

THE ROLE OF CROSS-CULTURAL ADJUSTMENT IN BUILDING EXPATRIATE ACADEMIC RESILIENCE FOR INTERNATIONAL STUDENTS IN INDONESIA



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ABSTRACT

The aim of this research is to examine the role of academic resilience, specifically the adaptability and psychological capital capabilities of international students. This study adopts a qualitative case study, where the informants are undergraduate international students who have resided for at least three months and currently studying at a private university in Indonesia. The research indicate that psychological, sociocultural, and academic adaptation are interrelated and contribute to an individual's overall success in a new environment. These key factors cannot be implemented partially but must be approached holistically to effectively build expatriate academic resilience. Success in overcoming existing obstacles shows the importance of external and internal supporting factors in the adaptation process. This research is limited to undergraduate international students from an Indonesian private university and only includes students from one country and limited reference sources. Future research can expand the number of informants including international students from several countries.

Keywords: *Academic Resilience; Expatriate Academic Resilience; Adaptability Capabilities; Psychological Capital*

Received : 03-07-2024

Revised : 20-01-2025

Approved : 02-02-2025

Published : 01-03-2025



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INTRODUCTION

Universities in Indonesia are increasingly being sought after by international students to continue their studies, in line with efforts to achieve World Class University status. One of the indicators of this achievement is the growing number of international students pursuing their studies at these institutions, which reflects the readiness and capability of universities to implement internationalization programs and their preparedness to compete in the global higher education arena (ITS, 2023). As of 2021, the Institutional Directorate of the Ministry of Education and Culture, Research and Technology has issued 3,896 study permits for all foreign students studying at the undergraduate level (S1) at various universities in Indonesia, this does not include students studying at Master's or Doctoral level (Fadhli, 2024).

This research aims to examine the need for an academic resilience approach with various interventions such as adaptability and psychological capital approaches in individuals studying in higher education in Indonesia. Specifically, the subjects who were informants for this research were foreign students studying in Surabaya. Resilience should be seen as the ability to face adversity, withstand shocks, and continue to adapt and accelerate when disruptions and crises emerge from time to time (Mc. Kinsey, 2022). The universal goal of education is to make students academically resilient and intellectually rigorous learners so that they can become effective problem solvers and critical and creative thinkers (Kuldas, 2015). However, research has not been conducted to examine further how secondary school and higher education students build, develop, and demonstrate academic resilience. Masten et al (1990) define resilience as the process, capacity, or result of successful adaptation despite challenging or threatening circumstances. This concept states that there are three types of resilience: (1) overcoming the odds resilience (an individual's strength to withstand difficulties), (2) coping despite a number of ongoing negative circumstances (overcoming a number of negative circumstances that occur) and (3) Recovery from trauma (recovery from trauma). The lack of findings in this area makes for an inconclusive evaluation of the factors that are satisfactory or unsatisfactory for cognitive task performance and academic achievement (Hanewald, 2011).

Positive organizational behavior (POB) is defined as the exploration and application of positively oriented human resource strengths and psychological capacities that can be assessed, cultivated, and effectively managed to enhance performance in the modern workplace (Luthans, 2002). POB emphasizes individual factors such as hope, optimism, resilience, and self-efficacy (psychological capital) (Luthans et al., 2007) and their role in personal development. A positive organization is also seen as the study of what is constructive, growth-oriented, and life-enhancing within organizations (Cameron & Caza, 2004), focusing on the generative dynamics that foster the growth of organizations, organizational units, and their members.

Cross-cultural adjustment is a dynamic process in which an individual, who moves to a new environment with a different culture from their home country, has the ability to maintain relationships within the new environment to remain stable (Kim, 2001 in Sheng, 2022). International students are one example related to cross-cultural adjustments, as they can be considered a specific group of newcomers aiming for academic success (Hussain & Shen, 2019) and must adapt to the academic environment at their host university in order to achieve success and academic continuity. Academic adjustment has been understood as a concept that includes various dimensions of students' experiences, such as motivation, satisfaction with the academic lifestyle, expectation management, and academic achievement (Anderson et al., 2016; Baker & Siryk, 1999; Gerdes &

Mallinckrodt, 1994 in Sheng, 2012). The challenges faced by international students in their host country and university include language barriers, new socio-cultural obstacles, and education system differences, such as the mismatch between academic expectations and the reality of university life during their stay in the host country (Alavi & Mansor, 2011; Chen, 1999; Lin & Yi, 1997 in Sheng, 2012).

