



The Influence of Self-Regulation, Homesickness, and Culture Shock on Migrant Students' Self-Adjustment

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Abstract: Migrant students need adjustments to their new environment. Yogyakarta is one of the cities that prospective students can visit to continue their education. With the culture in Yogyakarta, migrant students need self-adjustment skills to balance life in society and university. This study aims to analyze the influence of self-regulation, homesickness, and culture shock on the self-adjustment of first-year migrant students in Yogyakarta. The method used is a quantitative correlation with an infinite population and a sample of 349 people. Data collection uses a self-regulation scale, homesickness scale, culture shock scale, and self-adjustment scale, with data analysis using multiple linear regression analysis accompanied by classical assumption tests. This study concludes that self-regulation, homesickness, and culture shock significantly influence the self-adjustment of first-year migrant students in Yogyakarta, where conceptually, each variable has a positive and negative influence that affects one another. In this study, self-regulation has a positive influence. In contrast, homesickness and culture shock have a negative influence, which means that the better a person's self-regulation, the more homesickness decreases, and the more culture shock a person feels, the better a person's self-adjustment. From these findings, it is also hoped that new students, especially students who have just migrated to an area, can optimize their abilities by being aware of themselves and their environment. Adjustment speed and accuracy are needed to facilitate activities in the community and the college environment so that new students can adapt well and optimize their abilities.

Keywords: culture shock; homesickness; self-adjustment; self-regulation

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INTRODUCTION

Yogyakarta is a student city. The many educational institutions, especially the university level in Yogyakarta, give this predicate. Based on information from the DIY Regional Government through the DIY Public Relations page, the addition of new students per year is approximately 60,000 people. In 2024, data from Dikti and BAPPEDA through Higher Education Statistics states that there are 192 universities with a total of 604,611 students in 2024 and 60% or around 362,767 are overseas students from outside the region (BAPPEDA Daerah Istimewa Yogyakarta, 2024; Kementerian Pendidikan, 2024). In addition, a survey conducted in July of 1000 respondents from all over Indonesia using an online platform showed that out of 10 regions in Indonesia, Yogyakarta ranks first for continuing education (Yonatan, 2024). It shows that the interest in continuing education in Yogyakarta can be categorized as high. Some of the best universities in Indonesia are located in this city, which makes Yogyakarta a destination for studying, especially at the university level. According to Santrock, many students have the perception that with better education, they will quickly achieve success, so considering where to continue their education is crucial before continuing to study at a higher level (José Sá, 2020; Martin & Jackson, 2002; Siregar & Kustanti, 2018). This is why Yogya is one of the destinations where many people can continue their education. It also makes this city known as a miniature Indonesia because of the diverse cultures, religions, races, and ethnic groups that come to live in this city. The number of cultures that enter certainly requires much adjustment, especially for students who have just come to Yogyakarta to study, both in terms of culture and language. Indonesia is rich in culture, allowing culture shock when migrating to an area.

Differences in the style and social norms of an area will cause interpersonal problems for migrant students, which can cause psychosocial stress caused by the process of self-adjustment, both socially and academically that is not optimal (Ma et al., 2020; McInnes, 2012; Nasir, 2012; Permatasari & Suminar, 2022). Self-adjustment is a form of effort made by a person to obtain harmony between himself and his environment (Orlenko, 2023; Sunarto & Hartono, 2002). In higher education, especially new students who migrate to Yogyakarta, students try to adjust well in terms of academic and social environment. Increased academic

competence, psychological well-being, and student participation in activities in higher education are influenced by students' success in adjusting themselves (Julia & Veni, 2012; Rahmadani & Mukti, 2020). In a preliminary study conducted using a questionnaire in May 2024 to 43 new students who migrated to Yogyakarta from various ethnicities, cultures, origins, and different universities stated that, in general, 54% stated that they had little difficulty in adjusting both in terms of culture and lectures, 23% were difficult in making adjustments, and 23% had no difficulty in undergoing self-adjustment.

