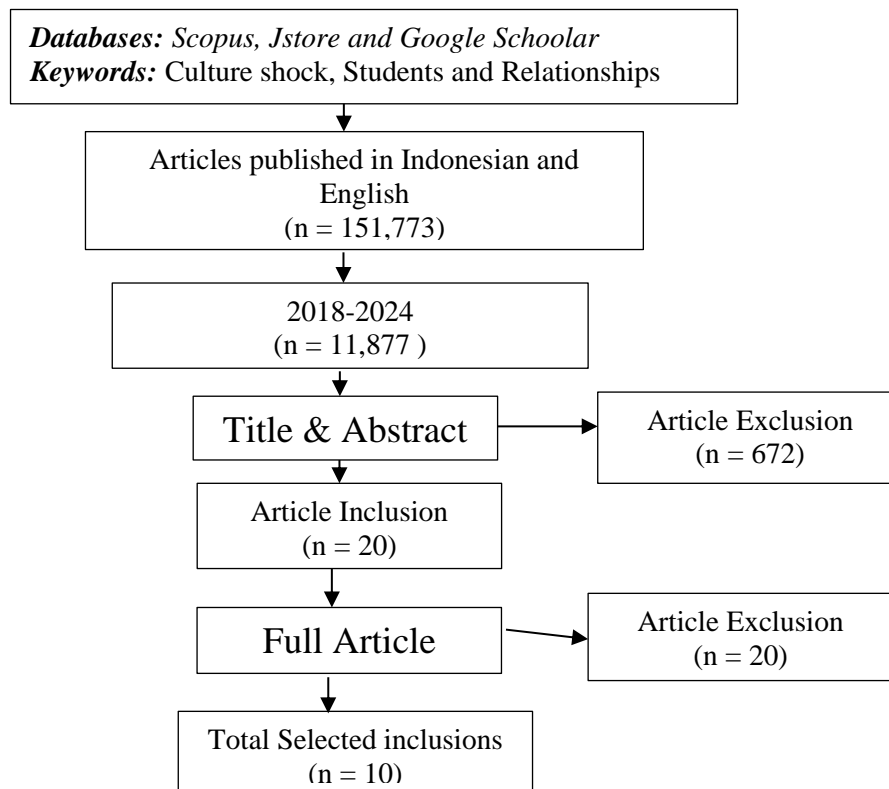
The researcher begins by determining the research topic for the literature review study. Next, choose the inclusion and exclusion criteria. The second stage is to define and find the research keywords. For the 2018–2024 period, the keywords used are *culture shock* in regional students and social relations in overseas students. At this point, the author then collects and selects articles relevant to the topic of discussion that discusses the impact of *culutre shock* on migrant students. Next, the article that can be used is selected by seeing if the article is written in Indonesian or English. Furthermore, the authors analyze each article related to the research theme. This analysis includes information such as the title, objectives, methods, results, shortcomings, and conclusions of the research. In the final stage, the authors analyze each article identified according to the research theme. See the benefits of any article on the topic discussed, analyze and understand the data.

Table 1. Article Research

Database	Findings		Result
	Result	2018-2024	
<i>Scopus</i>	19	7	2
<i>Jstore</i>	145.574	7.720	2

Google Scholar	6.180	4.150	6
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Scheme 1: Literature Screening



RESULTS

The following are the results made in the literature review matrix table:

Table 2. Literature Review Matrix

No. N	Article	Review Results
1.	Heading	A comparison of Intercultural experience among the international students at Universiti Malaysia Sabah in a decade 2006-2016
	Writer	Halina Sendera Mohd And Yakin Andreas Totu
	Purpose	To learn how students from different cultures experience students from the People's Republic of China (PRC) studying at Universiti Malaysia Sabah
	Research Methods	Qualitative method with 2 different times
	Result	In ten years, the culture of PRC students at UMS changed. Factors such as culture shock, acculturation, cultural adaptation, communication, social relations, teaching and learning, market prices, finances, lifestyle, clothing, food, and so on influence these differences. Alumni, course structure, increasing number of Chinese students and the Chinese community, and the empowerment and upgrading of services are some of the factors that contribute to the disparity. Acculturation and adaptation of students' culture is seen from a theoretical point of view as a combination of integration and separation strategies.