Previous research suggests that individual differences are important in predicting whether expatriates will be successful in their assignments. However, the limited number of empirical studies is largely cross-sectional and often focuses on expatriates based in only one country, the United States (Caligiuri, 2000). Further studies are needed to determine the predictive power of individual differences in expatriate success as “the predictor space of individual differences, the personal requirements for expatriate effectiveness, are elusive” (Caligiuri, 2000).

Researchers have identified the core construct of psychological capital (PsyCap), which consists of the positive psychological capacities of hope, self-efficacy, resilience and optimism, summarized by the acronym HERO, as the factor that best meets the Positive Organizational Behavior (POB) inclusion criteria (Luthans & Youssef -Morgan, 2017). According to Luthans et al (2007), PsyCap is a state of an individual's positive psychological development and is characterized by: (1) having the self-confidence (self-efficacy) to take on and make the effort necessary to succeed in challenging tasks; (2) make positive attributions (optimism) about current and future success; (3) persevere towards the goal and, if necessary, redirect the path towards the goal (hope) in order to succeed; and (4) when hit by problems and difficulties, survive and get back up and even overcome to achieve success. (resilience). PsyCap has specific domains, such as PsyCap in the student domain, PsyCap in the work/employee domain, and so on.

The Conservation of Resources (COR) theory (Hobfoll et al., 2018) is frequently employed to explain how Psychological Capital (PsyCap) impacts important organizational outcomes (Davis et al., 2018). The main concept of COR theory is that individuals are motivated to acquire, preserve, and protect resources, with stress arising when resources are at risk of being lost or when individuals are unable to obtain them despite significant investments. In response, individuals try to recover lost resources and can acquire new ones by utilizing other available resources they possess (Hobfoll et al., 2018). For example, individuals may invest their time and energy, both of which are important resources, in the hope of obtaining more of the desired resource, such as money and power. It is very likely that the factors that influence the success of each individual expatriate are different and include a dynamic combination of intrinsic factors, for example, pride in taking on new challenges as well as extrinsic factors, for example, compensation (Davis et al., 2018).

Of particular relevance in the concept of PsyCap is that positive resources can be combined in such a way that they become another resource by the individual (Hobfoll et al., 2018). Importantly, these resources “can work together and interact synergistically to produce different manifestations over time and context.” Individuals who have high levels of hope also tend to have high levels of efficacy, resilience and optimism, and these resources will be naturally synergistic and function to strengthen each other over time (Davis, et al, 2018).

Previous study findings show that management support (Kirrane et al., 2017), social support (Li et al., 2014), and a supportive climate (Luthans et al., 2008) contribute to individual PsyCap. Meanwhile, two studies conducted by Avey (2014) examined possible antecedents of PsyCap through examining individual differences, supervision, job characteristics, and demographic variables. The first study included a sample of

engineers in the United States with results showing that proactive personality, self-esteem, authentic leadership, ethical leadership, task complexity, and age were positively related to PsyCap. Study 2 involved a sample of technology employees in China. In this sample, core self-evaluations, collectivism, empowering leadership, and ethical leadership show a positive relationship with PsyCap. The above studies illustrate the complexity in determining the antecedents of PsyCap. Studies on PsyCap offer consistent findings regarding the importance of support in building individual PsyCap (Davis et al., 2018). The value of support for expatriate success is also stated in the literature on expatriates (Kraimer et al., 2016).

