

The Impact of the New Student Orientation Program on the Adaptation Process and Academic Performance

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ABSTRACT

Background. The process of adapting new students to an academic environment can be a serious challenge. The new student orientation program is one effort to facilitate their adaptation.

Purpose. The New Student Orientation Program (POMB) is a critical initiative in helping students cope with significant environmental changes.

Methods. This research aims to evaluate the effectiveness of the new student orientation program in facilitating their adaptation process and its impact on academic performance. Apart from that, to find out the factors that influence the level of successful adaptation of new students will also be analyzed. This research method uses quantitative and qualitative approaches. A survey will be conducted to collect data regarding student perceptions of the orientation program. In addition, in-depth interviews with students and program organizing staff will be conducted to gain a deeper understanding.

Results The research results show that the new student orientation program has a positive impact on their adaptation process. Students who take part in this program tend to have a better level of academic performance compared to those who do not take part in the orientation program. Factors such as social integration, academic knowledge, and psychological support have been shown to play an important role in successful adaptation. Students who take part in the New Student Orientation Program (POMB) experience significant improvements in adapting to the academic environment, create strong social networks, and demonstrate higher motivation.

Conclusion The conclusion of this research is that the new student orientation program has an important role in improving their adaptation process and academic performance. Recommendations for improvements to the orientation program may also be identified, such as increased interactive content and increased post-program support to ensure sustainability of positive effects in the long term.

Keywords: Academic Performanc, Orientation Program, Student Orientation

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INTRODUCTION

Universities, as higher education institutions, play an integral role in shaping and developing students' intellectual potential and preparing them to face the challenges of the professional world. With an emphasis on academic learning, skill development, and character formation, higher education becomes a center for formation and transformation for for students (the Faculty of Humanities and Social Sciences, Khon Kaen University, Khon Kaen, 40002 Thailand et al., 2021). As society and technology develop, the role of universities is increasingly important in creating competent, creative and



highly competitive individuals. Higher education is not only about transferring knowledge, but also about equipping students with the life skills necessary for success in careers and everyday life (Atteraya, 2021). Higher education provides space for the exploration and development of individual interests and talents through a variety of academic programs and extracurricular activities. In this environment, students are not only recipients of information, but also part of a dynamic academic community, where new ideas are exchanged, and innovative research is pursued. Apart from that, universities also act as a place to form character and moral values. Academic ethics and integrity form the foundation of the learning process, creating an environment where honesty, responsibility and respect are valued. College provides opportunities for students to develop their understanding of social and global responsibility, helping them become citizens who contribute positively to society.

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New Student Orientation Program

The new student orientation program is a critical step in preparing students for their journey in the world of higher education. By hosting a series of activities and events, the program aims to provide a thorough introduction to the campus environment, offer academic and social guidance, and create opportunities to build connections with fellow students and university staff. This program covers various aspects that reflect the importance of student development. First of all, the new student orientation program aims to accommodate students' transition from the high school environment to the college level (Ribbe et al., 2016). This is an important phase in their lives where they are faced with new challenges, including higher levels of academic difficulty, different social environments, and greater responsibilities. Therefore, this program discussion includes strategies to help students overcome the uncertainties and concerns that may arise during this transition. Additionally, the program is designed to provide an in-depth understanding of campus resources. Through facility tours, meetings with representatives from various departments, and information sessions, new students can get to know the library, laboratories, sports center, and student support services. Discussion of these resources is important because it helps students understand that the university is a larger community with facilities and supports that can help them achieve academic and personal success. It is also important to include the aspect of balance between academic life and personal development in the discussion of the orientation program (Dilekmen, 2007). New students need to understand that succeeding in college is not only related to academic achievement, but also involves developing social, leadership, and collaboration skills (Richardson & Skinner, 1990). Orientation programs provide a platform to build these skills through activities such as leadership workshops, collaboration sessions, and introductions to student organizations. This helps create students who are not only academically intelligent but also skilled in interacting with the world around them.