		Conclusion	The population theory used in the PRC, such as the family planning model to control population growth, may have instilled materialism and selfishness in Chinese children so that they could live in foreign countries. Because language fluency, both in the local language and BI, causes many problems, PRC students should try to improve their language mastery. It causes problems from a social and psychological point of view, such as cultural experiences and relationships, as well as problems in perception, emotions, and desires. It also affects the academic aspect, i.e. student learning. It is hoped that this paper will help address the issue of culture shock and cultural adaptation among people from different countries.
2.	2	Heading	Understanding <i>Culture shock</i> and Its Relationship to Intercultural Communicative Competence
		Writer	Muhammad Aulia, Dohra Fitriasia and Rizki Maulidza Haqqu
		Purpose	To establish a relationship between intercultural phenomena and intercultural communication skills where immigrants may experience and hone their intercultural attitudes as part of improving their second or foreign language skills as intercultural citizens
		Research Methods	This article uses a qualitative method with narrative techniques as a data collection instrument. The data was analyzed using thematic analysis
		Result	This article finds that there is a difference in the <i>culture shock</i> experience of Chinese students at UMS in a decade. These differences include affective, behavioral, and cognitive aspects. <ul style="list-style-type: none"> - In terms of affectiveness, excessive emotions, language limitations, and feelings of isolation are felt with varying intensities. From the data, the students admitted that they lacked intrapersonal skills to prepare themselves to face the host country's culture and its socio-cultural aspects. In addition, they find social support from individuals or officers important to reduce negative feelings. - From a behavioral point of view, learners begin to adapt to the situation even though they still find it challenging to confirm and clarify unfamiliar things. Last - Cognitively, students mix and integrate with the local population, both in academic and social life
		Conclusion	International students who have knowledge of the host culture, intercultural attitudes, relatable and discovery skills, and awareness can cope with all of these culture shock experiences. Critical Culture. This can help them prepare and improve their intrapersonal skills, allow them to gain social support, and observe and learn from their surroundings.
3.	3	Heading	Having the First-Year as Overseas Students: Intercultural Communication as Identity Negotiation of Indonesian Ph.D. Muslim Women Students in the United States (Menjalani Tahun Pertama sebagai Mahasiswa Luar Negeri: Komunikasi Antarbudaya sebagai Negosiasi Identitas Mahasiswa Doktoral Muslimah Indonesia di Amerika Serikat)

	Writer	Mukti Ali, Win Listyaningrum Arifin, and Zaenal Muttaqin	
	Purpose	examine the experiences of first-year Ph.D. intercultural communication of Muslim female students in America as a negotiation of their identity	
	Research Methods	Using qualitative methods with ethnographic techniques as data collection instruments.	
	Result	This article finds that there are four phases in the intercultural communication experience of foreign students in the United States: honeymoon, frustration, adjustment, and adaptation. These phases show the changes experienced by students in terms of emotions, attitudes, behaviors, and communication. From the data, the students admitted that their intercultural communication skills in the first year were the main capital for their lives during the completion of their studies. Their experiences turn into knowledge, motivation, and skills that are useful in facing challenges	
	Conclusion	During their first year abroad, adversity has given them the knowledge, skills, and motivation to become international students and members of society. Meet and learn about things related to success. Local and national friends help in intercultural communication so that they can build a favorable understanding of intercultural communication. They remain eager to take part in events held by friends from other countries and students from different cultures. They improve their English language skills and their critical thinking abilities, which are useful for their communication and academic abilities, due to their desire to participate in academic life through seminars, workshops, and discussions, both inside and outside the classroom.	
4.	4	Heading	One Year is Not Enough to Adapt with a New Traditional Culture: Looking into the Cultural Heritage Elements and Practices Among Immigrants in Malaysia (Satu Tahun Tidak Cukup untuk Beradaptasi dengan Budaya Tradisional yang Baru: Menilik Elemen Warisan Budaya dan Praktik di Kalangan Imigran di Malaysia)
		Writer	Nasir Yusoff, Hue san Kuay, Sabarisah Hashim, and Faruque Reza
		Purpose	To test the effect of the one-year cut-off period among immigrants in Malaysia on their emotional manifestations towards the traditional culture of the majority ethnic group. This study also examines the elements of cultural objects (games, clothing, or food) that are most affected during their adaptation in the new traditional cultural environment.
		Research Methods	Using a quantitative method with a cross-sectional design.
		Result	The study found that the duration of a year's stay in the country was not enough for immigrants to adapt to the new cultural environment. Traditional foods seem to be the most affected cultural item. The tendency of immigrants to practice Malay traditions explains the 4% variance of immigrants' emotional manifestations towards traditional Malay foods. The study also found that there were no significant differences between