According to the ABC Framework, cross-cultural adaptation relies on the psychological mechanisms individuals use to navigate new environmental demands. These mechanisms primarily involve cultural learning, stress coping strategies, and social group identification. Adaptation occurs through acquiring culturally specific skills necessary for functioning effectively in a new cultural setting (Ward & Geeraert, 2016). This study builds upon the research of Davis et al. (2018), which aimed to enhance expatriate success by focusing on strengthening expatriate PsyCap. The present research seeks to explore concepts related to the academic resilience of expatriates, particularly international students pursuing their studies in Indonesia.

LITERATURE REVIEW, RESEARCH FRAMEWORK, AND HYPOTHESES

Conservation of Resources (COR)

At its core, COR theory is a motivational theory that explains much human behavior based on the evolutionary need to acquire and conserve resources for survival, which is central to human behavioral genetics (Hobfoll et al., 2025). Thus, people use primary resources not only to respond to stress, but also to build a sustainable reservoir of resources for future needs (Halbesleben et al., 2014; Hobfoll et al., 2025). Furthermore, the acquisition and retention of personal, social, and material resources can create feelings in individuals, families, and organizations that they are able to cope with stressful challenges, therefore an important principle of COR theory is that individual judgments are secondary to what is valued centrally and universally across people (Hobfoll et al., 2025). Among these commonly valued resources are health, well-being, family, self-esteem, and a sense of purpose and meaning in life (Hobfoll et al., 2018).

Principles of Resource Conservation Theory

The first principle of COR theory is that resource losses are disproportionately more pronounced than resource gains. Resources include object resources (e.g. cars, equipment for work), condition resources (e.g. job, tenure, seniority), personal resources (e.g. key skills and personal traits such as self-efficacy and optimism), and energy power (e.g. credit, knowledge, money) (Hobfoll, 1989). The disproportionate impact of resource loss relative to resource gain is expressed in the much greater effect of resource loss, the speed of that impact, and the length of time the impact remains prominent (Hobfoll et al., 2025).

The second principle of COR theory is that people should invest resources to protect against resource loss, recover from loss, and gain resources (Hobfoll, 1989; Hobfoll et al., 2025). This includes direct resource replacement, such as using savings to pay for lost income, and indirect resource investment, such as upgrading employee skills to prepare for a difficult business environment (Halbesleben et al., 2014; Hobfoll, 1989; Hobfoll et al., 2025). In the latter case, skills and confidence resources are increased to compensate for the loss of potential income if profits are not obtained. (Hobfoll et al., 2025)

The third principle of COR theory is paradoxical (Hobfoll et al., 2025). This states that resource gain increases with resource loss. That is, when resource losses are high, resource gains become more important because they gain value. A related corollary of this paradoxical principle is that those with greater resources are less vulnerable to resource loss and better able to manage resource gain. Conversely, those with fewer resources are more vulnerable to resource loss and less able to acquire resources. It should be noted that no other stress theory includes this type of interaction (Hobfoll et al., 2025).

The fourth principle of COR theory is that when their resources are overstretched or exhausted, individuals enter a defensive mode of self-preservation that is often aggressive and may become irrational (Hobfoll et al., 2025). This is the least researched principle of COR theory but has high explanatory power. Like other aspects of COR theory, it may be an innate evolutionary strategy that may be defensive (i.e., to conserve resources) or exploratory (i.e., to seek alternative survival strategies or adaptations that on their face or from experience do not appear to be adaptive) (Hobfoll, 1989; Hobfoll et al., 2025). In this way, defensive withdrawal allows time to regroup or wait for help, or allows the stressor to pass. Aggressive or seemingly irrational responses can also be successful because they have the potential to change the course of stressors or allow new coping strategies to emerge (Hobfoll et al., 2025).

