



Personal Adjustment of Female Students from Eastern Indonesia at Satya Wacana Christian University

Angeliq Shareen Noya¹, Wahyuni Kristinawati¹

¹Psychology Study Program, Faculty of Psychology, Satya Wacana Christian University

*Corresponding Author: Angeliq Shareen Noya

E-mail: eyennoya0720@gmail.com



Article Info

Article history:

Received 27 February 2024

Received in revised form 22

March 2024

Accepted 1 April 2024

Keywords:

Female students

Eastern Indonesia

Self Adjustment

Satya Wacana Christian

University

Student involvement

Abstract

This qualitative research aims to understand the adaptation process of female students hailing from Eastern Indonesia in the environment of Satya Wacana Christian University. The study explores various aspects of self-adjustment, including internal motivation, involvement in student activities, cultural adaptation skills, and the social support they receive. The research employs in-depth interviews and content analysis of data obtained from female Eastern Indonesian students who have relocated to the university. The findings reveal that internal motivation plays a significant role in encouraging Eastern Indonesian female students to migrate and actively participate in campus life. Involvement in student organizations with similar cultural backgrounds accelerates both academic and social adjustment. Adaptation skills in a cultural context, including the ability to adapt to new languages and cultures, enable students to build close social relationships and boost self-confidence. Social support from peers with similar cultural backgrounds also provides crucial assistance in overcoming challenges and difficulties in adaptation. However, the research also identifies several challenges, such as language and communication difficulties, as well as pressure to conform to group norms. The findings of this study can offer valuable insights for educational institutions and policymakers to develop more effective support programs for female students originating from Eastern Indonesia in the university environment.

Introduction

Student is a term for people who study at the university level, whether managed by the government or public universities or private universities. Students themselves are seen as having a high level of intellectuality, intelligence in thinking, as well as the ability to plan an activity (Papilaya & Huliselan, 2016). The age of students is generally classified between 18-25 years for strata 1 (S1), the age is in late adolescence or early adulthood known as *emerging adulthood* (Syed, 2016). This period is also a transition period where individuals who initially had dependencies turn to an independent period, both freedoms to determine their identity and outlook on the future (Pratiwi & Arumhasari, 2019). In particular, Anderson et al. (2015) define the adjustment process that students go through while in college as the ability of individuals to face social, psychological, and also scientific challenges when transitioning to a broader life, namely the realm of university.

Students who want to get more complete facility services in learning will certainly look for better quality universities, but the quality that exists at the desired university does not necessarily exist in their own area, so it requires an individual to go abroad to other regions. Java Island is one of the destinations for students to continue their studies. The good quality of education on the island of Java causes many individuals to come from various parts of Indonesia and compete to win seats available at the university. One of the Higher Education

Universities located on the island of Java, with good quality is Satya Wacana Christian University (UKSW). The quality possessed by Satya Christian University makes most individuals from various regions in Indonesia with different backgrounds have the desire to receive education at the university with the status of students.

The problem raised is the adjustment of eastern Indonesian students, of course, not all students can immediately adapt to the new environment. But the problem here is that people always think that eastern students are a little different (Adellia & Aco, 2020). Different cultural backgrounds clearly make migrant students seen as minorities in local cultures that develop in the local community (Ardyles & Syafiq, 2017). Students who are in an environment with different cultures will experience adjustment in the form of social interaction. Social difficulties between these students and indigenous people can occur. During the period of the adjustment process, students will experience a stage of adjustment in the face of cultural changes (Mitasari & Istikomayanti, 2017). One of the psychological impacts experienced is the challenge of students in adjusting to a new environment related to language, values, culture, and habits in the local community. In the context of students, especially students who come from outside, it is important to consider how the campus environment and surrounding communities can affect their adjustment patterns and lifestyle changes (Sulistyoningrum & Kusnadi, 2020). The actions of some people who make negative stigma are still firmly attached. Many students who came, various problems began to arise from different language accents, differences in food, carrying socialization to the community and so on (Adellia & Aco, 2020).

Such a social and cultural environment seems to be a challenge for students who in their development are required to have a dual role, especially for female students who choose to migrate and leave their place of origin to study (Mitazari, 2017) Some of the problems experienced by subjects such as cultural differences, stereotypes by the environment based on local community stigma, and peer views, regarding the lack of insight they have or weaknesses in the academic field, it is proven to have a sufficient impact on influencing them to be able to survive in a new environment (Harita, 2018). The adaptation process faced requires individuals to make changes in order to be accepted in their social group. Student failure in the self-adjustment process will cause several negative impacts such as a sense of irresponsibility, neglect of tasks and lessons, the emergence of aggressiveness, feelings of insecurity, and feeling like going home if they are far from an unfamiliar environment, as well as feelings of wanting to give up (Mamesah & Kusumiati, 2019).

The individual also needs social approval from others in the adjustment process. Individuals who do not receive social approval can have negative effects in impairing self-concept, feelings of inadequacy, as well as emotional incongruence. Related to this topic, researchers use the theory of self-adjustment proposed by Schneider (1960). This theory is quite old, but its use is still used today, especially in the field of psychology. This theory is still considered relevant and contributes to the understanding of how individuals interact with their environment. Several research journals that use this theory such as the research journal "*Social Support Benefits Psychological Adjustment of International Students: Evidence From a Meta-Analysis*", the research journal "The relationship between *self-concept* and new student adjustment", as well as a research journal conducted by Hidayah (2021) entitled "Students' Self-Adjustment, Self-Control, and Morality".

Schneider (1960) defines self-adjustment as a process that includes rapid, constant change, and requires a process of adaptation to get through. Individuals with good self-adjustment will be able to provide mature, efficient, and satisfactory results. One of the criteria in supporting the process of self-adjustment is a person's capacity to adjust or adaptability. The adjustment process requires dynamic changes. Therefore, some elasticity or resilience is required to

compensate for the changing conditions that continue to occur. Self-adjustment experienced by an individual is the process of how a person can balance himself with the environment. Individuals with good self-adjustment will be able to provide mature, efficient, and satisfactory, healthy responses. Self-adjustment is one of the factors that also determines the success of students in responding to demands from within themselves and especially their new environment, especially for migrant students from Eastern Indonesia. The culture of their home region which is very different from the local culture of Java makes regional students have to adjust by following the prevailing norms (Fitri & Kustanti, 2020).

