



Strategies for New Students of Islamic Boarding School Alumni in Overcoming Culture Shock in Higher Education

Arif Hamdi^{1✉}, Fitriah M. Suud²

^{1,2}Muhammadiyah University of Yogyakarta, Central Java, Indonesia

Article History:

Received: April 2026

Revised: May 2026

Accepted: May 2026

Published: June 2026

Keywords:

Culture Shock; New Student; Islamic Boarding School Alumni; Adaptation Strategies; Higher Education.

✉ Correspondence

arifhamdi44@gmail.com

Abstract:

Differences in learning ecology, social interaction patterns, and culture between Islamic boarding schools and universities often lead to culture shock among new students who are alumni of Islamic boarding schools. This condition not only impacts psychological aspects but also influences the academic and social adjustment process. This study aims to examine the adaptation strategies used by new students who are alumni of Islamic boarding schools in dealing with these conditions in higher education. The method used is a qualitative approach with a descriptive research type. The research subjects consisted of 20 new students who were alumni of Islamic boarding schools selected through a purposive sampling technique. The results show that students experience three main forms of culture shock: changes in learning systems and relationship patterns, the existence of stereotypes regarding identity, and shifts in views regarding gender roles. To overcome these, students develop various adaptation strategies, including academic strategies such as independent learning and self-regulated learning, social strategies through strengthening relationships and communication, cultural strategies in the form of identity negotiation, and psychological strategies such as resilience, self-reflection, and intrinsic motivation. These findings indicate that culture shock is not only an obstacle but also plays a role in the transformation process that strengthens students' academic and social identities.

INTRODUCTION

The development of higher education in the era of globalization demands that students possess a high level of adaptability to changes in the academic, social, and cultural environments. Universities are not only spaces for knowledge transfer but also arenas for complex cross-cultural interactions, requiring students to adapt to these dynamics. In this context, culture shock is a common phenomenon among new students, especially those from significantly different educational backgrounds (Nguyen, 2024). Culture shock is a psychological condition that arises from a mismatch between an individual's values, norms, and habits and the new environment they encounter. In the context of higher

How to Cite:

Hamdi. A & Suud. M. F, (2026) Strategies for New Students of Islamic Boarding School Alumni in Overcoming Culture Shock in Higher Education
Copyright © 2026 The Author



education, this phenomenon is not only related to emotional aspects but also impacts the academic process, social interactions, and the formation of student identity (Montgomery, Zhang, & Imamura, 2021).

Islamic boarding school alumni are a group with unique characteristics in navigating the transition to higher education. The highly disciplined, structured learning environment, and strong social control foster distinctive mindsets and learning behaviors. Upon entering the more flexible and autonomous realm of higher education, they face significant changes in various aspects of their academic and social lives (Mustakim, 2021). This change demands comprehensive adaptability, not only in academic aspects, but also in self-management, social interactions, and adjustment to new values and cultures in the university environment.

The differences in learning environments between Islamic boarding schools (*pesantren*) and universities are a key factor in triggering culture shock. In Islamic boarding schools, the learning process takes place within a structured and controlled system, whereas in universities, students are required to be independent in managing their learning process. This change demands self-regulated learning skills, which students do not always possess in the early stages. Despite facing various challenges, alumni of Islamic boarding schools also demonstrate a fairly good ability to adapt in overcoming culture shock. They develop various strategies, across academic, social, and cultural aspects, that enable them to adapt to their new environment without losing their original identity (Susanto, Ritonga, Desrani, Rubiyantoro, & Hude, 2025). These adaptation strategies include strengthening self-regulation in learning, building positive social relationships, and integrating values between Islamic boarding school and campus culture. This process demonstrates that culture shock does not always have negative consequences (Lobos, Cobo-Rendón, Bruna Jofré, & Santana, 2024), but can also be an opportunity for self-development and the formation of a more complex identity.

Previous research has shown that students' success in overcoming culture shock is greatly influenced by their self-regulation skills, social support, and openness to new experiences. These factors are key to effective adaptation in higher education (Mustafa, 2022). Based on this background, this study aims to analyze the strategies of new Islamic boarding school alumni in overcoming culture shock in higher education. The research focuses on three main aspects: the transition of learning ecologies and relational patterns, the politics of representation and identity stereotypes, and the transformation of views on gender roles. Furthermore, this study also examines the adaptation strategies developed by students in facing these challenges.