Cultural Adjustment

Cross-cultural adjustment is a continuous process in which individuals, upon relocating to a new, unfamiliar, or evolving cultural setting, develop, re-establish, and sustain stable, reciprocal, and functional interactions with their surroundings (Kim, 2012). This research primarily utilizes a two-domain framework of cross-cultural adjustment, as outlined by Ward and colleagues, which distinguishes between psychological (emotional/affective) adaptation and sociocultural adaptation (Ward & Kennedy, 1999; Ward et al., 2001). Psychological adaptation relates to emotional responses, encompassing well-being, self-esteem, and physical health. It is most effectively analyzed through the lens of a stress and coping framework (Ward & Kennedy, 1999). Sociocultural adaptation, on the other hand, is based on behavioral responses related to how effectively an individual adapts to a new society (Ward & Kennedy, 1999). This encompasses an individual's ability to effectively navigate daily intercultural tasks and is best understood through the cultural learning paradigm (Ward & Kennedy, 1999; Ward et al., 2001). Empirical studies have demonstrated a correlation between psychological and sociocultural adaptation (Ng et al., 2017; Smith & Khawaja, 2011). Beyond these two aspects, academic adaptation is also recognized as a crucial component of the international student experience. As international students are considered a distinct group of immigrants focused on academic achievement (Hussain & Shen, 2019), their ability to adjust to the university's academic environment is essential for their success and continued studies. Earlier research suggested that academic ability alone was a key indicator of overall academic adaptation (Klineberg & Hull, 1979). Based on AUM theory, Cross Cultural Adjustment occurs when international students have strong emotional ties and are psychologically satisfied and successfully manage anxiety and uncertainty in different cross-cultural situations (Ni & Wang, 2011).

Academic adaptation has recently been redefined to include a wider array of aspects related to students' experiences, such as motivation, satisfaction with academic life, expectation management, and academic performance (Anderson et al., 2016; Baker & Siryk, 1999; Gerdes & Mallinckrodt, 1994). International students, in particular, may face challenges in adapting academically due to language barriers, unfamiliar sociocultural

environments, and differences between the educational systems of their home and host countries. Moreover, discrepancies between students' academic expectations and the actual university experience in the host country can pose additional challenges to their adaptation (Alavi & Mansur, 2011; Chen, 1999; Lin & Yi, 1997).

Career Resiliency (CR)

Several scholars define career resilience (CR) as an individual's ability to recover from challenges related to their work or profession (Abu-Tineh, 2011; Chiaburu et al., 2006). However, this definition often neglects important factors, such as environmental or contextual influences, that also play a significant role in an individual's recovery from career disruptions. Moreover, an individual's capacity to recover from stress is not a fixed trait but rather a dynamic process (Caza & Milton, 2012). Caza and Milton (2012) further describe CR as a developmental process, while Mansfield et al. (2012) characterize it as a complex, dynamic, and multidimensional phenomenon that evolves continuously over time through interactions between individuals and their environment. Viewing CR as a process offers the advantage of incorporating various factors that influence how individuals adapt to disruptions and changes in their careers..

Career Resiliency (CR) is crucial when individuals encounter various changes, challenges, or disruptions, whether anticipated or unexpected (Gu & Day, 2013). Since CR focuses on adaptation over time, the concept of time becomes a critical factor, as careers consist of a series of evolving work experiences (Arthur et al., 1989). Researchers define CR as a developmental process that enables individuals to survive, adapt, and thrive in their careers or jobs, even when facing ongoing challenges, changes, and disruptions. This definition emphasizes three key aspects of CR:

- a. CR is a continuous process that unfolds throughout an individual's career, rather than a one-time occurrence,
- b. It is developmental, involving positive adaptation and growth.
- c. It recognizes that career setbacks can result from challenges and disruptions in both professional and personal contexts.

Psychological Capital (PsyCap)

Positive Organizational Behavior defined as the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for improved performance in today's workplace (Luthans, 2002). This definition outlines several key criteria for psychological constructs to be classified within Positive Organizational Behavior (Luthans, 2002), including:

- a. Being grounded in established theories and empirical evidence, ensuring its applicability for scientific research.
- b. Having a positive orientation, aligning with the principles of positive psychology, Positive Organizational Scholarship (POS), and related research fields.
- c. Being measurable with validity and reliability, allowing for rigorous scientific investigation.
- d. Being adaptable for development and management. Lastly, it should be directly associated with desirable and measurable work-related attitudes, behaviors, and performance outcomes.