The problems experienced by students in the early years of migrating are the lack of interaction with friends in college and the environment where someone lives. Another problem is the difficulty in understanding the material presented in college (Hutabarat & Nurchayati, 2021; Mareza & Nugroho, 2016; Nurfitriana, 2016; Wijanarko & Syafiq, 2013). These problems can cause mental tension in the form of anxiety and withdrawal from the social environment (Julia & Veni, 2012; Rahmadani & Mukti, 2020). There is acculturation stress caused by new situations when a person undergoes a self-adjustment process, in which there are communication difficulties due to language limitations, difficulties in undergoing the learning stages in lectures, difficulties in understanding directions, feelings of loneliness, and differences in food that can make someone uncomfortable (Kim et al., 2021; Kim, 2024; Pradana et al., 2021). Based on some explanations about the differences in the transition process from secondary to higher education, first-year students experience more or less difficulty self-adjustment, causing stress at the beginning of college. A person's inability to adapt to a new environment is a failure in self-adjustment (Bulmer, 2015; Sari & Arsyad, 2021). This failure to adjust will affect a person's psychology, such as low self-esteem and self-confidence, emotional stress, anxiety disorders, and loneliness (Nadlyfah & Kustanti, 2018). Self-adjustment in the first year is undoubtedly new for every student who migrates, especially in college.

Based on a preliminary study, the time needed to adjust to each student varies greatly, from one month to the present. The time students need to adjust varies which is influenced by several factors. Self-adjustment can be influenced by physical condition, personality, education, environmental conditions, culture, and religion (Schneiders, 1960). These factors will undoubtedly be related to one another, especially factors related to each self. In physical conditions, there is heredity, physical condition, main body systems, and physical health. At the same time, in personality factors, the elements closest to oneself, are modifiability (self-resilience), self-regulation, self-realization, and intelligence. In education, there is a learning process, one's experience, training, and self-determination, while those that influence the environment are the family, school, and community. Finally, the factors inherent in a person are religion and culture.

Those factors are indeed close to a person, mainly a student, which in intrinsic factors will be related to a person's personality. It is influenced by the ability to regulate and manage himself metacognitively, motivation, and behavior, which is called self-regulation. Self-regulation is related to how to generate oneself in terms of cognitive, affective, and actions that have been prepared by a person, in which there is reciprocity under the achievement of predetermined goals by monitoring the process, checking results, and redirecting unsuccessful efforts (Berk, 2003; Carver & Scheier, 1998; Diehl et al., 2006; Karoly, 1993; Ozhiganova, 2018; Zimmerman, 2008). Self-regulation in self-adjustment is fundamental because a person's goals are representative of how the individual regulates and manages himself. Based on a preliminary study, 46% of new students stated that at the beginning of migrating, they had little difficulty organizing and managing themselves, and 21% found it difficult to manage and organize themselves, especially those who had just migrated and separated from their families in their hometowns, and 33% had no difficulty organizing and managing themselves because they were used to being independent since before migrating. The majority experienced difficulties in managing and regulating themselves, starting with regulating diet, financial management, accommodation, time management, and even loneliness.

This aligns with Harita and Suryanto (2023), who state that overseas students in Surabaya struggle to regulate themselves in their new environment. This impacts students' social and academic fields, which causes them to feel inferior and apathetic, affects their mood, and makes it difficult for them to live independently. At the beginning of migrating, students experience low self-regulation, in the sense that students find it difficult to organize and manage themselves because they have just migrated and have just assumed the status of a student, making them vulnerable to physical and psychological disorders (Brownlee et al., 2000; Kubzansky et al., 2011). Another supporting factor is from within, which is influenced by the environment, especially the family environment, which is a person's closest environment. Students who migrate will feel far from their families so a different atmosphere can cause certain emotions, especially homesickness. Homesickness is a negative emotion caused by the separation of a person from the closest figure in his home. This is characterized by feelings of longing and thinking about something related to the situation at home and causes a person to have difficulty in the process of adjusting to his new environment (Kelly & Cheng, 2021; Rajguru & Srivastava, 2020; Stroebe et al., 2016).