Regional students from Eastern Indonesia also have a desire to change the thoughts or perceptions of Javanese people about their character which is known to be harsh, rude, troublemakers, and so on (Dahrul et al., 2021). Judging from the data obtained in the field, researchers tried to interview three subjects from eastern Indonesia with Papuan and Moluccan ethnicities, and East Nusa Tenggara (NTT). In accordance with the purpose of the study, the interviewees were female. In the interview results mentioned that there are several adjustment challenges faced such as difficulty getting social support from other peers, subjects may gather more often with friends from the same area. Students from the East are often seen as outsiders or *outgroup*. A group tends to evaluate the attributes of the outer group (*out-group*) more negative than in-group attributes (Adellia & Aco, 2020).

Another challenge is cultural and linguistic differences, as well as the influence of stereotypes given, especially for students from Papuan ethnicity. They may feel alienated during lectures, or in the process of doing group assignments when hanging out with other students, as well as dark skin tone and body scent. Negative prejudice is a kind of viewing other groups with high temperament traits, so they underestimate other groups because of the significant comparison of skin and hair color (Yolanda et al., 2020). The new environment requires individuals to have lifestyle changes, this also happens to the lives of subjects when entering lectures. Some lifestyle changes require the subject to be able to adapt and be accepted in his social environment such as changes in speaking style, style of dress, consumption and so on. So far, research is still needed that specifically examines self-adjustment (*Personal Adjustment*) in female students from Eastern Indonesia.

Some previous studies have shown that students from Eastern Indonesia may experience some challenges in adjusting to the campus environment. Research conducted by Fitri & Kustanti (2020) with the research title "The relationship between academic self-efficacy and academic adjustment in regional students from Eastern Indonesia in Semarang". This study used quantitative research methods, with research subjects totaling 124 male and female students from Papua, East Nusa Tenggara, South Sulawesi, Southeast Sulawesi, and North Maluku. The sampling method used is *Proportional random sampling*, with the theory of self-adjustment by Schneider (1960). The results of the study mentioned the adjustment challenges faced by students from Eastern Indonesia also found that stress affected the difficulty of adjustment. Students from Eastern Indonesia will meet with different academic systems so that it can be one of the challenges for these students to maintain performance and learning achievement. Subjects may experience some obstacles in adjustment, such as difficulties in adapting to new environments and cultural differences, but they also use some strategies to overcome these obstacles, such as making friends with similar backgrounds and participating in campus organization activities.

Research conducted by Dahrul et al. (2021) with the title "Social Adjustment of New Students in 2016 from Eastern Indonesia". This type of research is descriptive with a qualitative approach, the subjects in this study amounted to 3 people. With the method used in determining the sample, namely: *Purposive Sampling*, with the theory of self-adjustment by Schneider

(1960). The results showed that the social adjustment of new students from Indonesia who came from Eastern Indonesia can be said to be still in the stage of cultural learning so that they have not been able to adjust optimally. The subject explained that he had not been able to adjust to the environment, both with peer and lecturer relationships due to differences in habits, language, culture and character. The process of social adjustment seeks to be realized by the subject by using humor, participating in organizational activities, and participating in activities in which there are local Javanese people so that they can easily interact with the environment.

Researchers feel that research on the pattern of self-adjustment in female students from Eastern Indonesia needs further investigation due to several factors such as cultural differences, and academic adjustment where students from Eastern Indonesia (such as Papua, Maluku, East Nusa Tenggara, and Sulawesi) may have difficulty adapting to different environments in more developed areas such as Jakarta, Bali, or West Java (Ardyles & Syafiq, 2017). Researchers wanted to see specifically about how the pattern of adjustment carried out by female students at Satya Wacana Christian University. Researchers also look at gender challenges, where female students often face gender challenges that are different from male students (Mitazari, 2017). They may experience discrimination or stereotypes regarding skin color, appearance, style of dress, and so on. Therefore, researchers want to identify the gender challenges faced by female students from Eastern Indonesia and how their strategies are overcome. Furthermore, researchers want to see mental health, good self-adjustment can have a positive impact on the mental health of students (Rohi, 2019). This condition can affect their academic performance and have an impact on their future. For this reason, this study may be helpful in identifying mental health factors of female students from Eastern Indonesia in making adjustments.

From the background above, the researcher wants to know more deeply and wants to examine more specifically about the *adjustment (Personal Adjustment)* of female students from Eastern Indonesia at Satya Wacana Christian University.

Methods

Research Design

Referring to the problems that have been discussed in the background, the researcher chooses research using a qualitative approach. Sugiyono (2018) defines this qualitative research as research used as a *natural setting*. Researchers use this approach to understand the meaning behind data that appears in a phenomenon or event. Researchers want to collect data to find the meaning of the phenomenon seen with a qualitative approach carried out with in-depth interview techniques, observation, and documentation.

The research design used by the author is research that is into case studies (*Case Study*). According to Sugiyono (2018), case study method research is carried out by researchers exploring in depth events, events, processes, activities, of one or more people. Case studies in this study are classified as intrinsic case study types, where research is carried out because of interest or concern for a special case, in this case, researchers are interested in how the picture of adjustment of female students from Eastern Indonesia at Satya Wacana Christian University.

Research Focus

In relation to the pattern of self-adjustment that took place at Satya Wacana Christian University located in Salatiga, the researcher wanted to know how the *pattern of self-adjustment (Personal adjustment)* of female students from Eastern Indonesia at Satya Wacana Christian University. Research conducted on the adjustment patterns of female students from Eastern Indonesia can be carried out using data collection methods such as observation, interviews, and documentation. The focus of the research seen here is an effort to see the pattern

of self-adjustment of female students from Eastern Indonesia at Satya Wacana Christian University who face challenges in adjusting to the campus environment and local culture of the community. This study also pays attention to several factors such as cultural differences, academic and emotional adjustment, stereotype and gender challenges, as well as mental health conditions that can affect the adjustment process of female students from Eastern Indonesia. Research can also provide internal factors such as motivation possessed, and confidence possessed in facing the challenges of adjustment in the campus environment, as well as housing. The results of the research conducted can provide insights and recommendations, especially for educational institutions and the community to provide more support for female students from Eastern Indonesia in the process of adjustment.