This research is expected to provide theoretical contributions to the development of studies on culture shock in the context of higher education, particularly those related to Islamic boarding schools (*pesantren*). Furthermore, in practice, the results can serve as a basis for universities in designing more effective mentoring programs for new students from diverse educational backgrounds. Thus, this research not only seeks to understand the phenomenon of culture shock but also examines how it can become a constructive transformational process in shaping students' academic and social identities in higher education.

RESEARCH METHOD

This study employed a qualitative approach using a descriptive qualitative research design to explore the experiences of first-year university students with pesantren backgrounds in dealing with culture shock during their transition to higher education (Baškarada, 2014). A qualitative approach was considered appropriate because the study aimed to understand participants' subjective experiences, perceptions, and adaptation strategies within their natural social and academic contexts. The descriptive qualitative design enabled the researchers to systematically describe the social, academic, cultural, and psychological challenges experienced by the participants during the adaptation process.

The study was conducted at Universitas Muhammadiyah Yogyakarta. The participants consisted of 20 first-year students who graduated from Islamic boarding schools (pesantren). Participants were selected using purposive sampling based on several criteria: (1) being active first-year university students, (2) having a pesantren educational background, and (3) being willing to participate voluntarily in the study. Purposive sampling was used to obtain rich and relevant information related to participants' experiences of culture shock (Nassaji, 2015).

Data were collected primarily through semi-structured in-depth interviews. This interview format allowed participants to freely express their experiences, feelings, and perspectives while still remaining within the focus of the research objectives (Nowell, Norris, White, & Moules, 2017). The interviews explored several themes, including learning transition, social interaction, identity stereotypes, gender relations, and adaptation strategies in academic and social environments. Each interview lasted approximately 30–60 minutes and was conducted either face-to-face or through online communication platforms depending on participant availability.

All interviews were audio-recorded with participants' consent and transcribed verbatim to maintain the authenticity and accuracy of the data. The data were analyzed using thematic analysis through several stages, including data familiarization, coding, categorization, and theme identification (Braun & Clarke, 2006). To ensure the trustworthiness of the findings, the researchers applied member checking and peer discussion. Ethical considerations were also maintained by obtaining informed consent from all participants and ensuring the confidentiality and anonymity of participants throughout the research process.

RESULTS AND DISCUSSION

RESULTS

This study aims to identify and analyze the strategies used by new Islamic boarding school alumni students in dealing with culture shock when entering the university environment. Based on the analysis of interview data from 20 respondents, three main themes were found that represent the students' experiences and adaptation strategies, namely: (1) Transition of Learning Ecology and Relational Patterns; (2) Politics of Representation and Identity Stereotypes; and (3) Transformation of Views on Gender Roles.

Learning Ecology Transition and Relational Patterns

Table 1. Learning Ecology Transition and Relational Patterns

Aspect	Coding 1	Coding 2	Thematic Interpretation
Changes in the learning system	The majority of respondents stated that the change from a controlled system in Islamic boarding schools to an independent learning system on campus required major adaptation.	Learning transition; self-regulation	This transition represents a shift from external control to academic independence which requires self-regulation skills.
Time management	Respondents experienced initial difficulties in managing study time independently.	Time management	Academic freedom without preparedness of learning strategies creates adaptive challenges.
Lecturer-student relations	Relationships on campus are more dialogical and egalitarian than in Islamic boarding schools.	Academic relations	Egalitarian relationships encourage participation and academic courage.
Courage to express opinions	Initially passive, then developed into more active.	Class participation	An open environment strengthens academic self-confidence.
Work in group	The diversity of friends' backgrounds enriches the perspective.	Collaboration	Social interaction becomes a contextual learning medium.
Motivation to learn	Intrinsic motivation is the main factor in sustainable learning.	Intrinsic motivation	Awareness of personal goals strengthens learning consistency.

The table above shows that Islamic boarding school alumni have experienced a significant shift in their learning environment, moving from a structured and controlled system to a flexible and independent one in higher education. This change demands self-regulated learning skills, particularly in time management and learning motivation. Furthermore, there has been a shift in relationship patterns from hierarchical to more egalitarian, both in relationships with lecturers and interactions with peers, thus encouraging increased student participation, collaboration, and self-confidence in the learning process.

Politics of Representation and Identity Stereotypes

Table 2. Politics of Representation and Identity Stereotypes

Aspect	Coding 1	Coding 2	Thematic Interpretation
Stereotypical experiences	Some respondents experienced prejudice regarding the identity of Islamic boarding schools.	Identity stereotypes	Identity becomes an arena of social representation.
Types of stereotypes	Positive and negative stereotypes coexist.	Social labels	Identity representation is ambiguous and contextual.
Response to stereotypes	Respondents showed adaptive and reflective attitudes.	Identity negotiation	Identities are negotiated through social action.
Adjustment	Respondents adjust their behavior without losing their identity.	Social adaptation	There is an integration of old and new identities.
Pride of identity	The identity of the Islamic boarding school is considered an added value.	Identity affirmation	Identity becomes social capital.
Strategies to break stereotypes	Achievements and open attitudes are considered effective.	Positive representation	Social behavior can change collective perceptions.

