

# CEK TURNITIN

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## Beyond Culture Shock: Intercultural Learning and English Language Adaptation among Sudanese Students in Palembang, Indonesia



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### ABSTRACT (9 pt)

Objective of this study is to explore the culture shock experienced by Sudanese students studying at a university in Palembang, Indonesia, focusing on both students' psychological and sociocultural adaptation challenges and strategies when adapted to a new cultural environment. The method is qualitative descriptive approach, data were collected through questionnaires and unstructured interviews to obtain a deeper exploration of students' perspectives. As a result, the findings reveal that Sudanese students experienced the four stages of culture shock such as honeymoon, crisis, recovery, and adjustment. During the crisis stage, students reported difficulties related to language barriers, food, climate differences, and communication patterns with local students. Over time, in the recovery and adjustment stages, students gradually adapted by building social networks, improving language skills, and engaging in local cultural practices. Furthermore, this study offers novelty by integrating intercultural adaptation theories and exploring the under-researched experiences of African students in Indonesia by providing insights into how they enhance academic adaptability and sociocultural competence during classroom activities. The findings reveal that social adaptation strategies significantly improved students' English ability by encouraging actual language exposure, improving academic confidence, and promoting greater understanding and production of academic texts.

## INTRODUCTION

According to Nurul Ihsan (2024), culture shock is a phenomenological experience encountered by individuals during their transition to a new cultural environment. In such a situation, individuals often experience disorientation because they can no longer rely on familiar cultural references and communication norms. This psychological and social tension may affect students' ability to interact, learn, and express themselves effectively in the new setting. Therefore, developing intercultural communication competence becomes essential to minimize the effects of culture shock and to facilitate smoother adaptation (Gusti et al., 2024). As the context of international students, especially those studying in English-mediated environments, this competence plays a crucial role to help them in understanding, expressing, and negotiating aspects of identity through language use. This highlights the intersection between cultural adaptation and English language learning as an integral part of students' academic and social (Peng & Patterson, 2022).

As stated by Oberg (1960), culture shock is a psychological response that happens when a person enters a new cultural setting, into the phases of honeymoon, crisis, recovery, and adjustment. Viol and Klasen (2021) claim that further expanded on the concept of U-curve hypothesis, which depicts a cycle of changes that occur in the adaptation process when living in a foreign culture. In addition, Berry (1997) underlined that adaptability is influenced by four acculturation strategies such as assimilation, integration, separation, and marginalization. Overall, these core beliefs give a solid framework to comprehend the cognitive and behavioral processes that students go through when transitioning to a new cultural context.

Students who pursue higher education in a foreign cultural environment frequently encounter challenges both in social and academic interactions, as well as mismatched expectations between different cultural norms and community (Alatas and Sayimer, 2025). These challenges often face when new students lack of prior intercultural awareness and they assume that all the social and academic systems in host country operate similarly to their home culture. Consequently, students may experience cultural dissonance and communication barriers, which hinder the process of adaptation and participation during the learning, especially in English-mediated academic settings (Dong & Xingshuai, 2024).

In addition, Luo et al (2024) mention that the symptoms of culture shock are multifaceted and various in intensity and severity among individuals. The physical manifestations may include excessive concern in food safety, personal hygiene, distress related to health and security, discomfort with physical contact, and the persistent craving for familiar home-cooked meals. For some students may resort to maladaptive coping mechanisms such as increased consumption of alcohol or drugs, that can lead to a decline in overall academic performance. In the psychological perspective, Marasabessy (2024) highlights that culture shock may manifest through insomnia, fatigue, isolation, disorientation, frustration, anxiety, self-doubt, depression, and emotional withdrawal. These physical and psychological challenges can significantly hinder students' motivation, language engagement, and their overall adaptation to English-mediated learning environments (Swallow and Tomalin, 2022).

Kristina Laora et al (2025) mention that there are four stages of culture shock experienced by travelers namely, **honeymoon, crisis, recovery, and adjustment**. The **honeymoon stage** is characterized by euphoria and excitement about the new culture. Immigrants feel like tourists exploring a foreign environment (Tang & Zhang, 2024). They feel excited and have high expectations of the new experience. Moving on to the Crisis stage, this is the **actual culture shock** stage where **the individual feels isolated and misses the familiar symbols, attitudes and habits** of his or her home culture (Heu et al., 2021). Psychological and physical symptoms such as homesickness, depression, and serious illness may occur. Then the Recovery Stage, at this stage migrants begin to **accept the differences of the host culture** and become more functional. They learn how to cope with situations and handle **the challenges of daily life** (Barbati et al., 2022). Finally, in the Adjustment Stage, individuals gain confidence and the ability to live and function in the new culture. **Although full assimilation is difficult**, they acculturate and may develop a bicultural identity (Yu-qi, 2024).