The preliminary study showed that 67% of students experienced homesickness at the beginning of

migrating, with an average answer of missing the atmosphere, the closest people, and the dishes at home, which is not uncommon to disturb the minds of students who have just migrated. The majority of students in the pesantren environment had a moderate level of homesickness, namely 81.41%, and also students experienced homesickness in the first 10 weeks as much as 94% (English et al., 2017; Yasmin et al., 2017). Homesickness can occur at the beginning when someone migrates to an area, especially to continue their education. At the college level, students are three times more likely to drop out of college just because they cannot control their homesickness (Hendrickson et al., 2011; Terry et al., 2013; Thurber & Walton, 2012). Homesickness can also have an impact on a person's emotions, cognitive, social, and somatic, which can cause anxiety to symptoms of depression (Biasi et al., 2018; Rajguru & Srivastava, 2020; Thurber et al., 2007; Van Tilburg et al., 1996). Istanto and Engry (2019) also supported that homesickness experienced by a person has other negative influences, such as regret for choosing education far from their hometown. Besides that, it also harms a person's ability to adjust (English et al., 2017; Mariska, 2018; Stroebe et al., 2002; Van Tilburg et al., 1996). Some of the influences of homesickness can cause negative emotions that can give an impression on a person's life in passing his daily life, so in the early transition period, students are prone to experiencing homesickness, which can hinder their adjustment to the social and academic environment.

In daily life in the social field, cultural factors are one of the factors that will be felt by someone, especially at the beginning of adjusting to a new environment or atmosphere. This is commonly known as culture shock. A person who experiences changes and stress is also called a culture shock. This will cause a feeling of discomfort, which is manifested as a feeling of alienation, giving rise to the realization that there are patterns of behavior in his old environment that are not effective to apply to the new environment (Samovar & Porter, 2010; Jafarov & Aliyev, 2024; Xia, 2009). Feelings of alienation are caused by the loss of signs, marks, and symbols in the old environment in a person's social system. This will undoubtedly impact the social interactions of students who have just migrated with the surrounding environment (Anderson, 1994; Ridwan, 2016; Ulfa et al., 2022). Culture shocks such as language differences, food differences, ways of dressing, sleeping patterns, weather differences, relationship differences, behavioral differences, differences in values and norms, differences in political systems, education, hygiene, atmosphere, and finances can cause tension to become stressful in itself that has never been experienced by someone before (Ernofalina, 2017; Indrianie, 2012; Jafarov & Aliyev, 2024; Xia, 2009). This difference in habits will undoubtedly lead to new feelings that can create new patterns and conditions for a person.

A preliminary study found that 49% of new students migrating to Yogyakarta experienced culture shock, especially regarding language, food, conditions, and manners. Regarding academics, 72% admitted to experiencing culture shock at the beginning of the lecture, with the average answer being experiencing culture shock in the social and learning fields, such as relationships in friendships, lecturers, schedules, and lecture methods. The culture shock faced by new students who migrate to Yogyakarta is not only in terms of culture but also in terms of academics. These two things are something new for some students, so they affect the physical and psychological of students who have just migrated in the form of fatigue and anxiety because of the fear of not being able to adjust themselves so that they interfere with further life both in the social and academic fields.

The level of culture shock in the UNSIKA student environment shows that the average culture shock is felt by newcomers at the crisis phase stage, dominated by female students (Nuraini et al., 2021). In the first semester of college, new students who migrate experience periods of culture shock, which in terms of time and form of culture shock experienced, of course, has a variety that is different from one another (Katalaniya et al., 2024; Chaskes, 1996; Devinta et al., 2015; Mulyadi et al., 2024; Zhou et al., 2008). Likewise, the level of success in overcoming culture shock depends on one's sincerity in adjusting. First-semester students will encounter culture shock, especially students who have just migrated, so adjusting to culture shock is one of the factors a person finds challenging to adjust to the environment if it is not overcome in the first years when migrating. Therefore, this relates to several fields in education and culture, especially in the personal, social, and learning fields, where self-adjustment will affect a person's daily life, both for himself and the social environment in society. This research is within the scope of higher education and certainly affects how a person is in the teaching and learning process both in the social and academic environment. The novelty of this study is in terms of the population set, which is all students who migrate in the first year to Yogyakarta. The variables are tested simultaneously, so this study aims to determine the effect of self-regulation, homesickness, and culture shock on first-year migrant students' self-adjustment in Yogyakarta simultaneously.