		immigrant groups of different durations of stay in terms of their emotional manifestations of traditional Malay games and clothing.	
	Conclusion	New cultural factors, especially the "food" element, can accelerate acculturation. Hybrid cultures play an important role and encourage immigrants to retain their native cultural preferences. As mentioned earlier, Malaysia is a multicultural country with a history of colonialism. This gives Malaysians the opportunity to become more accommodating to people who adhere to different cultures, perhaps even to the point where they can adapt without significantly changing their original practices.	
5.	5	Heading	Cultural Shock Reviewed from Social Support for Southern Thai Students (Patani)
		Writer	Irfani Rizal and Icha Herawati
		Purpose	To test whether there is a relationship between social support and cultural shock in Patani students at the Islamic University of Riau
		Research Methods	Using quantitative methods with survey techniques as data collection instruments.
		Result	For ten years, Patani students at UIN Jakarta have shown a negative relationship between cultural shock and social support. This means that the level of cultural trauma experienced is proportional to the level of social support received. These results suggest that one way to reduce cultural trauma is to provide social support. In addition, this article finds that in ten years, Patani students at UIN Jakarta experienced differences in cultural shocks and social support. Differences in culture, language, religion, education system, climate, food, and more can cause these differences.
	Conclusion	Patani students at the Islamic University of Riau found that there is a negative relationship between cultural shock and social support. Patani students experience less culture shock when they receive more social support. With an effective contribution of 7.6%, cultural shocks can be reduced with social support.	
6.	6	Heading	The Relationship of <i>Culture Shock</i> with Self-Adjustment of Migrant Students in the First Semester of 2020 and 2021 at the Faculty of Medicine, Pattimura University of Ambon
		Writer	Dodikrisno Ekaputra Manery, Alessandra F. Saija, Ony W. Angkejaya, and Johan B. Bension
		Purpose	to determine whether there is a relationship between culture shock and student self-adjustment in the first semester of 2020 and 2021 at the Faculty of Medicine, Pattimura University of Ambon
		Research Methods	Using quantitative methods with survey techniques as data collection instruments.
		Result	In ten years, PRC students at UPA showed a negative relationship between culture shock and self-adjustment. This means that the level of culture shock experienced is proportional to the level of self-adjustment achieved. This article found that in ten years, the level of self-adjustment and shock culture differed in Chinese