According to Alam and Mohanty (2023) state that cultural norms within society greatly influence the world of education, from the values and basic rules used in pedagogical practices and teaching guidelines to how students are grouped in specific learning programs. It means that the way an education system works is greatly influenced by the culture of the society in which it operates. The values, norms, and rules embraced by society will determine the goals of education (Norgren Hansson, 2025). In other words, education reflects the culture that surrounds it.

Indonesia has a very diverse culture, the result of a blend of hundreds of different ethnic groups, languages, and traditions. Cooperation, a sense of togetherness like family, and the habit of deliberation are values that form a distinctive identity in the social life of its people (Qodriani & Kardiensyah, 2018). Meanwhile, this way of life prioritizes togetherness creates strong and interdependent rules of interaction within society. In such a culture, relationships with others are often considered more important than

personal interests. This difference in perspective can cause culture shock for newcomers from cultures that prioritize individual freedom or equality.

Mulyadi et al. (2024) mentioned several interrelated factors may influence international students' way in adapting to a new cultural and academic environment. These factors include linguistic challenges, adjustments in daily routines, variations in non-verbal communication styles, feelings of homesickness and social isolation, differences in climate and seasonal patterns, as well as unfamiliarity with local food practices. Therefore, those factors shape collectively to the process of adjustment which experienced by the international students as they navigate to the new cultural and linguistic contexts (Taušová et al., 2019). Understanding these influences is fundamental, where students often manifest the specific dimensions which contribute to the emergence of culture shock.

Sabirjanovna (2023) states that there are six aspects that cause culture shock, as follows:

a. Tensions that arise due to attempts to adjust psychologically; b. A sense of loss of friends, status, profession, and property; c. Experience of rejection or tendency to reject members of the new culture; d. Confusion regarding roles, expectations and values; e. Feelings of anxiety, disgust and anger when realizing cultural differences; f. Feelings of helplessness due to lack of ability or even inability to cope with the new environment.

In this final stage, newcomers will begin to accept the new culture. They become more comfortable and can function effectively in the new environment. The final phase is marked by the achievement of comfort and the ability to interact without anxiety or social burden.

One important strategy is to learn the language of the place you are going to visit (Xia et al., 2024). Newcomers should learn the language of the host country, as this can boost their confidence in their daily activities while deepening their understanding of the local culture (Nguyen & Le, 2023). The point is that language proficiency in the destination country is not merely a communication tool but also a key to facilitating the adaptation process. By mastering the local language, newcomers will feel more confident in performing daily activities such as shopping, interacting with neighbors, or handling personal needs.

The importance understanding and accepting some differences of situations creates an effective way to prevent culture shock from becoming more severe. Besides, by having a tolerant attitude, a person can accept new conditions easily that differ from their usual habits, like language, customs, and social norms. This practice may help individuals avoid feeling overwhelmed or refusing differences, then it can minimize the severity of culture shock symptoms (Aulia et al., 2023; Verkuyten et al., 2019).

In this study, culture shock was observed among four Sudanese students who were newly enrolled at University in Palembang, Indonesia. These students experienced various stages of emotional and social adjustment, particularly during their first coming to the local environment, which marked initial study abroad experience.

While previous studies have predominantly examined culture shock among international students from Asian or Western backgrounds, there remains a paucity of this research in exploring intercultural adjustment among African students in Indonesia, especially in the context of English language learning and social interaction. Therefore, this study contributes new insights by examining how Sudanese students experience, interpret, and respond to culture shock in relation to their English language adaptation and intercultural learning process. This research not only identifies the key aspects of

culture shock encountered by these students but also explores the adaptive strategies that students employ to overcome these challenges.

According to the literature, the cultural disparities within Sudan and Indonesia may account for the adaption issues that Sudanese students face. Sudanese culture stresses interpersonal interaction, a clear social hierarchy, and lecturer-centered learning, whereas Indonesian standards emphasize indirect interaction, harmonious relationships, and active involvement of students in learning environments (El-Rumi, 2022; Wilkinson et al., 2017). These discrepancies give a theoretical foundation for arguing that the adaption issues observed are not merely personal experiences, but originate in differences in the two countries' cultural and academic norms. These discrepancies indicate that adaption issues come from fundamental cultural and academic disparities.