The table above shows that Islamic boarding school alumni face various stereotypes and prejudices attached to their identity, both positive and negative. In response, students develop identity negotiation strategies by adapting without losing their identity. They also demonstrate an affirmative attitude toward their Islamic boarding school identity and strive to break down stereotypes through achievements and active involvement in the campus environment, enabling this identity to become a positive value and social capital.

Transforming Views on Gender Roles

Table 3. Transformation of Views on Gender Roles

Aspect	Coding 1	Coding 2	Thematic Interpretation
Gender interaction	On campus, interactions are more open but remain ethical.	Gender interaction	The social environment influences the practice of gender relations.
View-forming experiences	Discussion and organization are	Social experience	Direct interaction accelerates the

		the main factors.		transformation of views.
Cross-gender collaboration		Awkward at first then becomes effective.	Gender adaptation	Adaptation is gradual and reflective.
Women's leadership		Women are considered equal in leadership.	Gender equality	There is a deconstruction of traditional stereotypes.
Equality campus	on	It's good but needs strengthening.	Equivalence evaluation	Equality is understood as an ongoing process.
Value integration		The values of Islamic boarding schools are maintained and adjusted.	Value integration	Old and new values are synthesized contextually.
Attitudes towards differences		Open dialogue is the main approach.	Gender dialogue	Critical discourse enriches social understanding.
Factors that change views		The most dominant campus experience.	Social transformation	Gender change is triggered by real social practices.

The table above shows a transformation in students' views on gender roles as they experience interactions in a more open campus environment. Students initially experienced awkwardness in cross-gender interactions, but gradually adapted and developed more inclusive perspectives. This change was marked by a recognition of gender equality, particularly in leadership, and the ability to integrate Islamic boarding school values with the social realities of campus through open dialogue, critical reflection, and organizational experience.

DISCUSSION

Adaptation Strategies for New Islamic Boarding School Alumni Students in Overcoming Culture Shock in Higher Education

The transition from a pesantren (Islamic boarding school) to a university environment in this study demonstrates a fundamental and multidimensional change in the learning ecology. This learning ecology encompasses not only the learning system but also the interactions between individuals, the social environment, and educational practices that shape the holistic learning experience. In the context of higher education, this change requires students to shift from a structured system to a more flexible and independence-based one (Anazifa, Limiansi, & Pratama, 2023). The Islamic boarding school environment, characterized by external control, collective discipline, and a systematic learning structure, fosters a relatively stable and directed learning pattern. Students are accustomed to strict schedules, intensive supervision, and a learning orientation centered on the teacher's authority.

On the other hand, universities position students as active subjects who are responsible for their own learning process (Mujahid, 2021). This change has given rise to a phase of academic disorientation, a condition in which students

experience difficulties adjusting to the new learning system. These difficulties include time management, managing academic load, and adapting to more open, discussion-based learning methods (Alias & Razak, 2023). From a self-regulated learning perspective, the ability to manage the learning process independently is a key factor in successful academic adaptation. Students are required to develop learning strategies that include ongoing planning, monitoring, and self-evaluation (Pinto, Mj  en, & Reed, 2025). As their learning experience increases, students begin to show improvements in self-regulation skills. They develop strategies such as scheduling their studies, utilizing digital technology, and increasing their participation in academic discussions. This process demonstrates a transformation from dependence on the system to independent learning.

Beyond academic aspects, changes have also occurred in the relationship between lecturers and students. The previously hierarchical relationship in Islamic boarding schools has become more egalitarian and dialogical in universities. This encourages students to be more active in expressing their opinions and participating in the learning process (Bhardwaj, Zhang, Tan, & Pandey, 2025). Interaction with peers from diverse backgrounds also enriches students' learning experiences. A heterogeneous social environment allows for the exchange of perspectives and the development of interpersonal communication and collaboration skills (Zhao, Ren, & Yang, 2023).

Thus, the transition of learning ecology can be understood as a transformation process that not only impacts academic aspects (Nguyen, 2024), but also on the formation of identity as an adaptive and reflective independent learner.