After gaining an in-depth understanding and using the above criteria to conduct a systematic analysis of the constructs or capacities widely recognized in positive psychology, four were found to be most suitable: hope, efficacy, resilience, and optimism

(Luthans, 2002; Luthans et al., 2004; Luthans & Youssef, 2004) which was later summarized as HERO. PsyCap integrates the four positive psychological resources HERO (Hope, Efficacy, Resilience, Optimism) that best fit the POB/ Positive Organizational Behavior inclusion criteria (Luthans et al., 2004; Luthans & Youssef, 2004, Luthans et al., 2015). When these four resources are combined, they are empirically supported (Luthans et al., 2007), as a higher-order core construct based on the shared similarities of the four first-order constructs and their unique characteristics. The first-order positive psychological resources of HERO possess distinct characteristics, demonstrating discriminant validity (Luthans et al., 2007). For instance, hope, efficacy, and optimism's positive outlook are generally proactive, helping individuals anticipate and prepare for challenges. In contrast, resilience and the explanatory style of optimism are typically reactive, coming into play after a positive or negative situation has already occurred.

PsyCap Measurement

The PsyCap assessment through computer-assisted text analysis has been proposed as an alternative method (McKenny et al., 2013). This approach, which utilizes speech or writing samples, shows promise, particularly for measuring organizational-level PsyCap. However, its adoption in research has been limited due to the time-intensive nature of collecting and transcribing sufficient relevant data. For many years, PsyCap research predominantly relied on the widely recognized PCQ-24 self-report measure (Avey et al., 2011; Newman et al., 2014). Only in recent years have shorter versions and implicit measures gained broader use, offering more practical alternatives for PsyCap assessment.

Internal and External Resilience Assets

Based on the educational resilience theory (Wang et al., 1999), students may face challenges at any time and in various settings. In these circumstances, they can utilize resilience resources both from their surroundings (external resilience) and from within themselves (internal resilience) to overcome or mitigate difficulties. Supportive relationships with family members (such as parents), school figures (such as teachers), and peers in the community act as external resilience factors that strengthen internal resilience, ultimately contributing to academic success (Benard, 2004; Benson et al., 2012; Hawkins et al., 1992; Masten & Coatsworth, 1998; Resnick et al., 1997).

Internal assets refer to individual cognitive factors, namely problem-solving skills, social competence, self-critical awareness, sense of purpose and autonomy (Benard, 1995). Problem solving skills include reflective, critical and creative thinking abilities (Corso-de-Zúñiga et al., 2020). Social competence encompasses various abilities, including effective communication skills, a good sense of humor, empathy toward others' emotions and challenges, and the capacity to generate positive interactions. Meanwhile, critical awareness involves a reflective understanding of the underlying causes and systemic structures of difficulties, such as racism and discrimination. It also includes the ability to think creatively in formulating coping strategies to navigate and overcome these challenges (Corso-de-Zúñiga et al., 2020). A sense of purpose includes hope, goal direction, perseverance, achievement motivation, optimism, spiritual connectedness and educational aspirations (Corso-de-Zúñiga et al., 2020).

METHOD

This study employs a qualitative research approach using the case study method. The primary focus of a case study is to examine specific aspects of an event, whether related to individuals, cultural groups, or life experiences. Creswell (1998) outlines several key

characteristics of a case study: (1) identifying the "case" to be studied; (2) defining the case as a "bounded system" within a specific time and place; (3) utilizing multiple sources of information to collect data, ensuring a detailed and in-depth analysis of an event; and (4) dedicating time to describing the context or setting of the case. A case study can be examined as an object of study (Stake, 1995) or as a research methodology (Merriam, 1988). Creswell (1998) emphasizes the importance of selecting the most appropriate type of case study before conducting research. A case study can be either a single or collective case, focusing on a specific case or broader issues (intrinsic or instrumental case studies). Additionally, case selection can be based on various factors, such as different perspectives on a problem, process, or event. Researchers may also choose cases based on their nature, including typical cases, accessible cases, or unique cases.