Research Participants

The *sampling* technique used in this study used a *nonprobability sampling group*. This sampling *group* does not provide equal opportunities or opportunities for every element or member of the population to be selected as a sample. Data source retrieval in this study used purposive sampling techniques. According to Sugiyono (2018) suggests that *purposive sampling* technique is a technique for determining data sources or respondents with certain considerations.

The subjects or participants in this study were selected to get the ease of researchers in conducting analysis and obtaining possible research results. In the sampling process in accordance with the established criteria, (Sugiyono, 2018). Participants in this study amounted to 3 people with the following criteria: (a) Overseas students from Moluccas, Papua, and East Nusa Tenggara (NTT) ethnicities. (b) Female. (c) 18-20 years old. (d) Can communicate well. (e) He is an active student studying at Satya Wacana Christian University. (f) Willing to provide information that is in accordance with the purpose of the study, characterized by the willingness to fill out and sign *informed consent*.

The data obtained in the study is primary data which is data obtained directly from the first source which in this case is a research participant (Sugiyono, 2018) In this study, the data source used was the research participants. The research location is at Satya Wacana Christian university. The researcher took the location of the research because Satya Wacana Christian University got the nickname "*Indonesia Mini*" where there are many students who come from various ethnicities in Indonesia. Many students who come as nomads at Satya Wacana Christian University also come from the eastern region of Indonesia.

Data Collection Techniques

Data collection techniques are the most important step in a study, which can be done in a variety of *settings*, multiple sources, and in a variety of ways. In qualitative research, data collection is carried out in *natural settings*, primary data sources, and data collection techniques are more on observation, in-depth interviews, and documentation (Sugiyono, 2018). Data collection techniques in this study are observation, and interviews.

Observation

States that observation is the basis of science that studies the basis of behavioral science and the meaning of behavior. Sugiyono (2018) defines observation as a data collection technique that is more specific about observing human behavior. In this study the researcher wanted a passive participatory observation technique where the researcher came to the place where the person was observed, but the researcher did not participate in the activity.

Interview / Interview

Esterberg (2002) defines an interview or *interview* as the process of meeting two people to exchange information and ideas through questions and answers, so that meaning can be constructed in a particular topic. Suggests that with interview techniques. In this study, researchers wanted to conduct a semi-structured interview technique. Semi-structured interviews can be used as a data collection technique with a freer implementation. The purpose of this interview technique is to find problems more openly, where the source can develop his opinions and ideas. Researchers can prepare research instruments in the form of written questions that have been prepared. In addition, researchers can also prepare tools in the form of tape recorders, images, or other materials that can help the interview be smoother.

Data Analysis Techniques

According to Sugiyono (2018), data analysis in qualitative research methods is the process of searching and compiling every data obtained in research both from interviews and field notes and other data sources systematically so that they can be informed and easily understood by others. The data analysis technique used in this study is the data analysis of the Miles and Huberman model. The first steps taken are:

Data Collection

Data collection procedures in qualitative research generally use observation, interviews, and documentation activities combined with all three (triangulation).

Data Reduction

The data reduction process is carried out by summarizing, selecting the main data, focusing research on the main data to find themes and patterns of research data. In this process, each researcher will be guided by theories and research objectives to be achieved.

Data presentation (Data Display)

Where research data can be presented in the form of a brief description of narratives, charts, relationships between categories, flowcharts, and so on. In this study, the form of data presentation used was in the form of narrative.

Conclusion Drawing / Verification

The data that has been presented will be reviewed with the support of theory and other research results that support the research conducted.

Data Validity Test Techniques

In order to meet the criteria for data validity, researchers use triangulation techniques. According to Sugiyono (2018) Validity test in qualitative research, findings or data can be declared valid if there is no difference between what is reported by the researcher and what actually happens to the object under study. In this study, researchers used the triangulation method of data sources. Data from these three different sources cannot be averaged as in quantitative research, but can be described, categorized, which views are the same, which are different, and which are specific from the three data sources (Mekarisce, 2020). Source triangulation is used in testing the credibility of data carried out by checking data that has been obtained through several sources.

Results and Discussion

Research Implementation

In this chapter, the author will explain the implementation of this research, starting from the collection of research data, namely using interview guidelines, and an explanation of the profile and data of the respondents studied. In this study, the author interviewed 3 female students from Eastern and Central Indonesia studying at Satya Wacana Christian University (UKSW). Participants were selected through purposive sampling techniques, taking into account various cultural backgrounds, study programs, and semester levels. Data analysis used in this study includes interviews and observations that describe the adjustment process of female students from Eastern Indonesia in the campus environment of Satya Wacana Christian University. In its implementation, researchers did not experience many obstacles in the process of data collection. The interview process conducted by the researcher was two interviews. The data collection process (interview) for P1, P2, and P3 was in the rental room (boarding house) of each participant. The interview with each participant lasted for approximately 20-40 minutes.

Table 1. Participant Overview

Informant	Age	As long as	Force	Department	Semester
P1	20	Papua	2021	Nursing	5
P2	19	Maluku	2022	International Relations	3
P3	20	NTT	2020	Theology	7

P1 Overview

The "P1" participant in this study was a female student with the age of 20 years. P1 is the last of two children and has an older brother who is studying in Canada. P1 chose to develop his interest in sports and joined one of the basketball talent groups (KBM), P1 often participated in several campus games such as student sports week (POM). P1 is arguably quite close and also open with both parents. P1 had a desire to get out of his hometown in Papua and chose to migrate in Salatiga because he wanted to learn more independently and wanted to see other places besides his hometown in Papua.