		students at UPA. This discovery also shows that shock culture is one of the obstacles in self-adjustment. Differences in culture, language, religion, education system, climate, food, and more can cause these differences.	
	Conclusion	<i>Culture shock</i> and adaptation of migrant students in the first semester of 2020 and at the Faculty of Medicine, Pattimura University of Ambon in 2021 are interrelated.	
7.	7	Heading	The business of Minangkabau migrants in Yogyakarta City in fostering relationships with relatives of origin
		Writer	Praise Wulandari Kuncorowati, Setiati Widiastuti, and Iffah Nurhayati
		Purpose	depicts the background of the Minangkabau people who are connected to their relatives of origin
		Research Methods	Research which is a qualitative descriptive research
		Result	There is a difference in the relationship with the relatives of origin fostered by Minangkabau migrants in the city of Yogyakarta in a decade. These differences include aspects such as frequency, intensity, medium, purpose, and form of relationship with relatives of origin. From the available data, the migrants admitted that the relationship with their relatives of origin is still important to them, but not as strong and frequent as in the past. This is caused by factors such as changes in lifestyles, changes in environment, changes in technology, changes in values, and changes in expectations
	Conclusion	Nomads with mamak status continue to carry out part of their functions in fostering relationships with relatives of origin and hometown by communicating and being actively involved in dealing with problems that befall their nephews. If people in their hometowns want to mortgage or transfer their inheritance, nomads also offer advice. In addition, the nomads always try to raise funds to help their families and hometowns. To build relationships with fellow nomads, social networks are built. Social networks help new migrants understand and adjust to the local culture.	
8.	8	Heading	The Process and Role of Communication in Overcoming <i>Culture Shock</i> (Case Study on Tadulako University Students)
		Writer	Dwi Rohma Wulandari
		Purpose	The purpose of this study is to improve our understanding of the types of cultural shocks experienced by Tadulako University students, as well as how communication helps interaction and reduces cultural shock.
		Research Methods	Using methods with case study techniques as data collection instruments.
		Result	There are four phases in the experience of cultural shock for foreign students at Tadulako University, namely honeymoon, frustration, adjustment, and adaptation. These phases show the changes experienced by students in terms of emotions, attitudes, behaviors, and communication. The students admitted that communication has an important role in overcoming cultural

		shocks, both in the form of intrapersonal communication, interpersonal communication, and mass communication. The communication process carried out by students involves strategies such as learning the language, seeking information, building relationships, maintaining identity, and adjusting
	Conclusion	To avoid miscommunication between foreign students and Tadulako University students, intercultural communication is essential because it allows students from both cultures to understand and appreciate each other because of their cultural differences. As a result, familiarity and awareness to be more open than ever began to emerge.
9.	9 Heading	Rebt Counseling Approach in Overcoming <i>Culture Shock</i> of Regional Students
	Writer	Praise Gusri Handayani, Hafiz Hidayat and Randi Saputra
	Purpose	to find out if REBT is effective as a counseling method that can help regional students overcome cultural adaptation problems in a new environment
	Research Methods	Literature review
	Result	Students across the region experience culture shock to varying degrees. Factors such as length of stay, gender, and cultural background can influence culture shock. Students who live in regions with longer periods of stay, the same gender as the majority of the local population, and cultural backgrounds that are closer to the local culture tend to experience lower culture shock than the other way around. In addition, this study found that the Rebt counseling approach was effective in dealing with culture shock in regional students. College students who received Rebt counseling assistance showed improved psychological health, decreased stress symptoms, and improved ability to fit into their culture than ever before.
	Conclusion	Some of the issues students have to deal with when adjusting to a new environment and dealing with culture shock include differences in learning methods, different teaching approaches, moving places, problems with scheduling, problems with making new friends and socializing, and problems with changing relationships and friends. as well as the principles of life that exist in the local culture. Certain students have the ability to deal with difficulties and adjust to a new environment, but certain students are unable to do so, so they avoid other students. To overcome culture shock, the REBT counseling approach can transform the client's behavior and thinking into a rational one.
10.	1 Heading	Adaptation of Communication and Culture of Foreign Students of International Program at the Indonesian Computer University (Unikom) Bandung
	Writer	Manap Soxem

	Purpose	to show how communication and culture of foreign students change in the international learning environment of Unikom Bandung
	Research Methods	Qualitative with a descriptive method with a mini form of research
	Result	That foreign students experience communication and cultural adaptation to different levels. Factors that affect communication and cultural adaptation include the learning environment, diversity of nations, cultures, and languages, as well as the chosen cultural adaptation strategy. Foreign students who have a conducive learning environment, low national, cultural, and linguistic diversity, and an integrative cultural adaptation strategy tend to experience higher communication and cultural adaptation than the other way around. Foreign students who experience high communication and cultural adaptation show more effective, flexible, and harmonious communication behaviors in interacting with new people, environments, and groups they meet.
	Conclusion	The adaptation of cultural communication between foreign students and Indonesian students is not entirely due to the diversity of languages, cultures, and nations. Time, intensity, and interaction factors affect the difficulty of intercultural communication. Problems with intercultural communication adaptation include behavioral differences in communication, both verbally and nonverbally, such as different volumes and speed of speech, facial expressions through eye gaze, and differences in interest in the topic of conversation. These factors include respect, social strata, and personal needs, which generally reduce difficulties in adapting intercultural communication.