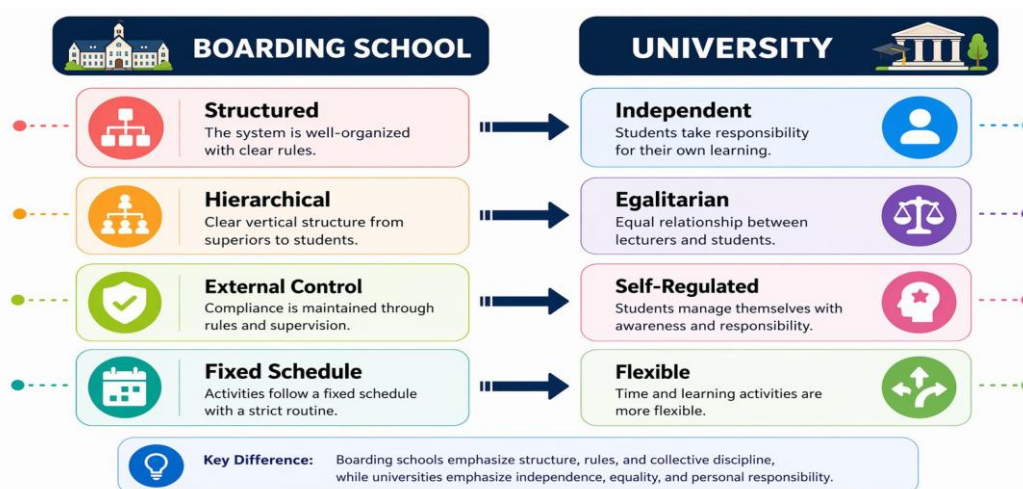


Figure 1. Differences and transition from pondok to college habits

The identities of Islamic boarding school alumni within higher education are inextricably linked to the social constructs that shape perceptions of them. These identities are often represented through stereotypes that reflect society's collective views of certain educational backgrounds (Author, Degaf, Fatah, & Huda, 2024). The stereotypes that emerge are ambivalent, where alumni of Islamic boarding schools can be perceived positively as religious and ethical individuals, but also negatively as less flexible or less adaptive to change (Montgomery et al., 2021). This situation places students in a position of ongoing identity negotiation. They must not only adapt to a new environment but also construct a self-

representation that balances their original identity with the social demands of campus.

The strategies students employ to address stereotypes demonstrate their agency in shaping social identities. Academic achievement is a key tool in building self-legitimacy, while involvement in organizations helps expand social networks and enhance leadership skills (Möller, Zitzmann, Helm, Machts, & Wolff, 2020). Furthermore, an open attitude toward differences and the ability to adapt to various social situations are important factors in building a positive self-image. This shows that students are not merely objects of stereotypes but also active subjects in shaping their self-representation.

Islamic boarding school identity can also serve as social capital, providing advantages in academic and social contexts. Values such as discipline, ethics, and spirituality become sources of strength that support students' adaptation process. Thus, the politics of representation not only creates challenges but also opens up space for students to strategically and reflectively affirm their identities within a dynamic campus environment (Ajjawi, Gravett, & O'Shea, 2023). The university environment provides a more open space for interaction than Islamic boarding schools, thus encouraging a transformation in students' views on gender roles. This change is influenced by social experiences and cross-gender interactions in various academic activities and organizations (Wijaya, Ying, & Suan, 2020).

Initially, students experience awkwardness in interacting with the opposite sex due to differences in social norms. However, through the process of adaptation, they begin to develop a more flexible understanding of gender relations (Y. Li & Singh, 2022). Group work experiences and cross-gender discussions were key factors driving this shift in perspective. Students began to see that men and women have equal capacity in various aspects, including academics and leadership. This transformation demonstrates that gender understanding is constructive and develops through social interaction (Saguy, 2025). The campus environment becomes a space where students can reconstruct the values they brought from Islamic boarding schools without having to leave them completely.

Thus, the shift in gender perspectives is not radical, but rather a process of integrating values that results in a more adaptive, contextual, and reflective perspective. The detailed strategies of Islamic boarding school alumni students in overcoming culture shock are outlined below.

Academic Strategy: Transformation Towards Self-Regulation-Based Learning Independence

The research results show that the primary strategy developed by Islamic boarding school alumni students in overcoming culture shock lies in their ability to transform their learning patterns from a structure-dependent system to one based on independence. This change is crucial given the significant differences between the learning environments of Islamic boarding schools and universities. In this context, self-regulated learning skills become a key foundation in the academic adaptation process. Students are beginning to realize that academic success in higher education is no longer determined by adherence to the system, but rather by their individual ability to manage their learning process

independently. This awareness encourages them to develop systematic learning planning strategies (Brady, Wolters, Pasque, Yu, & Lin, 2024), such as preparing daily schedules, determining academic targets, and managing task priorities.