P2 overview

The "P2" participant in this study was a female student with the age of 19 years. P2 is the first of two children and has a younger sister aged 5 years. P2 has parents who are quite protective so that when traveling, P2 is entrusted to one of the older siblings who comes from the same area as him. P2 is quite active in participating in several faculty campus activities and also actively joins the membership of the ethnic organization HIPMMA (Himpunan Pelajar dan Mahasiswa Maluku at Satya Wacana Christian university, so P2 itself has many friends from the same area and who come from outside areas.

P3 Overview

The "P3" participant in this study was a female student with the age of 20 years. P3 is the first of two children and has a younger brother aged 17. P3 has a strong desire to migrate so it chooses to register secretly at UKSW through online channels. At the beginning of the trip, P3's parents did not approve of P3's decision to migrate and threatened not to pay P3 tuition fees. But with some consideration and persuasion from P3 itself, P3's parents finally agreed to P3's decision to migrate to Salatiga. P3 itself is quite active in participating in several campus activities as well as being an active member of the ethnic organization IKMASTI (Timorese Student Association) at Satya Wacana Christian University.

Data Analysis Results

In interviews conducted by researchers about *patterns of self-adjustment (Personal adjustment)* for female students from Eastern Indonesia, researchers obtained results that focused on self-adjustment which in terms of aspects of self-adjustment by Schneider (1960) used participants as individual abilities to cope with the guidance of daily life in the daily environment. In the results of data analysis, researchers explain the picture of self-adjustment in accordance with the aspects they have.

Adjustment Overview

Internal Motivation

P1 and wanting to become more independent and in tune with how life outside Papua is, then P1 is motivated to expand the experience to travel.

"Because I want to be more independent, I want to know what life outside Papua is like, just like that" (P1, W1, 33-34)

P2, and P3 both have a desire to get out of their comfort zone, This is made clear where P3 has the motivation to seek new experiences encouraging P3 to migrate to a new environment from the city of Kupang to Salatiga, despite the disagreement of parents.

"As for the consent of my parents, actually mom and dad don't agree and oppose me wandering, but I myself have registered secretly so inevitably have to allow my decision to travel. I did this in order to be independent earlier" (P3, W1, 65-77)

P3's statement was also confirmed by P3's cousin interviewed by the researcher regarding P3's parents' disapproval when P3 wanted to migrate out of Kupang

"Mom and dad did threaten not to pay for her tuition, but her son did want to leave so he signed up secretly, but now he has agreed." (P3, KP1, 66-69)

Involvement in the community

P2 and P3 describe their participation in ethnic communities originating from the campus itself. Participation in organizational activities such as HIPMMA and IKMASTI as well as involvement in social activities such as KOB and Hari Pattimura illustrate P2 and P3's desire to expand social relations, maintain regional or ethnic identity, build a familiar environment, and support adjustment to the new environment.

"For the organization, I am a member of an ethnic organization founded by the campus, namely an ethnic organization from Maluku, the name of the organization is HIPMMA. I personally participated in the intimacy night activities created by the HIPMMA organization." (P2, W1,134-139)

According to the results of interviews conducted with P2 friends, P2 is very enthusiastic in participating in ethnic activities.

"We both join Moluccan ethnic organizations in UKSW. If it's called HIPMMA here, now at that time I was also the one who invited Nesa to join the organization" (P2, KP2, 41-43)

Recognition

Openness in differences

P1, P2, and P3 have good openness in accepting cultural differences. Self-adjustment through social openness is reflected in discussions about culture with friends conducted by P1 and P3.

In detail, P2 explained that he took the initiative to learn some words and languages from friends who were different from his origin.

"I often teach them with some words like "beta" means "I", then the word "ose" means "you", so they teach me with some Javanese words like "madang" means "eat", or "kowe nang endi" it means "where are you" like that" (P2, W1, 195-200).

Adaptability

P1, P2, and P3 have good ability in the adaptation process. P1 has a fairly short adaptation time of one and a half weeks.

"I adjusted here for only a week and a half, was able to hang out with friends in the boarding house, then some friends at church, then also when I entered college and had many friends too" (P1, W1, 74-77)

P2 and P3 can also adapt quite easily because they have met previous friends who come from the same area, they feel that the place to live helps in the adaptation process. Social support from peers also supports P1 and P2 to be accepted in the new environment.

"For my own adaptation time, it takes a few weeks, because the living environment is also supportive so I don't have any difficulties. About two weeks I was able to adapt well. The boarding friends here have also been able to receive me well because we happen to be from one area so we already know each other first." (P2, W1, 81-91)

P2 can adjust well at the place of residence, this is also confirmed by P2's foster guardian at his boarding place

"Yes, it is fairly easy and fast if you are in a boarding house, because here it contains me and other brothers, right. So I know everyone." (P2, KP2, 33-35)

Social Approval

Background Similarities

Similarities in ethnicity and cultural background influence the adjustment of P1, P2, and P3 in the new environment. Interaction with friends from similar areas also has a positive impact in enabling self-acceptance and a more intimate communication process.

"So far, I have friends from several ethnicities such as from Sulawesi, some from Kalimantan. I am also friends from some easts like Maluku and Kupang, but I am more comfortable making friends with my friends who are from Papua because I feel more accepted and we are also closer." (P1, W2, 86-93)

Ethnic similarities and cultural backgrounds play an important role in strengthening the acceptance and attachment of P1, P2, and P3 within the group.

"If I am more comfortable with NTT children because we are indeed one area, so if I talk about it, I don't need to be arranged anymore, sometimes if I talk to friends from outside, I don't understand." (P3, W2, 114-120)

Peer relationships

P1, P2 and P3 demonstrate an individual's efforts to open up, ask questions, or even build relationships with friends who have different cultural backgrounds, which ultimately helps in adjustment and recognition to the wider community. P1s tend to open up more with friends who have diverse backgrounds

"To get along with them, I often open up first, sometimes I often ask them about their way of life back home, or about their culture so that I can get closer to them" (P1, W1, 83-88)

P2 reflects that individuals choose not to be too attached to a particular group. Flexibility in forming friendship relationships indicates that individuals want to have wider interactions and not be limited to one group.

"I am very close, but I choose to be friends naturally, I don't want to form such a group of friends. I would open myself up to making friends and communicating with each other but I didn't want to be tied to a group. (P2, W2,202-205)

P3 is an individual who wants to build a wider friendship relationship with peers from the same region. It shows an individual's effort to recognize and engage in the larger community.