Therefore, this research explicitly aims to explore the phenomenon of culture shock and the cross-cultural adaptation process experienced by Sudanese students studying at a University in Palembang, Indonesia. Specifically, this research seeks to identify the types and stages of culture shock experienced by Sudanese students during their adaptation process. Then, it examines the coping strategies and adjustment mechanisms they employ to adapt to Indonesian cultural norms, social expectations, and academic contexts, and analyze the implications of their intercultural experiences for enhancing institutional support systems and promoting inclusive international education practices.

Through these objectives, the research contributes to a deeper understanding of intercultural learning processes among international students and underscores the importance of institutional efforts in facilitating cultural adjustment and academic integration within higher education contexts.

## RESEARCH METHOD

This study used descriptive qualitative methods to find out what culture shock was experienced by Sudanese students studying at a university in Palembang, Indonesia. The majority of the students come from nursing programs, thus their academic problems are impacted by their experience in the health field. Nonetheless, this homogeneity contributes significantly to the study of English Language Education because students' academic adaptability approach is significantly affected by the use of English in literature, intercultural interaction in the classroom, and the needs of English for Academic Purposes (EAP) in learning. The main objective of this study is to explore the phenomenon of culture shock and intercultural adaptation experienced by Sudanese students studying at a university in Palembang, Indonesia. This study aims to provide an in-depth understanding of how international students from Sudan navigate cultural differences, linguistic barriers, and social transitions in a new educational environment.

Through these objectives, the study contributes to a deeper understanding of the intercultural learning process among international students in Southeast Asia and highlights the role of universities in facilitating cross-cultural adaptation and English language adjustment among foreign learners.

### *Subject of the Research*

The study is professionally familiar with the institutional framework and the student participants, which may influence assumptions throughout the study process. To minimize any possible prejudice, the researcher maintained a neutral attitude across the gathering and analysis of data, ensuring that the findings mirrored the participants' real

experiences rather than any preconceived notions. In this study, four study subjects were involved, all of whom were international students from Sudan. All of them were at University in Palembang, Indonesia.

Table 1. Subject of The Research

No	Students	Study Program	Faculty
1	Student 1	Nursing	Faculty of Health Sciences
2	Student 2	Nursing	Faculty of Health Sciences
3	Student 3	Information System	Faculty of science and technology
4	Student 4	Nursing	Faculty of Health Sciences

Source: University in Palembang, Indonesia, the Academic Years 2024/2025

Technique for Collecting Data

This study used open-ended questionnaires and interviews as data collection techniques. Questionnaires were part of the documentation technique to identify the culture shock experienced by Sudanese students, while interviews were conducted to verify the data obtained from the questionnaires. Ardiansyah et al. (2023) state that a questionnaire is a tool used to collect data by providing a series of questions that have been specifically designed to measure research variables. Harrison et al. (2020) state that interviews are a qualitative data collection technique that relies on direct interaction between researchers and participants to obtain in-depth information about a topic. Interviews can be structured, semi-structured, or free-form, depending on the objectives and design of the study.

In this study, researcher gave an open questionnaire to four Sudanese students to examine the answers of Sudanese students regarding the culture shock they experienced. In this study, researcher not only used questionnaires as the main instrument, but also added interviews to deepen and emphasize respondents' answers. Researcher used unstructured interviews, where unstructured interviews give the interviewer the freedom to ask questions to respondents without following a specific guideline sheet.

Technique for Analyzing Data

In this study, researcher used a qualitative descriptive data analysis method. An open-ended questionnaire was used as a written data-collection tool, with students' written responses treated as documentation. Interviews were next conducted to validate and verify the questionnaire results. Researcher will also use coding techniques. The technique used to examine and describe data and label certain expressions. After all the data had been collected, the researcher read all the data thoroughly. Then, the coding technique was used, the data was broken down into small parts and each part was given a relevant code or label to describe its content or meaning and grouped into a category. From these categories, the researcher identified relevant categories in accordance with the research objectives. Then, the researcher described the categories that had been identified and finally the results of the analysis were presented in the form of a descriptive narrative.