In addition to planning, students also develop self-monitoring skills during the learning process. They actively evaluate their understanding of the material, identify knowledge gaps, and seek additional learning resources to address any difficulties they encounter. This process demonstrates increased metacognitive awareness, an important indicator of self-regulation (Lobos et al., 2024). In a broader context, academic strategies also include the ability to adapt to diverse learning methods, such as group discussions, presentations, and project-based learning. Students learn to adapt their learning styles to more dynamic and interactive academic demands. The use of digital technology has become an integral part of academic strategies. Students use various online learning platforms, time management applications, and digital learning resources to support their learning process. This demonstrates that academic adaptation is not only internal but also involves optimal utilization of external resources.

Furthermore, students also demonstrated the ability to manage academic stress through adaptive coping strategies. They learned to manage expectations, avoid procrastination, and maintain a balance between academic and non-academic activities. These strategies are crucial for preventing academic burnout, which is common among new students (Freire et al., 2020). Analytically, this demonstrates that academic adaptation is a multidimensional process involving self-regulation, environmental utilization, and the development of resilience. This transformation signifies a shift in students from structured learners to independent learners who are more adaptive to the demands of higher education.

Thus, the academic strategies developed by students demonstrate a fundamental transformation in how they understand and experience the learning process. This transformation not only helps overcome culture shock but also develops lifelong learning skills, which are crucial in higher education (Antón-Solanas et al., 2021). Analytically, this confirms that the adaptation experience is not merely a process of adjustment, but also a means of strengthening students' independence, flexibility, and readiness to face ever-evolving academic challenges.

Social Strategy: Reconstruction of Relations and Strengthening of Social Capital

Social strategies are a crucial aspect in students' adaptation to the heterogeneous university environment. Islamic boarding school alumni are faced with a more complex social reality, where they must interact with individuals from diverse cultural, religious, and social backgrounds (Wahono, Budimansyah, Malihah, & Fitriasaki, 2023). This condition demands interpersonal communication skills, tolerance, and openness to differences as the main prerequisites in building harmonious and adaptive social relations in the campus environment. In response to this situation, students developed strategies for reconstructing social relationships, characterized by efforts to build broader friendship networks. They not only interacted with fellow Islamic boarding school alumni but also opened themselves to socializing with students from diverse backgrounds.

Involvement in student organizations is a key strategy for expanding social

networks. Organizations provide a space for students to develop communication, leadership, and teamwork skills (Zeeman, Bush, Cox, Buhlinger, & McLaughlin, 2019). Furthermore, organizations serve as a medium for social integration, accelerating the adaptation process. Students also develop adaptive interpersonal communication strategies. They learn to adapt their communication styles to different social contexts and develop empathy in understanding others' perspectives. This ability is crucial for building harmonious social relationships. Furthermore, students demonstrate the ability to manage social conflicts arising from differences in values and norms (Aggrawal & Magana, 2024). They use a dialogical and compromising approach to resolve conflicts, thereby maintaining positive social relationships.

Thus, the social strategies developed by students show that adaptation does not only involve adjusting to the environment, but also the ability to build and utilize social capital as a source of support in dealing with culture shock (Bai & Wang, 2022). Analytically, this confirms that successful adaptation is greatly influenced by the quality of the social network that is owned, where supportive relationships can strengthen self-confidence, accelerate the integration process, and reduce the psychological stress experienced by students.

Cultural Strategy: Identity Negotiation and Integration

The cultural strategies in this study demonstrate a complex process of identity negotiation between Islamic boarding school values and campus culture. Students do not simply abandon their original identities, but rather engage in an integration process that allows them to maintain their core values while adapting to their new environment (Oyserman & Dawson, 2021). This identity negotiation process involves reinterpreting their values. Students begin to understand that values are not rigid but can be adapted to different social contexts. This allows them to remain relevant in the campus environment without losing their identity (Cornelissen, Akemu, Jonkman, & Werner, 2020). In addition, a strong social network also acts as a social learning space that allows students to develop communication, empathy, and collaboration skills that are essential in both academic and social life.

In addition, students also developed strategies to address the stereotypes inherent in Islamic boarding school identity. They sought to prove these stereotypes false through academic achievement and active involvement in campus activities (Freire et al., 2020). The identity of the Islamic boarding school is also used as a source of strength in facing challenges (Wahono et al., 2023). Values such as discipline, perseverance, and spirituality are factors that help students maintain consistency and motivation.

