

Socio-Cultural Adaptation and Academic Achievement: A Case Study of International Students at Prince of Songkla University, Pattani Campus

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ABSTRACT

The aim of this research is to obtain an overview and explanation of the socio-cultural adaptation process of international students at Prince Songkla University, Pattani Campus. Apart from that, to explain students' academic achievements. This research is about socio-cultural adaptation and academic achievement of International Students at Prince of Songkla University, Pattani Campus, using quantitative methods with a descriptive approach. In this research, the sample was determined using a saturated sampling technique, where this technique was chosen if all members of the population were used as the research sample. Because the population of this study was no more than 100, the researcher took the entire population as the research sample. So, the sample for this research is 41 International Students at PSU Pattani Campus. consisting of 36 international students and 5 international exchange students. For this research, a questionnaire will be used to carry out measurements using a Likert Scale. This research describes the socio-cultural adaptation process of international students at Prince of Songkla University, Pattani Campus. The results of this research show that there is a positive and significant influence between students' socio-cultural adaptation and the academic achievement of international students at PSU of 0.032 which means it is smaller than 0.05 ($0.032 < 0.05$) with a coefficient value of 0.543 which has a positive sign so it can be concluded that The hypothesis is accepted that socio-cultural adaptation can improve the academic achievement of international students at PSU.

Keywords: Socio-Culture Adaptation, Academic Achievement, and International Students.



INTRODUCTION

Education is a very important factor in human life. Through education, a person can improve skills, intelligence, develop every talent and interest, and also form a responsible person. Education can also be used as a forum for preparing human resources (Fitriana & Kurniasih, 2021). One of the educational units that provides higher education is called a college or University which has several important roles, such as implementing education, implementing research and implementing community service (Sedyati, 2022).

Higher education is one of the institutions given autonomy by the government to manage education oriented towards the development of science. This happens because universities have several functions, as explained in Law number. 12 of 2012 Article 4, namely developing abilities and also forming the character and civilization of a nation that has dignity to make the life of the nation intelligent, developing an academic community that is innovative, creative, skilled, responsive, competitive and cooperative, as well as developing science and technology while still paying attention and applying humanities values (Carsel, 2020).

One of the things to be achieved in the world of education is academic achievement. Achievement is the result of an activity that has been carried out, created either individually or

in a group. Achievement in learning is the result of measuring students which consists of measuring cognitive, affective and psychomotor factors after completing or participating in learning as measured by test instruments and relevant instruments (Rosid & Mustajab, 2019). Meanwhile, academics are educational institutions that carry out every maturation process at the tertiary level (Carsel, 2020). Thus, academic achievement is the final learning result that a person wishes to achieve within a certain period of time, which in this case is shown in the form of certain numbers or symbols. This makes students compete to achieve good academic achievements. One factor that can influence academic achievement is socio-cultural adaptation.

First semester students entering a university, make social and cultural adaptations there. Adaptation or what could be called self-adjustment is one of the many problems faced by humans. This happens because each human being has differences in dealing with each of their own problems, especially those related to adaptation problems. For foreigners or migrants, the cultural pattern of the society they enter cannot be used as a place of shelter but as an arena for adventure (Mulyana & Rakhmat, 2016). New students or first semester students need to pay attention to things around them, such as socializing in new cultural areas.

Culture is an important factor and influences the sustainability of a social relations process. A person's cultural background has quite a big influence on the continuity of that person's social relationships. This happens because through culture, there will be attitudes and special characteristics that vary depending on where the person comes from. As social creatures, humans are required to be able to adapt to the circumstances around them. This happens because after all, in social life, humans must interact with other humans to survive. In general, humans are born to socialize with each other, relate to each other and also group with other humans (Azri, 2017). Every new student definitely has the hope of being able to adapt and also having new friends to depend on in order to survive in a new environment. Therefore, students must adapt.