## RESULTS

This section presents the results of data analysis regarding Culture Shock Experienced by Sudanese Students Learning at University in Palembang, Indonesia. The researcher used questionnaires and interviews to understand the culture shock experienced by the students. Data was collected through in-depth interviews and questionnaires, each of which described the experiences, challenges, and adaptation strategies they encountered during the process of adjusting to their new environment.

There are five themes used to obtain information about the culture shock experienced by Sudanese students studying at University in Palembang, Indonesia. For more details, the table below provides an overview of what the students faced and how they successfully adapted.

**Table 2.** <sup>8</sup> Core Themes, Subthemes, and Codes

Core Themes	Subthemes	Codes
<i>Cultural Understanding</i>	<i>Pre-arrival Knowledge</i>	Limited knowledge, familiar with staple foods, expectations of hospitality.
	<i>Language skills</i>	Difficult Indonesian language, little English, learning language is very important.
<i>Academic experience</i>	<i>Role of lecturers</i>	Lecturers are supportive, use of English, formal attitude sometimes hinders.
	<i>Student behavior</i>	Local students are respectful, polite but distant interactions, more formal relationships.
	<i>Language barriers in learning</i>	Language challenges, need translation, understanding improves over time.
<i>Social experience</i>	<i>Gender relations</i>	Gender relations are more open, differences in norms, social adjustment.
	<i>Community welcome</i>	Friendly, many questions, different welcome compared to Sudan.
	<i>Feelings of isolation</i>	Homesick, lonely, improves after making friends.
<i>Adaptation and coping</i>	<i>Cultural adjustment</i>	Learning language, observation, active in activities.
	<i>Crisis moments</i>	Want to go home, cope with family/friends/prayer.
	<i>Physical effects</i>	Headaches, tiredness, changes in appetite, weather.
<i>Advice and recommendations</i>	<i>Strategies for adaptation</i>	Open-minded, patient, learning the language, building social relationships.
	<i>Important aspects</i>	Language, food, religious customs, social etiquette.

Source: Researcher's own data, 2025

Five themes emerged from the analysis, namely cultural understanding, academic experience, social experience, adaptation and coping, advice and recommendations. The following sections provide a detailed description of the students' experiences as revealed through the data.

### **Limited Cultural Understanding Before Arrival**

The findings indicated that most Sudanese students possessed limited knowledge of Indonesian culture prior to their arrival. Their understanding was confined to superficial aspects such as religion, food, and language, without deeper awareness of behavioral norms or communication styles. This lack of comprehensive preparation contributed to confusion and uncertainty when they first arrived in Indonesia. As one participant stated, "Before coming to Indonesia, I only knew that people here are Muslims like us and eat rice every day. I didn't know much about how people behave or communicate" (Student 2). Another student reflected, "I was surprised by how polite Indonesians are in daily communication. I didn't know that tone of voice and gestures mean so much here" (Student 3). This limited cultural understanding created a knowledge gap that triggered feelings of disorientation and culture shock during their initial months in Palembang.

### **Language Barriers and Communication Challenges**

Language emerged as one of the most significant obstacles in the adaptation process. While English was used in academic contexts, daily communication required proficiency in Bahasa Indonesia, which most students initially lacked. The inability to understand or respond fluently in everyday interactions hindered their social engagement. "At first, I could not understand what people said in the market or on the street. They spoke very fast in Bahasa, and I only knew a few words" (Student 1). Another participant shared, "In class, sometimes the lecturer mixes English and Bahasa, and that makes me confused about what to focus on" (Student 2). These challenges restricted students' participation in local communities and slowed their overall adjustment to the new environment.

### **Social Interaction and Cultural Adjustment**

Social interaction represented both a challenge and a key factor in successful adaptation. Cultural differences in communication style, humor, and social etiquette initially led to feelings of isolation. The Sudanese students often found Indonesians to be friendly yet indirect in expressing opinions or emotions, which differed from their more straightforward communication culture. "Indonesians are very friendly, but they don't talk directly like we do in Sudan. It took time for me to understand their way of speaking politely" (Student 3). Another participant remarked, "At first, I felt isolated because I didn't know how to start a conversation. But when I joined university activities, I made more local friends" (Student 4). Through consistent exposure and social participation, students began to develop intercultural sensitivity and adaptability, learning to interpret politeness, nonverbal cues, and the collective nature of Indonesian social interaction.