The orientation program includes academic support provided to students (Titz & Karbach, 2014). Through meetings with lecturers, academic counseling sessions, and study guidance, new students can gain a better understanding of the curriculum, academic demands, and expectations they face. This helps reduce anxiety and increases their confidence in facing academic challenges they may encounter. This support also includes the introduction of a mentoring program, where new students can receive guidance from seniors or academic mentors during the beginning of their studies (San & Guo, 2023). Orientation programs also provide opportunities to introduce new students to campus culture and the core values espoused by the university. This includes not only an introduction to academic norms, but also the ethical, diversity, and social justice values

that may be an integral part of campus life (Eka Yan Fitri & Chairael, 2019). Discussions about campus culture help new students feel connected to their surroundings and create an inclusive atmosphere that supports personal and academic development (the Faculty of Humanities and Social Sciences, Khon Kaen University, Khon Kaen, 40002 Thailand et al., 2021). The program often provides special sessions that address stress management, life balance, and mental health services available on campus. It aims to help students overcome academic stress and develop healthy living habits during their studies. In addition, this program provides space to build networks and communities among new students (Kerby, 2015). Through social activities, welcoming events, and group discussions, students have the opportunity to interact with each other. This helps create strong social bonds, provides social support, and creates an environment where students can grow together.

Adaptation and Academic Performance

Adaptation and academic performance are two aspects that are interrelated and have a significant impact on students' experiences during college. The adaptation process includes students' ability to integrate and adapt to new environments, while academic performance relates to their ability to achieve success in the academic aspects of their studies (Branje & Morris, 2021). First of all, students' adaptation to the college environment is a crucial first step in their academic journey. This adaptation process involves adjusting to higher academic demands, changes in learning methods, and interactions with various campus resources (Li et al., 2022). Freshmen are often faced with the challenge of transitioning from a high school to a college environment, which may have different demands and expectations. Therefore, discussions of adaptation should include strategies and supports provided by universities to help students cope with these changes.

New student orientation programs, mentoring, and psychological counseling services are some examples of initiatives that can help students in their adaptation process. Through the orientation program, students are given an in-depth understanding of campus resources, academic policies, and expectations (Hendrizar et al., 2022). Meanwhile, a mentor or psychological counseling sessions can provide the personal support needed to overcome feelings of anxiety, worry or uncertainty that may arise during the adaptation period. Creating an inclusive and supportive environment also plays an important role in helping students feel welcome and connected to the academic community. Along with adaptation, academic performance becomes a critical parameter for assessing students' success in achieving their academic goals. Academic performance includes a number of factors, including grade attainment, class participation, and achievement of academic assignments (Clinciu et al., 2021). Discussions regarding academic performance need to consider various factors that can influence student achievement, both positively and negatively.

Academic support provided by universities plays an important role in shaping students' academic performance (Atteraya, 2021). Supportive lecturers, academic guidance, and adequate learning resources can improve academic performance. Providing constructive feedback from lecturers, opportunities to participate in class discussions, and access to relevant learning materials also play a key role in shaping student academic achievement. In addition to academic support, factors such as time management, self-motivation, and effective study strategies also impact academic performance (Wang et al., 2021). Students who are able to manage their time well, have intrinsic motivation to learn, and use learning strategies that suit their style tend to achieve better academic performance. Therefore, discussions about academic performance must involve a deep understanding of these factors and how universities can help students develop these skills. Psychological aspects also play a key role in academic performance (Willems et al.,

2021). Students' mental well-being, motivation and self-confidence can impact their ability to handle academic pressure and achieve success (Iglesias-Pradas et al., 2021). Therefore, discussions regarding academic performance must include the university's efforts to provide mental health support services, provide space for self-reflection (Bahar, 2010), and create an environment that motivates and empowers students.

Successful adaptation can open the door to improved academic performance. Students who feel connected to the campus environment, have strong social support, and are able to adapt to academic demands tend to be more successful in achieving their academic goals. Therefore, universities need to understand that supporting adaptation is not only an end in itself, but also an investment in optimal academic performance. It is also important to realize that the adaptation process and academic performance are dynamic and closely related. Students who can continually adapt to changing academic demands, respond to feedback, and are actively involved in the learning process have a better chance of achieving high academic performance. Therefore, discussions of adaptation and academic performance need to emphasize the importance of developing adaptation skills as an integral part of the educational experience. Overall, adaptation and academic performance are two inseparable aspects of a student's journey to college. Through holistic discussions and a focus on support, learning strategies, and psychological factors, universities can create an environment that supports and motivates students to adapt successfully and achieve optimal academic achievement (Haenni Hoti et al., 2017). By understanding and integrating these aspects, educational institutions can play an active role in forming students who are not only academically successful but also able to face and take advantage of opportunities in an ever-changing world (Conchas et al., 2012).