"If I myself might build a wider friendship with my friends from NTT, I might be more familiar with the community I have because I can be more comfortable communicating and hanging out with them." (P3, W2, 40-42)

Having friends who are of the same ethnicity makes P3 easier to adapt, P3's statement was also confirmed by P3's friends

"If I think yes... Just like other Eastern kids, we prefer to hang out with the same area, so it's easier to make friends." (P3, KP2, 75-77)

Confirmity

Sociability

P1, P2, and P3 have quite good social skills, each subject has the intention to open up and get along with the existing environment. According to the results of the first interview, P1 said that he initially did have a shy nature in mingling, but quickly socialized.

"I was shy at first to talk but I learned too. From myself, rich people want to open themselves to mingle and that's their association. So from myself opening up, continuing to hang out with children who got me in a better direction" (P1, W1, 42-48).

According to the results of an interview with P1's friend who is also a roommate, P1 also confirmed that P1 tends to be shy but can quickly adjust to his surroundings.

"At the beginning we knew, Olin was actually a shy child and didn't talk much. When I knew him closely, Olin turned out to be a cool friend." (P1, KP1, 30-37)

In detail, P2 explained that he did a fairly good introduction in a residential environment with friendly individuals, as well as participating in campus activities by participating in familiarity nights (makrab) and several other campus activities such as OMB activities. This was also confirmed by Friends of P2 who also together with P2 migrated to Salatiga

"In my own campus environment, I participated in one of the campus activities, namely a night of familiarity from the Fiskom faculty, the term is makrab, now there I get to know more friends from the same faculty. Then there was also a mandatory campus activity, namely OMB, at that time I began to be able to mingle with friends from other faculties who were at that time the same age as me." (P2, W1, 111-120)

"Yes, sister, his son is quite enthusiastic if there are such rich campus activities, if what I know is not only in ethnicity, he is also happy to participate in faculty activities like that, happy to be a committee too." (P2, KP2, 50-53)

P3 mingles with previously known people, factors such as the presence of cousins and previously known friends from the same place of origin. This creates a more familiar environment and minimizes awkwardness when in a new environment.

"Yes... because I first came to Salatiga also with my cousin who has been studying here for a long time, then there are also friends from Kupang who have planned to study here. So when I got here I wasn't too hard to blend in." (P3, W1, 109-112)

Personal values and identity

P1 and P2 have similarities in that they emphasize the importance of values inherited from the family and environment, as well as how these values shape an individual's identity and view of themselves and the world around them. P1 has an emphasis on maintaining a good name in a culture that may vehemently demonstrate how cultural values can also shape an individual's view of themselves and others.

"As for my own values, I must be able to maintain a good name first, sometimes when we can maintain our good name, others will also be able to see that although our culture is hard but our hearts are good." (P1,W2,274-277)

P2 has an emphasis on appreciating elders and religious values such as prayer reflect the influence of the family in shaping individual identity and values.

"One of the values that I have cultivated from the past is to respect my elders, so when passing by I often greet or ask for excuse. One of the important values that my mother and father taught me was also prayer time and getting closer to God." (P2,W2, 253-259)

Adjustment challenges

Language and communication

P1, P2, and P3 are similar in terms of describing the challenges and barriers facing aspects of language and communication. All quotes highlight differences in speaking style, differences in language or dialect, difficulty in communicating, and a sense of confusion or discomfort when talking to others who speak different languages or dialects. P1 explains that differences in speech style and tone of voice can lead to misunderstandings or interpretations of the interlocutor. A loud speaking style or strong tone of voice can be interpreted as assertive or angry, although it may be just a natural characteristic of the individual's way of speaking.

"If there is a style of speech we are a bit loud, so if I speak often thought it was firm, there are also those who think I am angry, even though my tone of voice is so from there" (P1, W2, 55-58)

This is also confirmed from P1's friends who also come from eastern Indonesia, who also have the same residence as P1

"Sometimes there are some words that you don't understand so you have to learn again. Sometimes when we joke, we are often thought to be having a big fight, when in fact we are relaxing." (P1, KP2, 83-92)

Self-adjustment in language and communication can sometimes generate a sense of loss of identity, as stated in the P2 quote. Individuals may feel like "outsiders" or less connected to the group because of differences in the language used.

"To be honest, at first I was confused, because the regional language here is different from the language I use. Once I got the division of the bejalar group where the group friends spoke Javanese, I myself came from the east. Sometimes when they talk I don't

understand. So it's difficult if you don't use Indonesian. So if they are already cool speaking Javanese, I often feel like an outsider of the study group." (P2, W1, 166-181)

Recognition

Cultural differences

P1 and P3 perceive that cultural norms regarding behavior and patterns of social interaction differ between places of origin (such as Papua and Kupang) and places where one is currently located. These norms include things like bedtime, song-playing habits, and speaking style. Differences in this can make individuals find it difficult to adjust because they are accustomed to the norms of their own culture.

"If it's around 9 o'clock in the evening and above, it's quiet here. No one passes by anymore, now if in Papua at 9 o'clock it is still crowded. Continue here more tightly supervision, so if a little wrong will definitely be talked about from the neighbors next door to the boarding house. I've also been reprimanded for playing songs at a bit loud volume." (P1, W2, 40-46)

"If it's more about culture, right if in Kupang I say that I can freely use a regional accent so it makes me more comfortable when chatting. In Kupang too, if you play songs at high volume, no one dares to scold so it's a bit different from here" (P3, W1, 166-174)

This habit was also confirmed by P3's cousin in a triangulation interview:

"Yes, because we really like to listen to songs, right, so if you play enough songs, because if it's past 10 o'clock, you will definitely be reprimanded because others will take a break" (P3, KP1, 83-85).

Social stereotypes/stigma

P1 feels that there are stereotypes or negative views that may be attached to them because of their geographical or cultural origin. Cultural differences and social norms between groups of people can be barriers to social adjustment. P1 may have different norms and values than the majority, so there can be feelings of incompatibility or difficulty understanding different campus cultures.