### **Academic Adaptation and Learning Experiences**

Adapting to the Indonesian academic system also presented unique challenges. The participants reported differences in teaching approaches, learning autonomy, and assessment expectations compared to their prior educational experiences. For instance, in Sudan, teaching is more instructor-centered, whereas in Indonesia, students are expected to engage in self-directed learning. One student shared, "In Sudan, teachers explain everything in detail, but here, students must find information by themselves. That was new for me" (Student 4). Another noted, "The lecturers are kind and helpful, but sometimes I don't understand assignments because the instructions are given in Bahasa" (Student 1). Despite these difficulties, most students gradually developed



greater independence and self-regulated learning habits. Some even expressed appreciation for the opportunities to collaborate, think critically, and access digital learning platforms that enhanced their academic skills.

### **Emotional and Psychological Responses to Cultural Transition**

The process of cross-cultural adjustment also generated emotional and psychological challenges. Many students described experiences of anxiety, homesickness, and loneliness, especially during their first semester in Indonesia. "The first three months were very hard. I missed my family and my country so much" (Student 3). Another student expressed feelings of alienation: "Sometimes I felt like an outsider because everything was different the food, the language, even the way people look at me. But after a while, I started to enjoy learning about their culture" (Student 2). Over time, however, these emotions gradually transformed into resilience and acceptance. Students learned to balance their identities as Sudanese nationals while embracing their new roles as international learners in Indonesia. The development of emotional endurance, intercultural empathy, and a sense of belonging emerged as significant outcomes of their adaptation journey.

### **DISCUSSIONS**

Adapting to a new culture or environment often triggers feelings of anxiety, confusion, and uncertainty, particularly when the process occurs without adequate preparation (Almukdad & Karadag, 2024). This study's findings confirm that Sudanese students who lacked prior cultural knowledge experienced greater initial stress and disorientation upon their arrival in Indonesia. Insufficient pre-arrival preparation can be regarded as one of the main triggers of culture shock among international students. As (Almukdad & Karadag, 2024) emphasize, the absence of cultural information hinders individuals' readiness to interpret new social cues, leading to emotional strain and difficulty integrating into academic and social life. In this context, the findings highlight the need for universities to design pre-arrival orientation and intercultural readiness programs that equip international students with basic knowledge of local norms, communication practices, and daily life expectations before their arrival.

Language proficiency also emerged as a critical factor influencing students' adjustment. Limited proficiency in the host country's language reduced students' overall satisfaction and restricted their ability to communicate, engage socially, and comprehend lecture materials in academic contexts (Wilczewski & Alon, 2023). The results of this study indicated that while English served as a medium of instruction, the frequent use of Bahasa Indonesia both inside and outside the classroom created additional barriers. Instructors who used English consistently and adopted friendly, supportive attitudes were reported to significantly ease students' adaptation (Cho et al., 2023). However, some students perceived that the high level of formality in classroom interactions between faculty and local students created a rigid learning atmosphere. This observation aligns with Yerken and Nguyen Luu (2022), who argue that differences in learning culture, values, and pedagogical expectations pose significant challenges for international students' academic adjustment. Thus, language barriers and learning culture differences jointly shape students' academic adaptation processes. Nevertheless, as supported by (Ahn et al., 2021), effective collaboration between teachers and students can sustain learning motivation and enhance overall academic performance.

The data show that the students' English Language Adaptation was influenced not just by linguistic problems, but also by their overall multicultural experiences in the academic setting. As students encountered classroom regulations, academic requirements, and communication methods that differ from their own cultural origins, they had to adapt both cognitively and culturally in order to engage effectively in English-mediated environments. These multicultural contacts helped them improve their academic English by introducing them to different discourse techniques. Overall, the findings indicate that English Language Adaptation is a dynamic process that goes beyond overcoming language hurdles and requires ongoing negotiation of language proficiency, cultural awareness, and academic involvement.

From a social perspective, Sudanese students encountered several significant cultural contrasts, including openness in gender relations, styles of interaction between local students and lecturers, and the curiosity of the local community toward foreigners. These social differences initially led to feelings of isolation and homesickness, particularly due to the absence of family support and difficulties in communication. Such experiences are consistent with findings by (Aulia et al., 2023; Jin et al., 2024) who highlight that shifts in living conditions during acculturation can have significant impacts on the psychological well-being of international students. Moreover, as (Holliman et al., 2022) emphasize, successful adaptation to new social norms not only facilitates smoother daily interaction but also contributes to better emotional stability. Conversely, failure to adapt may lead to feelings of alienation and heightened psychological distress (Ladum & Burkholder, 2019; Luo et al., 2024; Rathakrishnan et al., 2021). The results of this study therefore underline the importance of cultural mentorship and social integration programs that promote cross-cultural understanding and belongingness among international and local students.