There are several previous research opinions. The first research according to Sappaile & Pahrijal, (2023), with the research title *The Relationship between Self-Leadership and Academic Adjustment in Freshmen: A Review of Self-Leadership Strategies and Their Impact on Academic Achievement*. The results of his research stated that the importance of self-leadership skills in facilitating successful academic adjustment and increasing academic achievement among new students. Implications of this research include the integration of self-leadership training in academic support programs to empower students and enhance their academic journey. The second research according to Tecolu et al., (2022), with the research title *The Mediating Effect of Work Motivation on the Influence of Organizational Culture and Transformational Leadership on Employee Performance*. The results of his research stated that all indicators used in this study were valid and reliable. In conclusion, organizational culture, transformational leadership, and work motivation affect employee performance. Also, work motivation has a role in mediating the influence of organizational culture on employee performance. However, it does not mediate the effect of transformational leadership on employee performance. The third research according to Astrina, (2016), with the research title *The Influence Of Organizational Culture, Organizational Commitment And The Application Of Good Corporate Governance (Gcg) Principles On Higher Education Performance With The Balanced Scorecard (Bsc) Approach*. The results of his research stated that (1) there is correlation among organizational culture and organizational commitment but not significant; (2) simultaneously, organizational culture, organizational commitment and good corporate governance had significant influence to university performance; (3) partially, organizational culture and organizational commitment had positive influence but not significant to university performance, and good corporate governance had positive influence and significant to university performance.

The research carried out by researchers is different from previous researchers. Meanwhile, in the researcher's research entitled *The Impact of the New Student Orientation Program on the Adaptation Process and Academic Performance*. The research results show that the new student orientation program has a positive impact on their adaptation process. Students who take part in this program tend to have a better level of academic performance compared to those who do not take part in the orientation program. Factors such as social integration, academic knowledge, and psychological support have been shown to play an important role in successful adaptation. Students who take part in the New Student Orientation Program (POMB) experience significant improvements in adapting to the academic environment, create strong social networks, and demonstrate higher motivation.

METHOD

This research method uses quantitative and qualitative approaches. A survey will be conducted to collect data regarding student perceptions of the orientation program. This research aims to investigate the impact of new student orientation programs on the adaptation process and academic performance. In order to achieve this goal, this research will combine quantitative and qualitative research methods to gain a holistic understanding of the phenomenon being observed. Quantitative research methods will involve collecting data through surveys distributed to new students who have participated in the orientation program (Bauer & Scheim, 2019). The survey will include questions related to their perception of the program's effectiveness, level of involvement in orientation activities, and its impact on their adaptation to the academic environment. The collected quantitative data will be analyzed statistically to identify general patterns, correlations and relationships between the variables involved.

Meanwhile, the qualitative research method will involve in-depth interviews with a number of new students participating in the orientation program (Jensen et al., 2016). These interviews will provide a platform to gain an in-depth understanding of their experiences and views regarding the impact of the orientation program on the adaptation process and academic performance. Qualitative analysis will involve identifying themes, patterns, and nuances in the interview data to depict a deeper context. These research steps begin with the formulation of clear and relevant research questions, such as 'How does the new student orientation program affect their adaptation process and academic performance?' After that, a conceptual framework was prepared that includes the key concepts that will be investigated in this research. The next step is the development of valid and reliable survey instruments for quantitative data collection (Martínez-García et al., 2019). This instrument will be pre-tested to ensure that the questions asked can measure the desired variables accurately (Ertefaie et al., 2018). Meanwhile, interview guides for qualitative research will be designed by considering the uniqueness of each participant and supporting in-depth information mining.

Data collection was carried out by distributing surveys to a number of new students and conducting in-depth interviews with several randomly selected participants. During the data collection process, observations were also made of orientation activities to gain further understanding of the program context. Once the data is collected, quantitative analysis is carried out using appropriate statistical techniques, such as regression analysis to identify relationships between certain variables. Qualitative analysis involved thematic coding of interviews and the creation of narratives that reflected the main findings. The results of the two analyzes are then synthesized to draw comprehensive conclusions. This conclusion will provide a comprehensive picture of the impact of the new student orientation program on the adaptation process and

academic performance, as well as potential implications for improving or developing the program in the future. In addition, the findings of this research can be the basis for policy recommendations and best practices in increasing the effectiveness of new student orientation programs in higher education institutions.