METHODS

This research is quantitative research, with the consideration that concluding tends to be more objective because it uses measurable data (Eyisi, 2016). This type of quantitative research is correlational research that can measure the relationship between the independent and dependent variables. Variables are said to be

correlated; if there is a change in one variable, it will affect changes in other variables systematically, with positive (identical) or negative (opposite) (El Hasbi et al., 2023). This correlational quantitative does not examine the impact of variables outside of the variable under study (Devi et al., 2022), so it only measures the relationship between the dependent and independent variables to be studied.

The method in this research is a survey method where the process of sampling from a population uses a questionnaire as a primary data collection tool (Yavuz, 2023). Questionnaires distributed using the survey method, according to Kraemer (1991), have three characteristics: (1) The survey method is a way to collect data about a group that can provide general information quickly; (2) The results of the survey are subjective because they involve many people; (3) The survey method involves a small group of people from the population being studied so that it can be used to generalize a population. A questionnaire is a data collection medium that provides respondents with several written questions or statements to be answered (Sugiyono, 2019). The questionnaire in this study uses four instrument scales: self-regulation scale, homesickness scale, culture shock scale, and self-adjustment scale. They are distributed online via Google Forms on WhatsApp, Instagram, and Telegram directly to new students who migrate to Yogyakarta during their first year and are sampled in this study. The instrument scales used as variables in this research are presented in Figure 1.

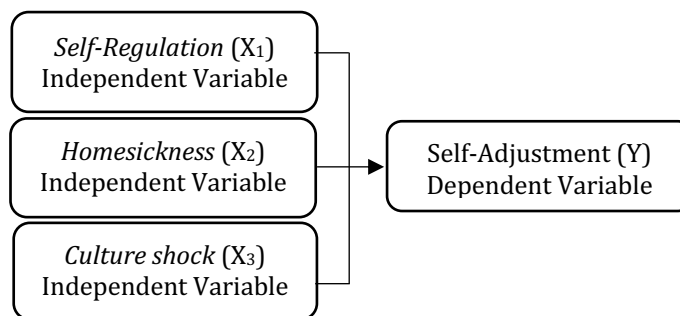


Figure 1. Dual Paradigm with Three Independent Variables

The research was conducted at several universities in Yogyakarta, covering three cities or regencies: Yogyakarta City, Sleman Regency, and Bantul Regency, from May to July 2024 with a population of new students who migrated to Yogyakarta, whose numbers could not be predicted because there was no specific statistical data. The sampling technique uses nonprobability sampling with an accidental sampling technique. According to Sugiyono (2019), determining the accidental sampling technique, the sample is determined by chance, which means that anyone who meets the predetermined criteria, then by chance finds the Google Form distributed can be sampled in this study. The sample criteria that can fill out the Google Form are: (1) Active male and female students who are in Yogyakarta, Sleman, and Bantul; (2) First year students who migrate to Yogyakarta; (3) Willing to fill out the Google Form. The sample needed in this study was 349 students, determined using the Isaac and Michael table using an error rate of 5% with an infinite population (Sugiyono, 2019).

Data analysis to test the hypothesis in this study used multiple regression analysis, which aims to see the relationship between two or more independent variables ($X_1, X_2, X_3, \dots, X_n$) with the dependent variable (Y) and determine the direction of positive or negative interactions and can predict the increase or decrease in the value of the independent variable (X) and the dependent variable (Y) (Sugiyono, 2019). After that, look for the regression equation using the formula $Y' = a + b_1X_1 + b_2X_2 + b_3X_3 + e$. A classical assumption test accompanies this study before multiple regression analysis by conducting a normality test, heteroscedasticity test, multicollinearity test, and linearity test.