Thus, the cultural strategies developed by students show that adaptation is a dynamic process involving simultaneous negotiation, integration, and identity transformation. Analytically, this cultural strategy demonstrates that identity is not static, but rather continually evolves through social interaction and self-reflection. Students not only maintain Islamic boarding school values but also reconstruct them to make them relevant to the university context. This process produces a hybrid identity that bridges traditional values and modern demands, strengthening their adaptive capacity and enriching their perspectives in navigating diversity on campus.

Psychological Strategies: Resilience, Self-Reflection, and Intrinsic Motivation

Psychological strategies serve as the foundation for successful academic, social, and cultural strategies. Students demonstrate resilience, the ability to withstand and recover from the pressures of culture shock (Nguyen, 2024). Self-reflection is a key mechanism for developing resilience. Students actively evaluate their experiences, identify challenges, and seek appropriate solutions to overcome them. Intrinsic motivation also plays a crucial role in the adaptation process. Students with clear learning goals tend to be better able to cope with stress and maintain consistency in their learning (W. Li, Wei, Xu, & Wang, 2025).

Furthermore, social support from the surrounding environment, such as friends and family, helps maintain students' emotional stability. This support provides a sense of security and boosts self-confidence in facing challenges. Thus, psychological strategies demonstrate that successful adaptation depends not only on technical abilities but also on the students' mental strength and internal motivation.(Z. Li & Li, 2024).This confirms that the psychological aspect plays a role as the main foundation that strengthens the effectiveness of other strategies, so that students are able to survive, adapt, and develop optimally in facing the pressures and dynamics of the university environment.

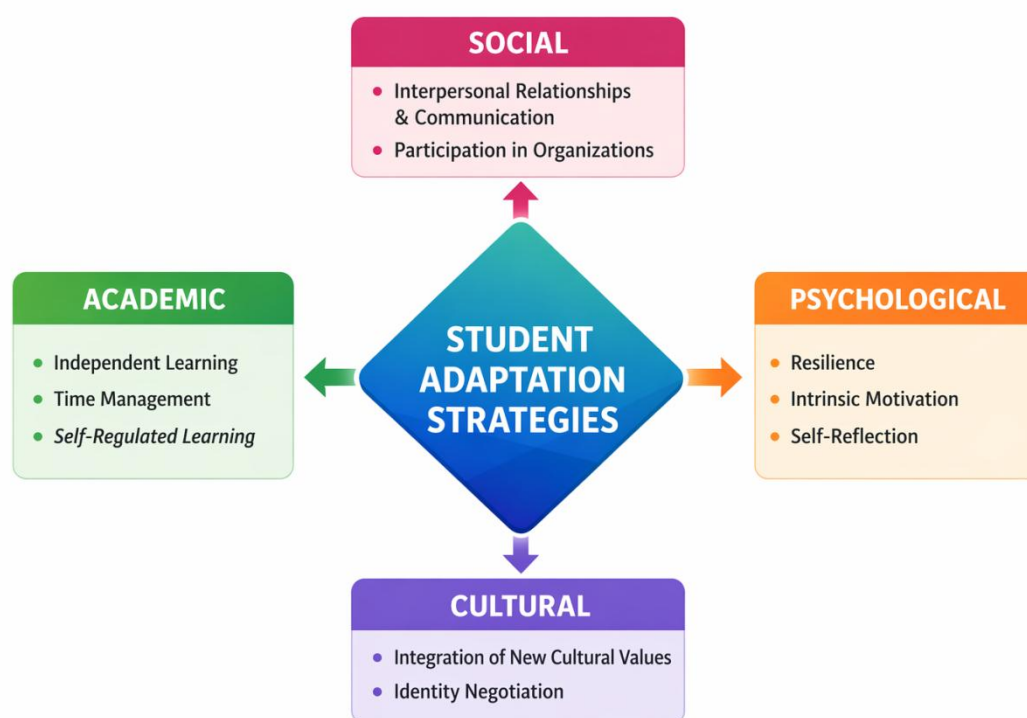


Figure 2. Model of Student Adaptation Strategies in Facing Culture Shock in Higher Education

The figure shows that student adaptation consists of four main aspects: academic, social, psychological, and cultural. These four aspects are interrelated and collectively support students' successful adjustment to the university environment. Therefore, strengthening psychological aspects is not only important in the short term to overcome culture shock, but also plays a strategic

role in developing resilience, emotional maturity, and student readiness to face increasingly complex academic and social challenges in the future.