Various studies have shown that new or first year students have difficulties in adaptation problems (Faradyba, Sembada, & Nathanael, 2022); Jiwandono, et al, 2021). Jiwandono et al. (2021) explained that many students face various types of challenges, such as tight assignment deadlines, declining health, not understanding the material and so on because they are in a new era of adaptation at the tertiary level. Thus, this socio-cultural adaptation greatly influences students' academic achievement. Based on the observations by researchers, in the field phenomenon most international students decide to change third majors or faculties after the following year, and this phenomenon has finally become a common occurrence.

This research lies in its specific focus on the socio-cultural adaptation of new or first-year students, particularly in the context of its impact on academic achievement. While several studies have examined factors that influence academic performance, such as psychological well-being or social integration, few have explored the direct relationship between socio-cultural adaptation and academic outcomes within the framework of higher education (Faradyba, Sembada, & Nathanael, 2022). This study emphasizes how socio-cultural differences and the challenges that arise from them can significantly affect academic performance, a topic that remains under-researched in the existing literature. The inclusion of international students' experiences in this research also adds a new dimension, providing a fresh perspective on how cultural barriers contribute to their academic difficulties (Jiwandono et al., 2021). Moreover, by investigating the phenomenon where a significant number of international students change their majors or faculties due to adaptation issues, this research highlights a critical yet overlooked aspect of student success in higher education (Fitriana & Kurniasih, 2021). This research, therefore, contributes to a better understanding of how socio-cultural factors play a pivotal role in academic achievement and can offer valuable insights for institutions seeking to improve student retention and success rates

Based on this explanation, the title of this research is “Socio-culture Adaptation and Academic Achievement: A Case Study of International Students at Prince Of Songkla University, Pattani Campus”.

Identification of the Problem

Based on the background of the problem that has been explained, the problems in this research can be identified as follows:

1. What is the level of socio-cultural adaptation of international students at PSU?
2. What is the level of academic achievement of international students at PSU?
3. What is the influence of socio-cultural adaptation on academic achievement among international students at PSU?

Research Purposes and Benefits

Research Purposes

Based on the problem formulation, the objectives of this research are as follows:

1. To determine the level of socio-cultural adaptation of international students at Prince of Songkla University
2. To determine the level of academic achievement of international students at Prince of Songkla University
3. To determine the influence of socio-cultural adaptation on the academic achievement of international students at Prince of Songkla University.

Benefits of Research

Theoretical Benefits

The theoretical benefit of this research is to increase knowledge related to the study of socio-cultural adaptation and its influence on the academic achievement of international students at Prince of Songkla University.

Practical Benefits

1. For Student

This research can provide information to new students who are trying to adapt to a new culture and help maximize the process of socio-cultural adaptation in educational units.

2. For Guidance and Counseling Teachers

This research can provide information to Guidance and counseling teachers to identify students' difficulties in adapting and provide assistance or programs that can make it easier for students to adapt to social and cultural conditions.

RESEARCH METHODS

Type of Research

The research to be carried out is quantitative, which is a method that has the aim of explaining and summarizing various types of conditions, situations, or variables that arise and then become objects of research. Quantitative research is a method based on the philosophy of positivism that can be used to examine a determined population or sample. In data collection, a research instrument will be used, and data analysis was quantitative or statistical properties (Sugiyono, 2018).

Place and Time of Research

The research was conducted at Prince of Songkla University, 181 Charoen Pradit Rd., Rusamilae, Mueang Pattani District, Pattani 94000. This research was conducted in January 2024.

Research Variables

In this study, there are two variables: the independent variable, namely socio-cultural adaptation, and the dependent variable, namely academic achievement.

1. Independent Variable (X)

The independent variable in this study is socio-cultural adaptation. Socio-cultural adaptation is a process of change and its effects on a person in a social group so that the person can live and function better in the environment where they are (Sayu, Ibrahim, & Budjang, 2014).

2. Variabel Dependen (Y)

The dependent variable in this study is academic achievement. Academic achievement is a measurable index that describes the cognitive as well as affective and psychomotor domains of students in their educational environment (Kpolovio, Joe, & Okoto, 2014).

Population and Sample Research

Population is an overall area consisting of objects or subjects that, in this case, has a quality as well as a characteristic to be determined, researched, studied, and then concluded (Sugiyono, 2018). As for the research carried out, this is the International Students at PSU totaling 30 people.