"Perhaps, some of these assumptions of people who think of us as students from the east are very different, yes, maybe from our attitudes, or our way of speaking, or maybe in our environment, we are very different from them" (P1, W2, 68-71).

Social Approval

Discrimination and social challenges

In both P1 and P2 quotes, individuals experience situations where they feel shunned or ignored by others. This can happen because of their race, ethnicity, or cultural origin, It can trigger emotions, and create feelings of emotion, offense, and anger. P1 explained that he was shunned from friends when the OMB group was divided for no reason, also got the word "black man" while shopping at the Ramayana.

"At first when OMB, we had a division of student groups, right, they suddenly moved away from me, indeed they might not say directly, but from their body language, I could feel that I was shunned, I also didn't know because of what, for example if I sat near them, they immediately moved away and moved to another place, so I felt like I was excluded from the group" (P1, W2, 104-112)

"If I have experienced it myself, so when I went to Ramayana mall. At that time I was shopping and continued to meet the mother and son who were really shopping too, now when we passed the child saw me and said to his mother "loh ma... How come there was a black man, I felt very sad at that time " (P1, W2, 150-156).

P2 explained that when working on assignments, the group received the word "village people" via WA chat from their group mates.

"At that time he sent a message saying "you are villagers who don't know anything like me who already live in the city" when he said that, in my heart "against me with my friend whose initials Y are from the far east so we are said to be villagers who have no understanding", actually I was already very offended, I wanted to cry at that time" (P2, W2, 139-145).

P2 had told this to his best friend, from the results of the triangulation interview this had made P2 feel sad and had no motivation in working on the group's task

"If at that time he told me that he was said to be a villager with his group friends, I already heard from Nesa, brother, I also happened to be one of the participants in the socialization of their group assignments at that time, if it was not wrong to socialize at the UKSW dormitory in Kartini....if I was a friend I gave him motivation, brother, just as enthusiastic because it was H-I socialization to be made so he was a bit stressed too." (P2, KP2, 69-76).

Confirmity

Social pressure

P1 and P3 see that differences in values, desires, or preferences within a group can be a factor that interferes with adjustment, especially in the boarding house. If a person is not fully in line with the wishes or norms of the group, this can lead to feelings of rejection.

"So at first I felt welcome in the neighborhood, but after a while in the future, maybe because I often didn't follow their wishes, so my existence seemed to be rejected. They set up a kind of worship community, well there they asked me to share up on privacy stuff and it made me uncomfortable. I felt introgated and refused their invitation, and I ended up being shunned." (P1, W2, 114-122)

P1's friends were also with P1 when P1 faced problems at home, according to the interview results it had made P1 stressed because he felt that the community interfered too much in his personal affairs

"At that time he told me to cry, he said he was also stressed if his personal affairs were interfered with like that, but yes I also as a friend just listened, so I also just gave him motivation so that he could be strong like that." (P1, KP2, 69-73).

Social pressure and experiences of rejection by the group cause P3 to experience stress and emotional tension. This can affect mental well-being and hinder an individual's ability to adapt to new environments.

"At that time there was pressure in the old boarding house, the case was like there was a group in such a group. We were good friends at first, but over time I felt rejected, so I was also confused about what kind of person to deal with. I was more alone in the room, and more closed off like that. I felt the reception in the group was not clear for a while accepting me. I was stressed for a while so I was stressed too." (P3, W2, 190-201).

In this study, there are pictures that affect the adjustment of female students from those from the East. Participation in new environments, such as internal motivation to travel, gives P1, P2 and P3 encouragement to broaden their experience and achieve independence. Motivation plays an important role in the process of self-adjustment, because it is able to encourage individuals to carry out the adaptation process in a new environment (Susanti & Widuri, 2013). In this study P1 wanted to become more independent and curious about how life outside Papua, then P1 was motivated to expand his experience to travel, this was said in the results of the researcher's interview with P1 *"Because I want to be more independent, continue to want to know life outside Papua like how, that's all"*. This was also done by P3 where at first P3's desire to migrate out of Kupang was not approved by parents, but due to strong desire, the decision was approved. This can be seen in the results of a triangulation interview with P3's cousin where he said *"Mama and daddy did threaten not to pay for her tuition, but her son did want to leave so he registered secretly, but now he has agreed."* A person's need to have independence is believed to be important in strengthening individual motivation itself (Wijaya, 2015).

Involvement in ethnic communities on campus also has a positive impact on adjustment. The number of friends who come from the same area and are involved in student organizations may help accelerate students' academic adjustment in the learning process in class and in doing assignments. Experiences such as joining in a complex ethnic environment can also enrich an individual's attitude toward individuals from other cultures. This is also done by P2 and P3, where they want to show their original identity when joining ethnic organizations in their campus environment, in the P2 quote *"For the organization, I am a member of an ethnic organization founded by the campus, namely an ethnic organization from Maluku, the name of the organization is HIPMA"*. The existence of ethnic organizations can help students in showing identity in the land of Rantau and the adjustment process that requires its own ways and strategies for individuals. Being involved in ethnic organisations as described by P2 and P3 helps them build social relationships and maintain their cultural identity.

The ability to adapt in a cultural context is the ability and competence to be able to adjust to a new environment by looking at the difficulties faced in daily life with different cultures. Openness to accepting differences, as illustrated by their willingness to learn the language and accents of friends from different backgrounds, helps create close social relationships. In the quote P2 states *"I often teach them with some words like "beta" means "I", the word "ose" means "you", so do they teach me with some words in Javanese"*. Self-openness in the face of differences is one of the factors that determine a person's success in social interaction. Individuals who are able to do self-disclosure can have a more open nature (Nadlyfah & Kustanti, 2020).

In adaptability, all three subjects have a good ability to adapt. P1 has a good ability to adapt for one and a half weeks. P2 can also make the adaptation process easily because it has been previously acquainted with friends from the same area. This can also be seen in the results of triangulation interviews conducted between researchers and P2 foster guardians in Salatiga, *"Yes, it is fairly easy and fast if you are in a boarding house, because here I fill it with other brothers, right. So already know all"*. The similarity of ethnic and cultural backgrounds affects acceptance and attachment within the group. P1, P2, and P3 feel more comfortable making friends from the same area. They feel more comfortable and familiar with each other.