DISCUSSION

A. Literature Review

From the results of a literature review of 10 articles on the impact of *culture shock* on overseas students, it was found that both in Indonesia and abroad, bad experiences are temporary. The psychological condition that a person experiences when moving to a different cultural environment from their place of origin is called *culture shock*. This can affect migrant students who study in other countries or regions. *Culture shock* is normal and can be overcome. By facing *culture shock*, migrant students can learn a lot and become more tolerant, independent, and insightful.

The impact of *culture shock* on migrant students that can be seen from this literature study includes; having to force oneself to be able to adapt to a new culture and environment, especially with the typical food of the region which is indeed influential (Yusoff, kuay, Hashim & Reza, 2021), apart from the environment of diversity of nations, languages, and religions can also be a factor in *culture shock* (Solihat, 2018), *culture shock* can be lower experienced by individuals if supported by social support from their environment (Rizal & Herawati, 2020).

From the literature studies conducted, *culture shock* can affect the process of a person's development. In the search of the existing literature, there are several methods or ways that function to overcome the impact of *culture shock* on overseas students, including:

- a. Must strive to improve in mastering the language, either local or Indonesian (Mohd & Totu, 2018)

- b. Getting used to food in order to speed up the acculturation process (Yusoff, kuay, Hashim & Reza, 2021)
- c. Building a relationship with local people, because the higher the relationship built, the less *culture shock can be reduced* (Rizal & Herawati, 2020)
- d. In addition to building relationships with local residents, it is necessary to build relationships with relatives of origin (Kuncorowati, Widiastuti & Nurhayat, 2018)
- e. The existence of a Rebt counseling approach is effective in overcoming *culture shock* in regional students. Regional students who received Rebt counseling assistance showed improved psychological well-being, decreased stress symptoms, and better cultural adjustment than ever before (Handayani, Hidayat & Saputra, 2019).

B. ISLAMIC PSYCHOLOGY

Islamic psychology provides a distinctive and in-depth framework for analyzing the phenomenon of cultural shock, highlighting the important role that spiritual and psychological resilience plays in navigating the complex and often challenging process of acculturation. *Culture shock*, which is characterized by the sense of disorientation, confusion, and anxiety that individuals typically experience when they are confronted with new and unfamiliar cultural settings, has the potential to exert considerable influence on a person's mental health and overall well-being. Addressing the challenges posed by *culture shock* through the comprehensive lens of Islamic psychology requires the thoughtful integration of religiously informed practices alongside culturally sensitive therapeutic methodologies. This particular perspective underscores the importance of understanding human nature from an Islamic perspective, which can serve as a source of substantial support and guidance for individuals grappling with the confusing effects of *culture shock* (Çınaroğlu, 2024).

Here are some breakdowns of key aspects of how Islamic psychology can effectively cope with cultural shock:

1. Cultural Adaptation Strategy
 - Islamic Coping Mechanisms: Techniques such as Tawakkal, which means dependence on God, and Sabr, which means patience, are essential for managing the stress caused by *culture shock*. (Çınaroğlu, 2024).
 - Community Support: Emphasizing the concept of community, or ummah, can increase a sense of belonging for people facing *culture shock* and provide a support network. (Çınaroğlu, 2024).
2. Psychological Intervention
 - Islamic-Modified Cognitive Behavioral Therapy (ICBT): This therapy combines traditional CBT with Islamic teachings, helping individuals process their experiences and emotions related to *culture shock* (Çınaroğlu, 2024).
 - Holistic Healing Approach: Integrating spiritual practices, such as prayer and gratitude, into therapeutic settings can facilitate emotional recovery and adaptation (Çınaroğlu, 2024).

CONCLUSION

The results of this study show that *culture shock* will be experienced by every individual, not only in the educational shutter. *Culture shock* is normal and can be dealt with in the right way. By facing *culture shock*, migrant students can learn many things and develop themselves to be more independent, tolerant, and insightful.

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