The sample is part of the population. The sample is part of the characteristics contained in the population (Sugiyono, 2018). In this research, the sample was determined by the saturation sampling technique, where this technique is chosen when all members of the population are used as research samples. Because the population of this study is not more than 100, the researchers took the entire population as the research sample. Thus, the sample of this research is 41 International Students at PSU, Pattani Campus. consisting of 36 international students and 5 international exchange students.

Research Instrument

A research instrument is a tool used by researchers to collect data by making several measurements (Sugiyono, 2018). As for this study, to make measurements, a questionnaire will be used using the following Likert Scale:

Table 1. Likert scale

Criteria	Scale
Very low level	1
Low level	2
Medium level	3
High level	4
Very high level	5

Data Quality Test

1. Validity Test

A tool is said to be valid if it can answer as clearly as possible about the variable being calculated. A question is said to be valid if the statement made by the questioner can reveal something that will be calculated by the questioner. This validity test uses Pearson correlation by calculating the correlation between each question score, and the total score has a significant level below 0.05 so that the question is said to be valid and opposite (Saputra & Nasrullah, 2015). This validity test uses the Pearson Product Moment Correlation Method, which calculates the correlation of each indicator of each variable with its total root. The conditions used in this study are:

$r_{\text{count}} > r_{\text{table}}$, item is valid.

$r_{\text{count}} < r_{\text{table}}$, item is invalid.

2. Reliability Test

The instrument will be said to be reliable if similar data is found at different times. A questionnaire will be said to be reliable when a person's answer to a question is consistent from one time to another. The reliability test is used to calculate that the variables used are

completely free from errors, even though they produce consistent results even after being tested for a long time (Ghozali, 2016). Reliability testing is shown using the Cronbach Alpha coefficient. The criteria used are if the Cronbach alpha value > 0.60 means reliable.

Data Analysis

The data analysis technique used in this research is quantitative data analysis. In this case, in the process of analyzing the data, a numerical scale or data in the form of numbers was used. After the data was collected, data analysis it was analyzed which was first be grouped according to their respective variables and then interpreted according to the hypothesis as a temporary conclusion that has been proposed in Chapter 2 (Sugiyono, 2018). As for this research, data analysis was be done with the help of SPSS.

1. Classical Assumption Test

a. Normality Test

The purpose of this normality test was to explain whether the data that was collected in each research variable, both the dependent variable and the independent variable, has a normal distribution or has an abnormal distribution (Ghozali, 2016). As for this testing process, it was used with the Kolmogorov-Smirnov model. The conditions were used are as follows:

p-value > 0.05, the data has a normal distribution

p-value < 0.05, the data has an abnormal distribution

b. Multicollinearity test

This test has the aim of determining the correlation that occurs between independent variables. A model that is said to be good is one with power that has test results that do not exhibit multicollinearity by paying attention to the VIF and tolerance values. The provisions used are as follows:

VIF value < 10, there is no multicollinearity

VIF value > 10, multicollinearity occurs

c. Heteroscedasticity test

This test has the aim of seeing whether, in the regression process, there is an inequality of residual variants from one observation to another. A regression model that is said to be good is one that has test results that do not exhibit heteroscedasticity. To see whether the data exhibits heteroscedasticity or not, it can be seen through the scatterplot image pattern. When the dots form an unclear pattern and then spread above and below the number 0 on the Y axis, it can be concluded that the regression model does not exhibit heteroscedasticity.

2. Simple Linear Regression

Sugiyono (2018) explains that the simple linear regression model is a linear relationship between the independent variable and the dependent variable, apart from this. The purpose of this regression test is also to find out how the relationship is related to the cause and effect carried out by determining the value of Y and also estimating the value associated with X. The formula used is as follows:

$$Y = a + bX + e$$

Keterangan:

Y : Academic Achievement

a : Constant value

bX : Coef. regression value Socio-cultural Adaptation

3. Hypothesis Test

a. R² Test

This test has the aim of measuring the ability of the models used in this study to explain variations in the dependent variable (Ghozali, 2016). The value of this coefficient of determination is a value consisting of 0 and 1, with the following categories:

Value 0 : No correlation

Value 0-0,49 : Weak correlation

Value 0,50 : Moderate correlation
 Value 0,51-0,99 : Strong correlation
 Value 1,00 : Perfect correlation

b. T Test

The purpose of this test is to find out how the independent variable exerts influence on the dependent variable. This test was carried out by comparing the t value with the t table and, based on the significance value, using the following criteria:

Nilai sig < 0.05, hypothesis accepted

Nilai sig > 0,05, hypothesis rejected

t hitung > t tabel, hypothesis accepted

t hitung < t tabel, hypothesis rejected

RESULT AND DISCUSSION

Description of Research Respondents

As for this research, the number of samples used as research respondents was 41 international students at PSU, Pattani Campus. The characteristics of research respondents are divided into several categories, namely based on gender, faculty, department, and nationality of each respondent, with the following explanation:

1. Characteristics by Gender

Table 2. Characteristics by Gender

Gender	Frequency	Percentage
Female	23	56,1%
Male	18	43,9%
Total	41	100%

Source: The data was processed (2024)

Based on the presentation in the table 4.1, it can be concluded that the research respondents used were dominated by those who were females, namely 56.1%, followed by those who were males, namely 43.9%.

2. Characteristics by Faculty

Table 3. Characteristics by Faculty

Faculty	Frequency	Percentage
Faculty of Communication Sciences	2	4,9%
Faculty of Education	6	14,6%
Faculty of Fine and Applied Arts	2	4,9%
Faculty of Humanities and Social Sciences	4	9,8%
Faculty of Islamic Sciences	20	48,8%
Faculty of Nursing	2	4,9%
Faculty of Political Sciences	2	4,9%
Faculty of Sciences and Technology	3	7,3%
Total	41	100%

Source: The data was processed (2024)

Based on the presentation of the results obtained in the table, the research respondents were dominated by students at the Faculty of Islamic Sciences (FaIS), namely 48.8%, followed by students at the Faculty of Education (FE) at 14.6%, the Faculty of Humanities and Social

Sciences (FHSS) at 9.8%, the Faculty of Sciences and Technology (FT) at 7.3%, and then the Faculty of Communication Sciences (FCS), the Faculty of Fine and Applied Arts (FAA), the Faculty of Nursing (FN), and the Faculty of Political Sciences (FPS), each with 4.9%.

3. Characteristics by Departement

Table 4. Characteristics by Departement

Department	Frequency	Percentage
Applied Arts Design	1	2,4%
Arabic for Business	1	2,4%
Art of Thinking for Human Development	1	2,4%
Chemistry	1	2,4%
Clinical Psychology	1	2,4%
Elementary Education	1	2,4%
English Of Arts	1	2,4%
Fashion and Costume Design	1	2,4%
Fishery Technology and Innovation	1	2,4%
Food Science and Nutrition	1	2,4%
Governments	1	2,4%
Islamic Studies International Program	20	48,8%
Mathematics	2	4,9%
Mathematics and Computer Science	1	2,4%
Media Design Innovation	2	4,9%
Nursing	2	4,9%
Physics	1	2,4%
Public Policy	1	2,4%
Social Development	1	2,4%
Total	41	100%

Source: The data was processed (2024)

Based on the presentation in the table above, it can be concluded that of the total respondents used, there were 48.8%, or 20 students, who were majoring in the ISIP, followed by other majors. Thus, the research respondents were dominated by students majoring in the ISIP.

4. Characteristics by Nationality

Table 5. Characteristics by Nationality

Nationality	Frequency	Percentage
Cambodia	7	17,1%
China	9	22%
Indonesia	5	12,2%
Malaysia	7	17,1%
Saudi Arabia	6	14,6%
Thailand	7	17,1%
Total	41	100%

Source: The data was processed (2024)

Based on this table, it can be seen that the research respondents used were dominated by students of Chinese citizenship, namely 9 people, or 22%. Then followed students with Cambodian, Malaysian, and Thai citizenship, 7 people each, or 17.1%; students with Saudi Arabian citizenship, 6 people, or 14.6%; and students with Indonesian citizenship, 5 people, or 12.2%..