RESULT AND DISCUSSION

This hypothesis testing uses simultaneous multiple regression tests with the help of the SPSS 25.0. Further identification is carried out using the F test to see the effect of independent variables on the dependent variable. As for comparing the f value, the f table in this study was obtained with a significance value of 5%, namely 2.63 (n-k).

Table 1. Simultaneous Multiple Regression Analysis Results of Self Regulation (X1), Homesickness (X2), and Culture Shock (X3) on Self-Adjustment

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3502.325	3	1167.442	149.360	.000 ^b
	Residual	2696.627	345	7.816		
	Total	6198.951	348			
a. Dependent Variable: Self-Adjustment						
b. Predictors: (Constant), Culture Shock, Self-Regulation, Homesickness						

Table 1 shows that the F count is 149,360 and the F table is 2.63, so $F_{\text{count}} > F_{\text{table}}$, while the significance value is 0.000, which means <0.05 . It can be concluded that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This means that the empirical data from self-regulation, homesickness, and culture shock significantly influence the self-adjustment of first-year migrant students in Yogyakarta.

Table 2. Results of Multiple Regression Analysis of Self-Regulation (X1), Homesickness (X2), and Culture Shock (X3) on Self-Adjustment (Y) Partially

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	35.475	2.309		15.366	.000
	Self-Regulation	.349	.034	.456	10.175	.000
	Homesickness	-.029	.042	-.032	-.698	.486
	Culture Shock	-.278	.040	-.361	-6.948	.000

a. Dependent Variable: Self-Adjustment

Table 2 identifies the regression line equation using the beta value, with the formula $Y' = a + b_1X_1 + b_2X_2 + b_3X_3 + e$.

1. The constant value (a) is 35.475, which means that if self-regulation, homesickness, and culture shock are 0, then the self-adjustment of new students is positive at 35.475.
2. The regression coefficient of X1 is 0.349, X2 is -0.029, and X3 is -0.278, which means $Y' = 35.475 + 0.349X_1 - 0.029X_2 - 0.278X_3 + e$ so that it can be interpreted that every increase in the value of X in variables X1, X2 and X3 by one unit, it will automatically increase the value of Variable Y in the direction of the positive or negative regression coefficient. Vice versa, every one unit decrease in variables X1, X2, and X3 will reduce the value of variable Y. Based on the data above, self-regulation provides a positive regression coefficient, while homesickness and culture shock provide a negative coefficient.

It can be concluded that self-regulation, homesickness, and culture shock have a significant influence and can predict the self-adjustment of migrant students in Yogyakarta in the first year. If self-adjustment increases, there is an increase in self-regulation, while homesickness and culture shock decrease, and vice versa. The total contribution of the influence of self-regulation, homesickness, and culture shock on the self-adjustment of first-year migrants can be seen below:

Table 3. Determination Test Results in Contribution of Self-Regulation (X1), Homesickness (X2), and Culture Shock (X3) to Self-Adjustment (Y)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.752 ^a	.565	.561	2.796

a. Predictors: (Constant), Culture Shock, Self-Regulation, Homesickness
b. Dependent Variable: Self-Adjustment

Table 3 shows that the R Square value or the Coefficient of Determination of self-regulation, homesickness, and culture shock is 0.565. This shows that self-regulation, homesickness, and culture shock influence 56.5%, and other variables influence the remaining 43.5%.