Peer relationships from the same region provide important social support in facilitating adjustment. Social support from peers can help students to solve difficulties faced. Therefore, finding peers with similar backgrounds, or having similar interests will make it easier for students to adjust (Nuralisa & Astriana, 2016). P1, and P3 tend to open up more with friends

who have similar backgrounds as P3 said in the interview results *"I may be more familiar with the community I have because it is more comfortable to communicate with them."* P2 itself has more flexibility in forming friendship relationships, but P2 wants to have wider interaction and not be tied to one group only, *"I will indeed open myself to making friends but do not want to be tied to one group."* The ability to form good relationships with peers from various cultural backgrounds and regions of origin also helps expand social relations and support better adjustment (Hulukati & Djibran, 2018). Thus, an understanding of the importance of peer relationships can help develop more effective support strategies for P1, P2, and P3 in overcoming the challenges of adjustment in the new campus environment.

Language and dialect differences make the communication process often a misunderstanding. The difference between the conditions in the place of origin and the new place of a student who is migrating raises challenges in the form of differences in culture, habits, ways of speaking, and even language, causing individuals to experience anxiety and stress (Hediati, 2020). In the aspect of participation, language and communication problems appear as the main factors influencing adjustment. These P1, P2, and P3 face obstacles in overcoming differences in speech styles, dialects, and languages, leading to misunderstandings and discomfort when communicating with people who speak different languages. The challenges experienced by these three subjects often lead to misunderstandings in social interactions, resulting in a sense of discomfort and isolation. For example, a difference in a loud speaking style or a strong tone of voice can be wrongly interpreted as assertive or angry. This was further explained by P1 in the interview *"If there the style of speech is a bit loud, so if I speak often thought it was firm, there are also those who think I am angry."* Language and communication challenges are also felt by P2 where P2 feels like an "outsider" in doing group assignments when his group friends use Javanese. Those who have difficulty adjusting due to language and character differences that arise in social interactions with society will choose to group with people who come from the same area or ethnicity (Hutabarat & Nurchayati, 2021).

When discussing the recognition aspect, it becomes clear that cultural differences between the place of origin and the university environment are a major obstacle in adjustment. Individuals who are in a new environment will allow the formation of demands to be able to understand the prevailing culture, the response they give does not immediately show results due to differences in language, habits, customs. P1 and P3 feel that there are differences in cultural norms regarding behavior and social interaction, this is illustrated in the statement of the results of the researcher's interview with P3 *"In Kupang if you play songs at high volume, no one dares to be reprimanded, it's different here."* This was also confirmed in the results of a triangulation interview with P3's cousin who is also from Kupang *"if you play enough songs, because if it is past 10 o'clock, you will definitely be reprimanded because others will take a break"*. The mismatch between the norms of the culture of origin and the cultural norms in the university environment can cause individuals to need more time to adjust because they are accustomed to the norms of their own culture.

There are stereotypes and negative views of those from eastern Indonesia. In the results of interviews with researchers, P1 felt that there were views or stereotypes that might be attached to the local community regarding their physical and cultural conditions *"Maybe, some people who think of us as students from the east are very different. In our environment it is very much considered different from them."* P1 may have norms and customs from the local community or the majority, so there may be feelings of incompatibility or difficulty understanding different cultures. This results in individuals experiencing feelings of inferiority, closure, solitude, lack of confidence and embarrassment when around other people or situations that feel foreign to them.

The aspect of social approval also has a significant influence on the adjustment of these female students. P1 and P2 in this case face discrimination and social stigma, leading to feelings of offence, sadness, and emotional tension. P1 explained that he was shunned during the division of the group and had earned the nickname "*black man*" while shopping at the Ramayana. The experience of being rejected by classmates or even by members of the community around them negatively impacts mental well-being and the ability to adapt. This also happened to P2 where P2 had received the word "*village people*" through WA chat, also confirmed in the results of a triangulation interview conducted by researchers with P2 friends "*If at that time he told me that he was said to be a villager with his group friends, I also happened to be one of the participants in the socialization of their group assignments at that time*". Social pressure to conform to group norms is also a challenge of adjustment, especially when these female students are not fully aligned with group values or preferences.

In the context of conformity, P1 and P3 see that differences in values, desires or preferences within a group can be factors that interfere with adjustment, especially in boarding places. It was found that these female students often found it difficult to conform to group norms. This is in an interview with P1, where P1 who had joined a church community in his boarding house experienced discriminatory behavior when P1 did not follow their will. In his quote P1 mentions "*maybe because I often do not follow their wishes, so my existence seems to be rejected*" this statement is also confirmed by the results of interviews conducted by researchers with P1's friends who also live in the same boarding house. This mismatch can trigger feelings of rejection and even stress that have an impact on their emotional well-being (Rohi, 2019). Social pressure from the group, especially in terms of group values and desires, creates challenges for harmonious adjustment.

Conclusion

In this study, the adjustment of female students from the East who migrated to a new environment was viewed from several aspects. Internal motivation plays an important role in encouraging Eastern female students to migrate and participate actively in the university environment. Involvement in student organizations with similar cultural backgrounds helps accelerate academic and social adjustment. The ability to adapt to cultural contexts, including the ability to adapt to new languages and cultures, allows students to build close social relationships and increase confidence. Social support from peers who have similar cultural backgrounds provides important assistance in overcoming adjustment difficulties and challenges. However, language and communication challenges, along with cultural and behavioral differences, can result in misunderstandings, discomfort. Social approval factors, such as discrimination and pressure to conform to group norms, also affect the adjustment and emotional well-being of female students from the East. In the context of suitability of subjects in residence and in the campus, environment also influenced by differences in values, desires, and preferences within a group can be a significant challenge for female students. This incongruity often results in feelings of rejection and stress that can disturb their feelings.