Description of Research Results

A description of the research results will be presented in the form of descriptive statistics. Descriptive statistical analysis aims to provide an explanation of the research data. The data description will be seen through the maximum, minimum, mean, and standard deviation values obtained for the research variables. The following research results were obtained:

Table 6. Descriptive Statistics

	Descriptive Statistics				
	N	Min	Max	M	SD
Socio-Culture Adaptation(X)	41	47	75	59,07	5,623
Academic Achievements (Y)	41	63	98	87,05	9,080
Valid N (listwise)	41				

Source: The data was processed (2024)

Based on the table above, the descriptive statistics of variables X and Y are known. From the table presented, the minimum, maximum, average, and standard deviation values of each variable used are also known. The results of the descriptive analysis are:

1. Socio-cultural adaptation (X) was measured using a research questionnaire distributed to 41 respondents. Based on the results of the descriptive analysis listed above, the minimum value is 47 and the maximum value is 75, with an M value of 59.07 and a SD of 5.623.
2. Academic achievement (Y) was measured using a research questionnaire distributed to 41 respondents. Based on the results of the descriptive analysis listed above, the minimum value is 63 and the maximum value is 98, with an M value of 87.05 and a SD of 9.080.
3. Test Research Instruments

a. Validity test

A validity test is a test that is measured to see how willing the data is to express a target, which is the main objective of the measurement. As for the results of the research carried out, the following test results were obtained:

Table 7. Validity test Results

Variable	Item	R count	R table	Information
Socio-culture Adaptation (X)	X.1	0,314	0,308	Valid
	X.2	0,408	0,308	Valid
	X.3	0,447	0,308	Valid
	X.4	0,309	0,308	Valid
	X.5	0,372	0,308	Valid
	X.6	0,388	0,308	Valid
	X.7	0,363	0,308	Valid
	X.8	0,350	0,308	Valid
	X.9	0,321	0,308	Valid
	X.10	0,326	0,308	Valid
	X.11	0,389	0,308	Valid

X.12	0,593	0,308	Valid
X.13	0,506	0,308	Valid
X.14	0,496	0,308	Valid
X.15	0,325	0,308	Valid

Source: The data was processed (2024)

Based on the presentation in Table 4.6 above, it can be explained that the overall calculated r value $>$ r table. Thus, it can be concluded that all the questionnaire items used are valid.

Reliability Test

A reliability test is a test used to measure how far the results of a measurement remain consistent when the measurement is carried out twice or more. If the Cronbach's alpha value obtained is greater than 0.60, then the conclusion is that the data is reliable. The results of the reliability test in this research are as follows:

Table 8. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
,683	16

Source: The data was processed (2024)

Based on the table, it can be seen that the results of the reliability test on the research variables are greater than 0.60, thus all the variables used are in a reliable state.

Data Analysis

Data analysis is the process of simplifying data into a form that is easy to interpret. Based on the data that has been obtained, this test consists of several parts, namely the classic assumption test, which consists of the normality test, multicollinearity test, and heteroscedasticity test, as well as conducting hypothesis testing. The data used is obtained from distributing questionnaires consisting of 108 research respondents. In this research, the data analysis method used by researchers is SPSS software.

Normality Test

The normality test aims to obtain results regarding whether the research data has a normal distribution or not. To determine the normality of the data used, it can be explained using the Kolmogorov-Smirnov model. When the alpha value is greater than 0.05, it can be said that the data used is normal. The normality test results are as follows:

Table 9. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		41
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	8,55116750
Most Extreme Differences	Absolute	,216
	Positive	,111
	Negative	-,216
Test Statistic		,216
Asymp. Sig. (2-tailed)		,200 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Source: The data was processed (2024)

Based on the test results above, it can be seen that the significance value is 0.200, which means it is greater than 0.05 ($0.200 > 0.05$), thus it can be concluded that the data is normal.