The adaptation process also exerted tangible physical effects on the participants. Some students reported symptoms such as headaches, fatigue, coughing, and loss of appetite conditions attributed to changes in diet, weather, and psychological tension. These findings align with Jarrar and Nweke (2025), who describe acculturation stress as a multidimensional phenomenon that affects emotions, physical health, and interpersonal relationships. In this study, the presence of social and academic support systems played a vital role in mitigating stress and maintaining well-being. Support from faculty members, and local peers proved instrumental in reducing these barriers, reinforcing the view of Razgulin et al. (2023) that sociocultural adjustment is deeply influenced by the availability of social support networks. When international students lose access to their prior support systems, strong institutional and peer support becomes essential for fostering resilience and academic persistence.

Over time, Sudanese students were able to develop effective strategies to cope with these challenges. Many began to learn Bahasa Indonesia actively, engage in campus and community activities, and establish friendships with local students. According to Khotijah and Hidayah (2025), the importance of social engagement significantly reduces adaptation stress. Through continuous social interaction, the participants developed intercultural communication competence and an appreciation for diversity. Collectively, these findings indicate that successful adaptation among international students is influenced by a combination of individual agency, emotional resilience, and institutional support systems that foster inclusion and belonging.

During the learning showed that a lack of cultural understanding before arrival was a significant cause for culture shock among Sudanese students. However, the study found that students developed several effective coping strategies, including seeking

encouragement from fellow international and local students, gradually improving their English and Indonesian communication skills, and adjusting their behavior to cultural norms. These measures not only reduce psychological stress but also facilitated academic and intercultural adaptation. As a result, this discussion shows that culture shock is not only a barrier but also a learning process that promotes the acquisition of cultural awareness and English literacy in Indonesian EFL settings.

Overall, the discussion of this study demonstrates that Sudanese students in Indonesia encounter a multifaceted acculturation process encompassing linguistic, academic, social, emotional, and physical dimensions. The findings on Sudanese students' adaptability reveal trends that both agree with and differ from previous study on Asian and Western international students. While difficulties like adjustment to society and academic communication are common among international student sections, Sudanese students faced unique issues related to visibility, local curiosity, and religious practice negotiation. Despite initial culture shock and adaptation challenges gradually developed coping mechanisms supported by students' environment and cultural openness. These findings highlight the significance of pre-arrival cultural orientation, continuous language and academic assistance, and inclusive community engagement initiatives as effective strategies for supporting international students' adaptation in higher education.

## CONCLUSION

This study concludes that Sudanese students at University in Palembang, Indonesia experience complex culture shock, encompassing psychological and sociocultural aspects. Their adaptation follows the stages of culture shock; honeymoon, crisis, recovery, and adjustment while being influenced by an initial lack of cultural preparation and limited language proficiency. Over time, students demonstrate the ability to adapt through self-regulation, intercultural learning, and support from peers and lecturers. The findings suggest that successful adaptation for international students depends on a combination of individual factors, such as motivation, openness, emotional resilience, and external support systems, including academic guidance, peer networks, and institutional assistance. This indicates that educational institutions should provide structured pre-arrival orientation and ongoing intercultural support programs to enhance students' integration and well-being. However, this study is limited by its focus on a single class of Sudanese students at one university, which may affect the applicability of the findings, and by its reliance on self-reported experiences, which may be subject to personal bias or selective recall. Future study could explore culture shock and adaptation among more diverse international student across various institutions in Indonesia. Then use longitudinal and mixed-method approaches to capture subjective experiences and measurable outcomes. Therefore, Further studies are needed to evaluate the effects of specific institutional interventions, such as support for language programs, peer mentoring networks, and pre-arrival orientation programs, on cross-cultural adaptation. Individual coping mechanisms may help reduce stress, but the findings show that long-term adaptation requires persistent institutional support. Clear procedures must facilitate social adaptation to increase English language abilities. Direct connection with the local community to the friendships, campus events, and daily social practices may provides authentic and consistent language use that has been implemented to accelerate language acquisition. Furthermore, institutions must provide systematic and continuous intercultural support to meet both the language and academic needs of overseas students in order to deal with the complexities of global diversity.

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