RESULTS AND DISCUSSION

The process of implementing the New Student Orientation Program (POMB) in higher education is an important stage designed to help new students adapt to the campus environment, introduce them to academic and social life at higher education, and provide the resources and support they need to succeed in their studies. This process involves a number of stages that are arranged systematically and involve various parties within educational institutions. The first stage in implementing a new student orientation program is planning and preparation. Here, the orientation team or committee is responsible for designing a program that is comprehensive and relevant to the needs of new students. They conduct an analysis of the profile of new students who will join the college, considering demographic aspects, educational background and other special needs. Based on this analysis, they develop an orientation agenda that includes a variety of activities and information sessions that meet the needs of new students. After planning, the next stage is implementing the new student orientation program. This involves the direct implementation of the program that has been designed. This activity usually begins before the new semester begins, with an orientation period lasting several days to a week. During this period, new students are invited to attend various activities, such as campus introduction sessions, academic information sharing, campus tours, and social events to facilitate interaction between new students and with senior students, lecturers, and academic staff.

Information sessions during the new student orientation program cover a variety of topics, from enrollment and registration procedures, curriculum and academic requirements, to health services, counseling, and extracurricular activities available at the college. Additionally, these sessions may also include conveying institutional values, rules and regulations, and other important information that will help new students navigate campus life successfully. During the implementation stage, collaboration between various parties in higher education is very important. The new student orientation program committee works closely with various departments and units at the college, including academic, administrative, financial, and student services, to ensure that all aspects of orientation are covered and well conducted. Lecturers and academic staff also play a role in conveying information about study programs and curriculum to new students, as well as providing the necessary academic guidance. In addition, senior students are often involved in implementing new student orientation programs as mentors or facilitators. They can provide insight into campus life, share their personal experiences, and provide support and guidance to new students in their adaptation process. The participation of senior students also helps create an inclusive and supportive atmosphere on campus.

Table 1: Impact of the New Student Orientation Program on the Adaptation Process and Academic Performance

New Student Orientation Program	Adaptation Process	Academic Performance
Social Orientation	Facilitate social interactions between new students and fellow students, lecturers and academic staff. Help students build a social support network	Good social interaction can help reduce the level of stress and social isolation that new students may experience. Thus, academic performance can

	that can help them face academic and non-academic challenges.	increase because students feel more supported and motivated by their social environment.
Skills Development	Provides training and information on the academic, social, and leadership skills necessary to succeed in a college environment.	Students can apply the skills they learn during orientation to their learning, such as independent study skills, time management, and social skills. This can improve their learning effectiveness and academic performance.
Resource Awareness	Introduce new students to the academic and non-academic resources available on campus, such as health services, counseling, and libraries.	Awareness of available resources can help students overcome obstacles they may face during their studies. For example, easy access to mental health services can help overcome academic stress that has the potential to interfere with academic performance.
Decreasing School Dropout Rates	With the increased sense of belonging, social support, and skills gained during POMB, students are more likely to persist and successfully complete their studies.	Dropout rates may decrease as students are better prepared to deal with the academic and non-academic challenges they face during their studies. This means more students are completing their study programs successfully.

New student orientation programs help in facilitating social orientation for new students. Through activities and social events during orientation, students have the opportunity to interact with fellow students, lecturers, and academic staff. This helps them build an important social support network to overcome the academic and non-academic challenges they may face during their studies. Positive social interactions can also reduce stress levels and social isolation, which in turn can contribute to improved academic performance. Additionally, new student orientation programs provide opportunities for students to develop a variety of skills necessary to succeed in a college environment. From academic skills such as independent study skills and time management to social and leadership skills, students are provided with useful training and information during orientation. The ability to apply these skills in their learning context can improve their learning effectiveness and academic performance. Furthermore, the new student orientation program also aims to increase student awareness of the resources available on campus. By exposing them to health services, counseling, libraries, and other resources, students become better prepared to overcome obstacles they may face during their studies. Awareness of these resources can also help reduce stress and uncertainty that can affect academic performance. Lastly, new student orientation programs can contribute to decreasing dropout rates among new students. With the increased sense of belonging, social support, and skills gained during orientation, students are more likely to persist and

successfully complete their studies. This means that more students can complete their study programs successfully, which in turn can improve the institution's reputation and academic results. Overall, the new student orientation program has a positive and significant impact on the adaptation process and academic performance of new students. Through increased sense of belonging, social orientation, skill development, awareness of resources, and reduced dropout rates, POMB helps create a supportive environment for students to reach their full academic and personal potential.