4.1.1 Multicollinearity Test

The multicollinearity test aims to find out the effect of the partial test on each independent variable. One way is to see whether there is multicollinearity by using the VIF and tolerance values. When the tolerance value is > 0.10 and then $VIF < 10$, it can be explained that the data used in the research does not have multicollinearity or that the data used is free from multicollinearity. From the test results carried out and shown in the SPSS output, the measurement results can be seen as follows:

Table 10. Multicollinearity Test Results

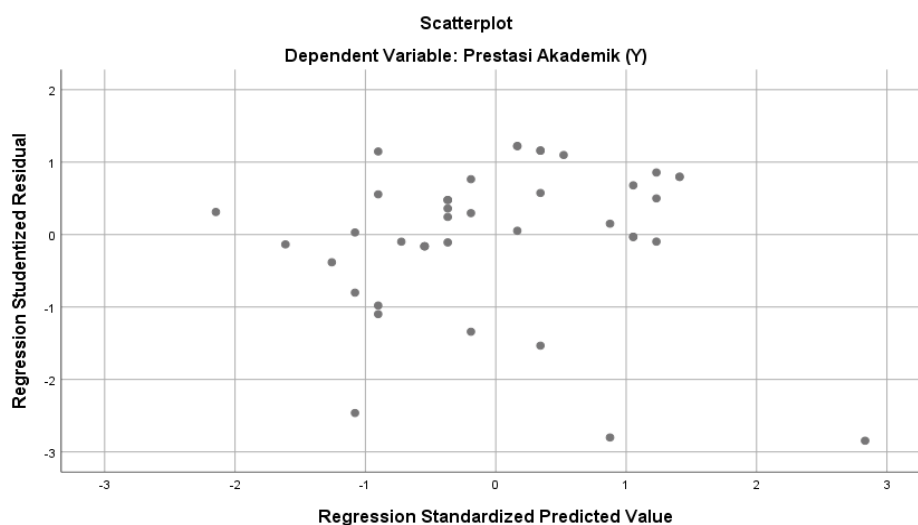
Variable	Colinearity Statistic		Kesimpulan
	Tolerance	VIF	
Socio-culture Adaptation (X)	1,000	1,000	There is no multicollinearity.

Source: The data was processed (2024)

Based on the table above, it can be concluded that the values for tolerance and also for variable tolerance are greater than 0.10, and the VIF value obtained is smaller than 10, so it can be concluded that there is no multicollinearity.

4.1.2 Heteroscedasticity Test

This test aims to determine whether the research data used is different from one another in the variance and residuals. Research results that meet the requirements are when there is equality of variance rather than one residual, which is called heteroscedasticity. The following data can be seen:



Picture 1. Heteroscedasticity Test Results

Source: The data was processed (2024)

In the image above, it can be seen that the points are spread evenly over the X and Y axes. In the results of this research, the points also gather in one place and do not form a particular pattern. It can also be concluded that the data used does not experience heteroscedasticity because the independent variables do not influence each other.

Hypothesis Test

1. Simple Linear Regression Analysis

This analysis aims to predict the value of the variable when the value of the independent variable (IV) increases or decreases and to determine the direction of the relationship between the independent variable and the dependent variable (DV) . It can be seen through the sign that the value obtained is negative or positive.

The following table will explain the results of multiple linear regression for data management using SPSS:

Table 11. Simple Linear Regression Test Results			
Coefficients ^a			
Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	54,968	14,448	
Adaptasi sosial budaya (X)	,543	,244	,336

a. DV: Academic Achievement (Y)

Source: The data was processed (2024)

Based on the results obtained, the following regression formula can be obtained:

$$\text{Academic Achievement (Y)} = 54,968 + 0,543 X$$

It can be explained as follows:

1. The constant shows that when all the independent variables have a value of zero, then the dependent variable, or in this research, academic achievement, has a value of 54.968..
2. Socio-culture Adaptation (X)

The regression coefficient value obtained for the socio-cultural adaptation variable (X) is 0.543, which in this case is positive. This shows that the socio-cultural adaptation variable has a positive effect on academic achievement; when socio-cultural adaptation increases, the development of student academic achievement will also increase.