One of the requirements for university accreditation and ranking involves using international students as a benchmark. In recent years, several universities have begun admitting international students, including those in Yogyakarta, which has become a major destination for foreign students pursuing education in Indonesia. The basic problem is how international students can adapt to local culture because good educational results need to be synergized with academic resilience. This research took informants from foreign students studying at the undergraduate level at the state and private campuses in Indonesia. Students who become informants come from 1 country and have resided in Indonesia for a minimum of 3 months. After obtaining student informant data, the data was then filtered to select criteria for informants who met the requirements. Data that falls into the eligible category will be followed up by conducting interviews with selected informants. This research was conducted during the period from September to December 2022.

The process of collecting data in this study was carried out using interviews, which involve a process of communication and interaction between researchers and informants to obtain information through a question-and-answer format. With advancements in information technology, interviews no longer require face-to-face meetings and can instead be conducted through telecommunication platforms such as Zoom, Google Meet, telephone, WhatsApp, and others. In this study, interviews will be conducted via Zoom and WhatsApp, as the research informants are located in different areas from the researcher.

The interview questions are designed based on the following perspectives:

- a. Psychological Adaptation (Ward & Kennedy, 1999; Ward et al., 2001; Luthans, 2007)
- b. Sociocultural Adaptation (Ward & Kennedy, 1999; Ward et al., 2001)
- c. Academic Adaptation (Anderson et al., 2016; Baker & Siryk, 1999; Gerdes & Mallinckrodt, 1994)
- d. Other Personal Factors: Encompassing aspects such as the study environment, relationships with lecturers or mentors, and collaboration with study partners.

RESULTS AND DISCUSSION

Data were analyzed using the Spradley approach (1979) based on symbolic interaction theory. This theory has three premises, namely: 1) human action toward something is based on the meaning that is meaningful to him; 2) the meaning of something is derived from or born among them and 3) this meaning is used and modified through the process of interpretation that humans use to explain something they encounter.

The Spradley model of qualitative research consists of 12 stages, beginning with the identification of a key informant—an authoritative and trusted individual who can open the door for the researcher to access the research object. Following this, the researcher conducts interviews and shifts their focus to the research object, starting with descriptive questions. These are then followed by interview analysis (Sugiyono, 2014). Drawing from the findings of this analysis, the researcher performs a domain analysis. In subsequent steps, the researcher identifies the focus and conducts a taxonomic analysis. This is followed by asking contrast questions, leading to componential analysis. As a result of the componential analysis, cultural themes are identified. The final step involves writing an ethnographic research report. The research process progresses from a broad perspective, narrows to a focus, and then broadens again (Sugiyono, 2014).

There are three types of ethnographic qualitative research data analysis used to identify cultural themes: domain analysis, taxonomic analysis, and componential analysis. These are explained as follows (Sugiyono, 2014). First, domain analysis is conducted as the preliminary phase of the research, with the goal of gaining a general and holistic understanding of the research subject or the social context being examined. This analysis helps researchers identify key aspects related to the research context before proceeding to more in-depth analysis. Researchers will use general and specific questions to identify various categories or domains relevant to the research, which will subsequently serve as the foundation for the next stages of the study. Data will be collected through two types of questions: grand tour questions, designed to provide a general or holistic overview of the situation or object being studied, and monitor questions aimed at exploring more detailed or specific aspects of the subject. The results of this research process will provide a general description of the object under study and offer new insights into aspects that were previously unknown or not understood. In this analysis, the information obtained remains general and not yet in-depth, covering only the surface of the social situation being investigated. However, this analysis is capable of identifying the main domains or categories that form part of the social situation.

The second step in the analysis is understanding the taxonomy structure, which aims to uncover and comprehend the internal relationships or structures within each domain, thereby providing a deeper understanding of the interconnected aspects. This process is conducted through focused observation, where the researcher specifically examines aspects relevant to the predetermined domains. Subsequently, the researcher analyzes the collected data as a whole, categorizing it according to the established domains to achieve a more detailed and focused understanding. Thus, the researcher can explore the internal structure of the domains and gain a more detailed understanding of the elements within them. The results of the taxonomy analysis can be presented in various forms of visualization, which will then be adjusted according to the researcher's needs.