There are a number of factors that influence adaptation and academic performance for new students in college. First of all, internal individual factors such as motivation, learning skills, and level of emotional maturity play an important role in the adaptation process. Students who have high intrinsic motivation, such as a strong interest in the subject being studied or clear career goals, tend to adapt more easily to new environments and have better academic performance. Additionally, effective study skills, such as the ability to manage time, manage stress, and communicate well, also play an important role in academic success. Students who have good study skills are better able to overcome the academic challenges they may face and achieve better results in their studies. The level of emotional maturity also influences adaptation and academic performance, with students who have the ability to manage their emotions well tending to be better able to cope with the stress and pressure associated with a new academic environment.

Apart from individual internal factors, environmental factors also play an important role in the adaptation and academic performance of new students. The campus environment, including support from lecturers and academic staff, the availability of academic and non-academic resources, as well as the social and cultural climate in higher education, can significantly influence students' learning experiences and academic outcomes. Support from lecturers and academic staff in the form of academic guidance, advice, and feedback can help new students feel supported and motivated to achieve their academic potential. Apart from that, the availability of academic resources such as complete libraries, modern laboratories and the latest technological facilities can also improve the quality of learning and student academic performance. Furthermore, the social and cultural climate in higher education can also influence students' adaptation and academic performance, with an inclusive and supportive environment tending to encourage students to participate more in academic and extracurricular activities, as well as feel more comfortable and motivated to learn.

Apart from internal and environmental factors, social factors can also influence the adaptation and academic performance of new students. Interactions with fellow students, lecturers, and academic staff can play an important role in shaping a student's learning experience. Students who have positive and supportive social relationships tend to be more motivated and better able to overcome academic challenges they may face. Apart from that, support from family and friends outside campus can also contribute to the adaptation and academic performance of new students. Support from family can provide students with the emotional and financial support they need to succeed in college, while support from friends can provide them with a strong social network and additional sources of support. Furthermore, economic factors can also influence the adaptation and academic performance of new students. Students who face financial difficulties or have to work part-time to pay for their education may experience additional stress that can affect their academic performance. Financial limitations can also limit students' access to academic and non-academic resources that are important for academic success. Therefore, financial support and assistance in the form of scholarships or other financial aid can help reduce students' financial burden and increase their chances of success in college.

Finally, cultural and demographic factors can also influence the adaptation and academic performance of new students. Students who come from different cultural or demographic

backgrounds may face additional challenges in adapting to a new campus environment. For example, students who are ethnic minorities or have an immigrant background may face discomfort or discrimination that affects their academic performance. Therefore, it is important for higher education institutions to create an inclusive and supportive environment for all students, regardless of their cultural background or demographics. Overall, factors that influence the adaptation and academic performance of new students include internal individual factors such as motivation, learning skills, and emotional maturity, environmental factors such as support from lecturers and academic staff, availability of academic and non-academic resources, and social climate. and culture in higher education, as well as social, economic, cultural and demographic factors. By understanding and addressing these factors, higher education institutions can help new students successfully adapt to their new campus environment and achieve optimal academic performance.

CONCLUSIONS

Based on the results and discussion above, it can be concluded that the new student orientation program has an important role in improving the adaptation process and their academic performance. Recommendations for improvements to the orientation program may also be identified, such as increased interactive content and increased post-program support to ensure sustainability of positive effects in the long term. Freshman programs assist new students in adapting to a new campus environment by increasing their sense of belonging to the institution, providing a social orientation that facilitates interaction between fellow students and academic staff, and providing training and information about the academic and social skills necessary to succeed in college. Additionally, new student orientation programs also increase student awareness of the academic and non-academic resources available on campus, as well as assist in reducing dropout rates by increasing students' sense of support and involvement in their learning environment. Thus, new student orientation programs create a strong foundation for new students' academic success by increasing their motivation, engagement, skills, and social support. Through new student orientation programs, universities can help new students to overcome the adaptation challenges they may face and achieve optimal academic results. Therefore, investing in organizing new student orientation programs is a very important step for higher education institutions in supporting the academic and personal success of new students, as well as strengthening the reputation and image of higher education institutions as caring and inclusive educational institutions.

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