2. Coefficient of Determination Test (R2)

The coefficient of determination aims to test how big the role of the independent variable is in explaining the dependent variable in the regression model. The following are the results of testing the coefficient of determination:

Table 12. R2 Test Results				
Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,736 ^a	,731	,690	8,660

a. Predictors: (Constant), Socio-culture Adaptation (X)

b. DV: Academic Achievement (Y)

Source: The data was processed (2024)

Based on the results of the calculations in the table above, the value of the coefficient of determination is obtained, and the influence of the independent variable (socio-cultural adaptation) on the DV (academic achievement) is 0.731, or 73.1%. This means that 73.1% of the variation in academic achievement variables can be explained simultaneously through independent variables. Meanwhile, the remaining $100\% - 73.1\% = 26.9\%$ is explained by other variables that were not studied by researchers and were not included in the regression model.

4. T Test

This statistical test aims to determine the influence that occurs between the independent and dependent variables by making the assumption that the other independent variables are considered constant. The following are the results obtained from the t-test, which can be seen in the following table:

Table 13. T Results Test
Coefficients^a

Model	t	Sig.
1 (Constant)	3,804	,000
Socio-Culture Adaptation (X)	2,230	,032
a. DV: Academic Achievement (Y)		

Source: The data was processed (2024)

Based on the data presented, it can be concluded that:

Socio-cultural adaptation has a significance value of 0.032, which means it is smaller than 0.05 ($0.032 < 0.05$). Thus, it can be concluded that H_a is accepted, meaning that this partial socio-cultural adaptation has a significant effect on the academic achievement of international students at PSU, Pattani Campus.

Discussion

Based on the results of the tests that have been carried out, the significance value obtained is 0.032, which means it is smaller than 0.05 ($0.032 < 0.05$) with a coefficient value of 0.543, which is positive, so it can be concluded that the hypothesis is accepted. This explains that social adaptation Culture has a significant and positive influence on the academic achievement of international students at PSU. The high value of socio-cultural adaptation will have an influence on the academic achievement of international students at PSU, Pattani Campus.

The results of this research explain that there is a positive and significant influence of socio-cultural adaptation on academic achievement. This shows that the higher a student's level of socio-cultural adaptation, the more the student's academic achievement will increase. As an international student at PSU, there will be a transition system experienced by students from previously being at the high school level to being students at the university level, both transitions in terms of changes in behavioral skills and also student abilities. If students are able to make good socio-cultural adjustments or adaptations, it is hoped that these students will also have good social motivation, which will influence their academic achievement.

The results obtained in this study are in line with research conducted by researchers (Costa, Hanurawan, Atmoko, & Hitipeuw, 2018); (Yengimolki, Kalantarkousheh, & Malekitabar, 2015); (Fitri, 2017); and (Yunus & Erwilya, 2021), which state that a person's self-adjustment and social adaptation have a significant effect on a student's academic achievement.

CONCLUSION

Based on the research results and discussions that have been presented, this research has several conclusions based on the three aspects. Firstly, for the level of socio-cultural adaptation, the assessment of this aspect is crucial as it determines how well international students are integrating into the socio-cultural environment of PSU. Factors such as language proficiency, understanding of cultural norms, and social interactions play vital roles in this adaptation process. Secondly, level of academic achievement, understanding the academic performance of international students provides insights into their ability to succeed in their studies at PSU. This involves examining factors such as grades, attendance, engagement in class activities, and participation in extracurricular academic activities. Thirdly, influence of socio-cultural adaptation on academic achievement among international students, on this aspect explores the relationship between socio-cultural adaptation and academic success. It delves into whether international students who are better adapted socio-culturally tend to perform better academically compared to those who struggle with adaptation. By assessing these three aspects, we can gain a comprehensive understanding of the experiences and challenges faced by international students at PSU. Socio-cultural adaptation significantly impacts academic achievement, and addressing adaptation issues can potentially lead to improved academic outcomes among international students. Lastly, by a conclusion there is a positive and significant influence between students' socio-cultural adaptation and the academic achievement of international students at PSU. Thus, the better the student's socio-cultural adaptation, the greater the student's academic achievement will be.

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