References

- Adellia, A. A., & Aco, F. (2021). Problematika Mahasiswa Indonesia Timur Dalam Menyesuaikan Budaya Di DIY. *Jurnal Enerisia Publika: Energi, Sosial, dan Administrasi Publik*, 4(2), 320-329. <http://dx.doi.org/10.30588/jep.v4i2.798>
- Anderson, E., Smith, R., & Hammick, M. (2016). Evaluating an interprofessional education curriculum: a theory-informed approach. *Medical teacher*, 38(4), 385-394. <https://doi.org/10.3109/0142159X.2015.1047756>

- Ardyles, J., & Syafiq, M. (2017). Penyesuaian Diri Mahasiswa Nusa Tenggara Timur di Surabaya (Self-Adjustment of Students Originated from Nusa Tenggara Timur While Studying at Surabaya). *Jurnal Character: Jurnal Penelitian Psikologi*, 4(1).
- Dahrul, A., Eva, N., & Dwiastuti, I. (2021). Penyesuaian Sosial Mahasiswa Baru Tahun 2016 dari Daerah Indonesia Bagian Timur. *Flourishing Journal*, 1(6), 441-440.
- Esterberg, K. G. (2002). *Qualitative methods in social research*. McGraw-Hill Book Co Inc.
- Fitri, R., & Kustanti, E. R. (2020). Hubungan antara efikasi diri akademik dengan penyesuaian diri akademik pada mahasiswa rantau dari Indonesia Bagian Timur di Semarang. *Jurnal empati*, 7(2), 491-501.
- Harita, A. N. (2018). Interaksi struktur dan agency: studi kasus migrasi pendidikan mahasiswa perempuan luar jawa ke Surabaya. *Universitas Negeri Surabaya*.
- Hediati, H. D. (2020). *Perilaku Adaptif Mahasiswa Rantau Fakultas Psikologi Universitas Airlangga* (Doctoral dissertation, Universitas Airlangga).
- Hidayah, R. (2021). Students' self-adjustment, self-control, and morality. *Journal of social studies education research*, 12(1), 174-193.
- Hulukati, W., & Djibran, M. R. (2018). Analisis tugas perkembangan mahasiswa fakultas ilmu pendidikan universitas negeri gorontalo. *Jurnal bikotetik (bimbingan dan konseling: teori dan praktik)*, 2(1), 73-80. <https://doi.org/10.26740/bikotetik.v2n1.p73-80>
- Mamesah, T. S. (2019). *Hubungan antara Efikasi Diri Akademik dengan Penyesuaian Diri pada Mahasiswa Baru Provinsi NTT yang Merantau di Universitas Kristen Satya Wacana* (Doctoral dissertation, Program Studi Psikologi FPSI-UKSW).
- Mekarisce, A. A. (2020). Teknik pemeriksaan keabsahan data pada penelitian kualitatif di bidang kesehatan masyarakat. *Jurnal Ilmiah Kesehatan Masyarakat: Media Komunikasi Komunitas Kesehatan Masyarakat*, 12(3), 145-151. <https://doi.org/10.52022/jikm.v12i3.102>
- Mitasari, Z., & Istikomayanti, Y. (2017). Studi pola penyesuaian diri mahasiswa luar Jawa di Universitas Tribhuwana Tungadewi Malang. *Research Report*, 796-803.
- Nadlyfah, A. K., & Kustanti, E. R. (2020). Hubungan antara pengungkapan diri dengan penyesuaian diri pada mahasiswa rantau di semarang. *Jurnal Empati*, 7(1), 136-144.
- Nuralisa, A., & Astriana, S. (2016). Hubungan antara adversity quotient dan dukungan sosial teman sebaya dengan penyesuaian diri mahasiswa perantauan tahun pertama fakultas Teknik Universitas Sebelas Maret Surakarta. *Wacana*, 8(2). <https://doi.org/10.14710/empati.2018.20171>
- Hutabarat, E., & Nurchayati, N. (2021). Penyesuaian diri mahasiswa Batak yang merantau di Surabaya. *Character: Jurnal Penelitian Psikologi*, 8(7), 45-59.
- Papilaya, J. O., & Huliselan, N. (2016). Identifikasi gaya belajar mahasiswa. *Jurnal Psikologi Undip*, 15(1), 56-63.
- Pratiwi, M. N., & Arumhapsari, I. (2019, December). Self-Monitoring pada Masa Dewasa Awal. In *Prosiding Seminar Nasional LP3M* (Vol. 1, pp. 145-148).
- Rohi, M. M. (2019). Hubungan Ketangguhan Dengan Kesejahteraan Psikologis Mahasiswa Perempuan yang Merantau Dari Luar Provinsi Jawa Timur. *CALYPTRA*, 7(2), 3738-3752.

- Schneider, A. A. (1960). *Personal adjustment and mental health*. New York: Library of Congress Catalog Card.
- Sugiyono. (2018). *Metode penelitian kuantitatif, kualitatif dan R&D*. Yogyakarta, Indonesia: Alfabeta .
- Sulistyoningrum, E., & Kusnadi, S. K. (2020). Self-Efficacy, Penyesuaian Diri Pada Mahasiswa Nusa Tenggara Timur Di Surabaya. *Jurnal Psikologi Wijaya Putra (Psikowipa)*, 1(2), 18-25. <https://doi.org/10.38156/psikowipa.v1i2.38>
- Susanti, A., & Widuri, E. L. (2013). Penyesuaian Diri Pada Tamank Anak-Kanak. *Jurnal Empathy Fakultas Psikologi*, 1(1).
- Syed, M. (2016). Emerging adulthood: Developmental stage, theory, or nonsense. *The Oxford handbook of emerging adulthood*, 11-25.
- Wijaya, B. O. (2015). Hubungan antara penyesuaian diri dengan kemandirian pada mahasiswa yang merantau fakultas teknik industri universitas bina darma angkatan 2014/2015 palembang. *Jurnal Fakultas Psikologi Universitas Bina Darma Palembang*, 1-14.
- Yolanda, A. D., Susanto, T. A., & Yanti, M. (2020). Hubungan Sosial Mahasiswa Papua dengan Mahasiswa Non-Papua di Universitas Sriwijaya Kampus Indralaya. *Jurnal Empirika*, 5(1), 46-58.