Third, componential analysis refers to an approach aimed at identifying specific characteristics within each internal structure by contrasting elements. This analysis involves observations and targeted interviews that utilize contrasting questions. Unlike domain analysis, which focuses on identifying similarities within domains, componential analysis emphasizes the differences or contrasts among elements within a domain. Using triangulated data collection methods, including observation, interviews, and selected documentation, this process uncovers distinct dimensions that set each element apart.

Fourth, cultural theme analysis involves identifying the relationships between domains and their connection to the broader context, which are then expressed in the form of themes or research titles. Based on this analysis, a new research title may be

developed if the original title proposed in the research plan requires adjustment after fieldwork has commenced.

Psychological Adaptation

Expatriate success is commonly assessed based on expatriate adjustment, job performance, and thoughts of withdrawal (Kraimer et al., 2001; Harrison & Shaffer, 2005). Expatriate adaptation describes the process by which expatriates become accustomed to and adjust to their new environment (Huang et al., 2005). This process is commonly assessed through three aspects of adaptation: general adjustment, interaction adjustment, and work adjustment (Black, 1988; Black et al., 1991).

"...While in Yogyakarta in a new living environment, I was very able to adapt, because in my opinion when visiting a new place, I have to adapt to the rules and norms that apply in that place. The people around me and the campus environment are very kind to me, in my opinion, they are very polite and respect each other..." (1)

Expatriates face many challenges beyond those typically encountered within their home country. However, from the results of the interview, informant 1 was able to explain that when he was in Indonesia, he had to understand the customs of the destination country, so that he could easily adapt psychologically to the local culture.

Positive Organizational Behavior (POB) is an organizational approach that focuses on employees' positive psychological strengths and capacities, including abilities that can be assessed, enhanced, and effectively managed to improve work performance in modern organizational settings (Luthans, 2002). POB emphasizes individual factors such as hope, optimism, resilience, and self-efficacy, collectively referred to as psychological capital, to support individual development and progress within the organization (Luthans et al., 2007). In the interview conducted with the informant, it was seen that the aspect of hope was very strong in him. This expression is reflected in the informant's explanation:

"...I want to continue my studies at Janabadra University. My hope when I go to Yogya is that I want to study, I don't prioritize visiting tourist destinations or other things that are not related to academics..." (1)

According to Luthans et al. (2007), hope is a component of positive psychological development, where an individual persistently strives to achieve their goals and is capable of adjusting their methods or strategies when necessary to ensure success. Furthermore, psychological capital encourages individuals to put more effort into completing tasks, stay motivated by expecting positive outcomes, find solutions when facing challenges, and remain resilient in the face of setbacks (Luthans et al., 2010). Consequently, positive psychological interventions can serve as an effective method for organizations to enhance employee well-being, thereby providing additional benefits to the organization (Meyers, 2013). This concept can also be applied to students, where positive psychology can foster their well-being, ultimately contributing to the success of expatriate studies.

Sociocultural Adaptation

Sociocultural (cross-cultural) adaptation refers to the continuous process by which individuals, upon moving to a new, unfamiliar, or changing cultural context, establish and maintain stable, mutually beneficial, and functional relationships with their surroundings (Kim, 2012). Achievement in academic adaptation can facilitate success in sociocultural

dimensions (Sheng, 2022). From the interview results, the informant experienced direct involvement with the community in the destination city which is quite good. This confirms Kim (2012) opinion regarding the dynamic process of individuals in building relationships with the local community.

"...I feel that the people there are very kind, ethical, have high manners, and have quite good social interactions. The people here are very good. During my studies I had activities/involvement with the world of society..."

To deepen his experience regarding aspects of sociocultural adaptation, the informant also said that society's acceptance of his existence supports academic success. It is proven by the length of study that can be completed on time with satisfactory results.