CONCLUSION

Based on the research results, it can be concluded that new students who are alumni of Islamic boarding schools experience culture shock as a result of differences in learning ecology, social relationship patterns, and cultural dynamics at the university. However, this phenomenon is not only an obstacle but also a transformational process that encourages students' personal development. Students demonstrate good adaptability through various strategies, including academic (learning independence), social (relationship building and communication), cultural (identity negotiation), and psychological (resilience and intrinsic motivation). This process allows them to adjust to the new environment without losing the core values learned at the Islamic boarding school. Thus, success in overcoming culture shock is influenced by self-regulation skills, social support, and openness to new experiences. This study confirms that culture shock can be an opportunity for learning and the formation of a more adaptive, reflective, and competent identity in facing the demands of higher education. This study is limited by the number of participants and specific contexts, so it cannot be widely generalized. Furthermore, the qualitative approach allows for subjectivity, and this study only focuses on the initial stages of student adaptation. Future research is recommended to involve a more diverse group of participants, use mixed methods, and examine long-term student adaptation and the role of institutional support.

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude and highest appreciation to Universitas Muhammadiyah Yogyakarta, particularly the Faculty of Islamic Studies and Civilization, for providing academic support, research facilities, and an encouraging scholarly environment that greatly contributed to the completion of this article. The authors also extend their deepest appreciation to the supervising lecturers for their valuable guidance, insightful suggestions, continuous encouragement, and constructive feedback throughout the research and writing process. Their academic direction and support significantly enhanced the quality and depth of this study. Special thanks are also addressed to all respondents who willingly participated and contributed valuable information and experiences, thereby supporting the smooth implementation and successful completion of this research article. Their cooperation and openness were essential to obtaining meaningful findings and insights. Furthermore, the authors express appreciation to all researchers, authors, and scholars whose works became important references and theoretical foundations in developing this study. Finally, heartfelt gratitude is conveyed to everyone who contributed directly or indirectly to the completion of this article.

REFERENCES

- Aggrawal, S., & Magana, A. (2024). Teamwork Conflict Management Training and Conflict Resolution Practice via Large Language Models. *Future Internet*, 16, 177. <https://doi.org/10.3390/fi16050177>

- Ajjawi, R., Gravett, K., & O'Shea, S. (2023). The politics of student belonging: identity and purpose. *Teaching in Higher Education*, 30, 791-804. <https://doi.org/10.1080/13562517.2023.2280261>
- Alias, N. F., & Razak, R. A. (2023). Meeting the Demands of Higher Education: Examining Teaching and Learning Practices and Academic Challenges. *Asian Journal of University Education*, 19(4), 796-811. <https://doi.org/10.24191/ajue.v19i4.24795>
- Anazifa, R. D., Limiansi, K., & Pratama, A. T. (2023). Students' Self-Regulated Learning based on Gender and Disciplinary Differences during Online Learning. *Journal of Science Education Research*, 7(1), 39-45. <https://doi.org/10.21831/jser.v7i1.58174>
- Antón-Solanas, I., Tambo-Lizalde, E., Hamam-Alcober, N., Vanceulebroeck, V., Dehaes, S., Kalkan, I., ... Huércanos-Esparza, I. (2021). Nursing students' experience of learning cultural competence. *PLoS ONE*, 16. <https://doi.org/10.1371/journal.pone.0259802>
- Author), M. E. T., Degaf, A., Fatah, A. A., & Huda, M. (2024). Religious Tolerance among Indonesian Islamic University Students: The Pesantren Connection. *Journal of Al-Tamaddun*. <https://doi.org/10.22452/jat.vol19no2.16>
- Bai, L., & Wang, Y. X. (2022). Combating language and academic culture shocks- International students' agency in mobilizing their cultural capital. *Journal of Diversity in Higher Education*. <https://doi.org/10.1037/dhe0000409>
- Baškarada, S. (2014). Qualitative Case Study Guidelines. *The Qualitative Report*, 19(40), 1-18. <https://doi.org/10.46743/2160-3715/2014.1008>
- Bhardwaj, V., Zhang, S., Tan, Y., & Pandey, V. (2025). Redefining learning: student-centered strategies for academic and personal growth. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2025.1518602>
- Brady, A., Wolters, C., Pasque, P., Yu, S., & Lin, T.-J. (2024). Beyond goal setting and planning: An examination of college students' self-regulated learning forethought processes. *Active Learning in Higher Education*, 26, 557-573. <https://doi.org/10.1177/14697874241270490>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp0630a>
- Cornelissen, J., Akemu, O., Jonkman, J., & Werner, M. (2020). Building Character: The Formation of a Hybrid Organizational Identity in a Social Enterprise. *Journal of Management Studies*. <https://doi.org/10.1111/joms.12640>
- Freire, C., Ferradás, M.-D.-M., Regueiro, B., Rodríguez, S., Valle, A., & Núñez, J. (2020). Coping Strategies and Self-Efficacy in University Students: A Person-Centered Approach. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.00841>
- Li, W., Wei, K., Xu, T., & Wang, J. (2025). How goal clarity affects college students' perceived effectiveness of online self-directed learning: Evidence from China. *Education and Information Technologies*, 30, 13857-13883. <https://doi.org/10.1007/s10639-024-13304-8>
- Li, Y., & Singh, C. (2022). How inclusiveness of learning environment predicts female and male students' physics grades and motivational beliefs in introductory physics courses. *Physics Education Research Conference Proceedings*, 285-291. <https://doi.org/10.1119/perc.2022.pr.Li>