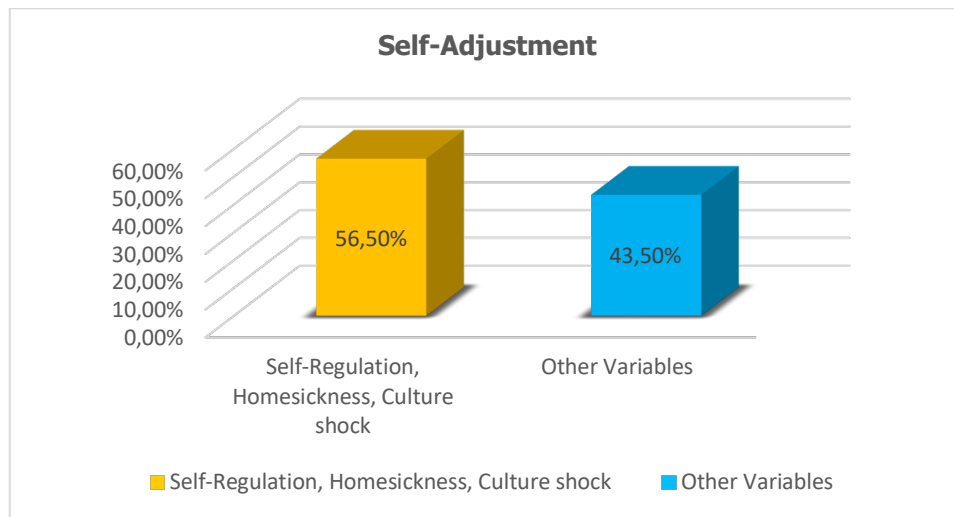


Figure 2. Total Contribution of the Influence of Self-Regulation (X1), Homesickness (X2), and Culture Shock (X3) on Self-Adjustment (Y)

Figure 4 presents descriptive statistical data on self-adjustment, which aims to see the level of self-adjustment of first-year migrant students in Yogyakarta. This data was obtained from a self-adjustment scale administered to 349 samples in this study. The frequency distribution and percentage of self-adjustment of first-year migrant students in Yogyakarta are presented in Table 4.

Table 4. Descriptive Statistical Data of Self-Adjustment

Intervals	Criteria	Intervals	Frequency	Percentage
$X \leq M - 1,5 \text{ SD}$	Very Low	$X \leq 32,52$	22	6%
$M - 1,5 \text{ SD} < X \leq M - 0,5 \text{ SD}$	Low	$32,52 < X \leq 36,74$	74	21%
$M - 0,5 \text{ SD} < X \leq M + 0,5 \text{ SD}$	Medium	$36,74 < X \leq 40,96$	142	41%
$M + 0,5 < X \leq M + 1,5 \text{ SD}$	High	$40,96 < X \leq 45,18$	85	24%
$X > M + 1,5 \text{ SD}$	Very High	$X > 45,18$	26	7%
Total			349	100%

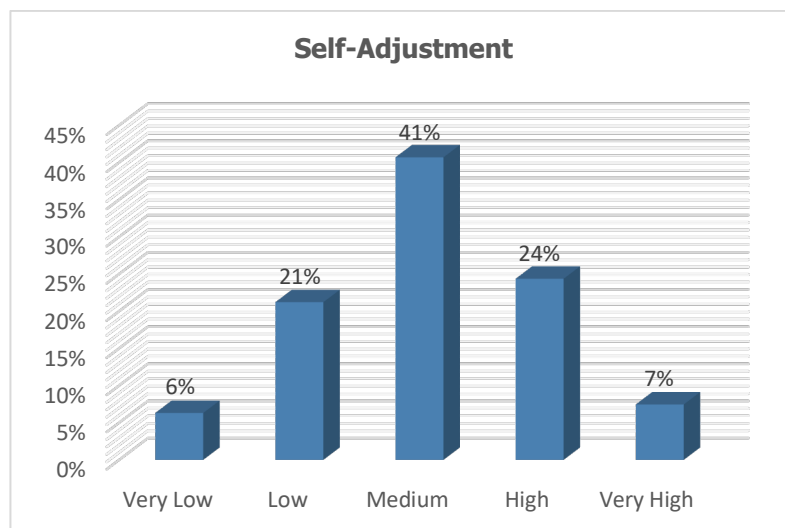


Figure 3. Descriptive Data of Self-Adjustment Statistics

Students' self-adjustment varies from one another and tends to be in the medium category. When viewed from age development, new students are between the age range of 18 years and over, so it can be interpreted that new students are included in the late adolescence category towards early adulthood. The developmental task of late adolescence towards early adulthood is stabilizing the establishment of life (Yusuf, 2012). Stabilization is undoubtedly a long process of finding one's identity, so at this age, a person already has choices and an overview of the life goals that will be taken, including those in education. The large selection of universities, especially in big cities, makes prospective students look for the best college that suits their abilities,

which results in few prospective students migrating to get a good college. The process of migrating requires self-adjustment regarding culture, habits, food, and many more. Not only that, but the transformation process from a high school student to a university student also requires adjustment due to different curricula and learning methods (Akour & Alenezi, 2022; Chen & Zhu, 2020; Collins et al., 2018; Devinta et al., 2015; Inuaeyen et al., 2024).