"...I successfully completed my undergraduate studies satisfactorily and obtained an academic degree in Civil Engineering, this is a matter of pride for me..."

As stated by Taylor (2021), cultural factors are the dominant factors influencing both positive and negative feelings, which ultimately have an impact on the study success of expatriate students. Feldman & Thomas (2002) stated that one of the criteria for expatriate adjustment includes the ability to develop constructive relationships with the host community/country.

"...I have activities/involvement with the world of society, a memorable experience was when I attended Real Work Lectures (KKN) in Jetis District for 2 months..."

From this it can be said that the informant students have good personal interests and community involvement. This reinforces that the expatriate's ability to adapt socioculturally is a good basis for building a resilient personality. Another dimension included in sociocultural adjustment is adaptation to language skills. Students from various countries who have a variety of different backgrounds are faced with language barriers in their destination countries. In the lecture process in Indonesia, the majority use Indonesian as a medium of instruction, while the community uses Indonesian and regional languages as the language of daily conversation. So the ability to adapt in terms of language is absolutely something that foreign students must have.

"...To learn Javanese and Indonesian, I was helped by the people in my neighborhood, such as my neighbors. With daily social interactions with the environment where I live, it slowly helps me understand Javanese and Indonesian..."

From this statement, it can be seen that the will of individual students combined with the open attitude of the local community is a key factor in the success of these students in adapting to language. The informant took 1 year to learn the local language. Therefore, there is a positive correlation which strengthens the proposition that socio-cultural adaptability influences the resilience of expatriate students. This is in line with the findings of Taylor (2021) which states that personal development and social environment are the dominant factors in socio-cultural adaptation.

Academic Adaptation

Baker & Siryk (1984) argue that academic adaptation is a student's ability to adapt to college life and achieve a level of satisfaction with their academic achievement.

According to campus regulations, the Bachelor of Civil Engineering degree is completed in 4.5 years. I have successfully completed my studies with a duration of 5 years, I have also completed my studies in accordance with campus regulations.

Based on the results of the interview, it can be said that the informant has succeeded in adapting academically by completing his studies according to the time determined by the campus. The informant's success in completing the study cannot be separated from the following factors: motivation, performance and academic environment.

CONCLUSION AND SUGGESTIONS

Overall, the research subjects showed good adaptability in Yogyakarta, both from a psychological, sociocultural and academic perspective. Factors such as clear expectations, support from the local community, the ability to adjust to local languages, academic motivation, and assistance from the academic environment are crucial to the success of this adaptation. Overcoming the challenges encountered demonstrates resilience and the capacity to learn and grow in a new setting. In addition, subjects are able to adapt to local rules and norms, which reflects flexibility and openness to new cultures. Active participation in community activities, such as Community Service Programs (KKN), strengthens social relationships and provides valuable practical experience. The ability to learn the local language quickly demonstrates the individual's commitment to integrating into the local community.

From an academic perspective, the subject shows a positive attitude towards challenges and difficulties and focuses on achieving study goals. Positive relationships with professors and peers, along with the ability to handle academic stress and pressure, play a key role in academic success. This study suggests that psychological, sociocultural, and academic adjustments are interconnected and contribute to an individual's overall success in a new environment. Overcoming challenges highlights the significance of both external and internal factors in the adaptation process. This research also provides insight into how a holistic and comprehensive approach to adaptation can help individuals achieve success in new academic and social environments. Thus, psychological, sociocultural, and academic factors are very important factors and are related to each other and cannot be separated, because if only one of these factors is possessed by foreign students, of course, expatriate academic resilience cannot be formed.

The findings of this study reveal that psychological, sociocultural, and academic adaptation are interdependent and together impact an individual's ability to successfully adjust to a new environment. However, this study is still limited to universities with various clusters. Future research agendas can further categorize academic resilience based on the clustering of universities. Differences in university rankings in Indonesia provide different academic atmospheres that have the potential to affect the adaptation process of expatriate students.

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