According to descriptive statistical data, the self-adjustment of 349 first-year migrant students in Yogyakarta obtained 6% very low, 21% low, 41% moderate, 24% high, and 7% very high. There are differences in a person's self-adjustment, especially students who have just migrated to continue their education. Differences in self-adjustment are influenced by several factors and aspects that affect one person's self-adjustment with another. According to Schneiders (1960), five factors affect a person's self-adjustment: physical condition, personality, learning process, environment, and religion and culture. The factors that are close to a person are personality, environment, and culture. There are several aspects to these factors. In this study, researchers took self-regulation as an aspect of personality factors, homesickness from self-factors influenced by the family environment, and culture shock from cultural factors, which are thought to be some of the aspects that have been chosen can have an impact on the self-adjustment of first-year migrant students in Yogyakarta.

The findings of self-regulation, homesickness, and culture shock together contribute 56.5% in a person's self-adjustment, and 43.5% are influenced by other factors and aspects that do not appear in this study, such as physical conditions (heredity, physical constitution, main body systems, and physical health), personality (modifiability, self-realization, and intelligence), learning processes (experience, training, and self-determination), environment (school and society), and religion (Schneiders, 1960). In this study, self-regulation is possessed by a person to regulate and direct himself. When a person can control himself, he can automatically control his emotions, including homesickness and culture shock experienced when he first migrated. This will undoubtedly affect a person's ability to adjust to a new place. When someone has good self-regulation, that person tries to make a strategy/goal setting that can align himself with his environment, including the demands that exist in the environment, so that it can run with the prevailing norms and minimize the negative emotions that exist within him (Apriani & Wahyuni, 2015; Jamaluddin, 2020; Wibowo & Nashori, 2017; Wulan & Negara, 2018; Wulandari, 2016).

The success of migrant students in adjusting to college can help them minimize the homesickness they feel and culture shock. These students are emotionally healthy so that they can feel, express, and control themselves, which will affect their academic performance and learning behavior (Fitrianti & Cahyono, 2021; Kagel in Mariska, 2018; Ningrum & Intansari, 2023). In general, self-adjustment can be used in various contexts, which means that self-adjustment is managing one's behavior concerning one's environment (Mitasari & Istikomayanti, 2018). Therefore, in this context, when someone can adjust well, it can ensure that he has good self-regulation and can regulate himself physically and psychologically. This certainly minimizes negative emotions such as homesickness and culture shock so that they can optimize and align themselves with the demands of their environment. Vice versa, when someone feels excessive homesickness and culture shock, it will affect one's self-adjustment so that there is a decrease in self-adjustment, and it can be ascertained that self-regulation is also not optimal. Therefore, it can be concluded that self-regulation, homesickness, and culture shock complement each other and can significantly influence and predict a person's self-adjustment level, primarily first-year migrant students.

CONCLUSION

This study concludes that self-regulation, homesickness, and culture shock significantly influence the self-adjustment of first-year migrant students in Yogyakarta, where conceptually, each variable has a positive and negative influence that affects one another. In this study, self-regulation has a positive influence. In contrast, homesickness and culture shock have a negative influence, which means that the better a person's self-regulation, the more homesickness decreases, and the more culture shock a person feels, the better a person's self-adjustment. From these findings, it is also hoped that new students, especially students who have just migrated to an area, can optimize their abilities by being aware of themselves and their environment. Adjustment speed and accuracy are needed to facilitate activities in the community and the college environment so that new students can adapt well and optimize their abilities.

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