- Li, Z., & Li, Q. (2024). How Social Support Affects Resilience in Disadvantaged Students: The Chain-Mediating Roles of School Belonging and Emotional Experience. *Behavioral Sciences*, 14. <https://doi.org/10.3390/bs14020114>
- Lobos, K., Cobo-Rendón, R., Bruna Jofré, D., & Santana, J. (2024). New challenges for higher education: self-regulated learning in blended learning contexts. *Frontiers in Education*, 9(September). <https://doi.org/10.3389/feduc.2024.1457367>
- Möller, J., Zitzmann, S., Helm, F., Machts, N., & Wolff, F. (2020). A Meta-Analysis of Relations Between Achievement and Self-Concept. *Review of Educational Research*, 90, 376-419. <https://doi.org/10.3102/0034654320919354>
- Montgomery, G., Zhang, Y. B., & Imamura, M. (2021). The effects of Latino immigrants' acculturation strategy and U.S. Americans' assimilation attitudes on perceptions of accommodation satisfaction and willingness to communicate. *International Journal of Intercultural Relations*, 82, 157-167. <https://doi.org/https://doi.org/10.1016/j.ijintrel.2021.03.008>
- Mujahid, I. (2021). Islamic orthodoxy-based character education: creating moderate muslim in a modern pesantren in Indonesia. *Indonesian Journal of Islam and Muslim Societies*. <https://doi.org/10.18326/ijims.v11i2.185-212>
- Mustafa, Y. (2022). A Review of Culture Shock: Attitudes, Effects and the Experience of International Students. *Journal of Intercultural Communication*. <https://doi.org/10.36923/jicc.v21i3.18>
- Mustakim, M. (2021). The Development of Learning Strategies in Pesantren Studies on the Transformation of the Teaching System in Pesantren. 2, 224-236. <https://doi.org/10.46245/ijorer.v2i2.94>
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. <https://doi.org/10.1177/1362168815572747>
- Nguyen, H. (2024). An Investigation into the Effects of Culture Shock on Freshmen EFL Students at the University of Labor and Social Affairs, Ho Chi Minh City Campus. *The International Journal of Language Studies (ISSN: 3078 - 2244)*. <https://doi.org/10.60087/ijls.v1.n2.003>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. 16, 1-13. <https://doi.org/10.1177/1609406917733847>
- Oyserman, D., & Dawson, A. (2021). Successful Learning Environments Support and Harness Students' Identity-based Motivation: A Primer. *The Journal of Experimental Education*, 89, 508-522. <https://doi.org/10.1080/00220973.2021.1873091>
- Pinto, A. F., Mjøen, O. M., & Reed, N. P. (2025). From school to university: staff perspectives on supporting student inclusion and wellbeing. *Frontiers in Education*, 10(October), 1-9. <https://doi.org/10.3389/feduc.2025.1681017>
- Saguy, A. (2025). The Social Constructions of Gender. *Sociological Forum*. <https://doi.org/10.1111/socf.70007>
- Susanto, S., Ritonga, A. W., Desrani, A., Rubiyantoro, Y., & Hude, M. (2025). The Program for Self-Regulated Learning: An Empirical Study on Students-Survival Skills in Pesantren. *Jurnal Ilmiah Peuradeun*. <https://doi.org/10.26811/peuradeun.v13i1.1483>
- Wahono, M., Budimansyah, D., Malihah, E., & Fitriarsi, S. (2023). The Role of Social Capital of Islamic Students (Santri) in Facing the Impacts of Globalization:

- A Case Study at Buntet Islamic Boarding School. Society. <https://doi.org/10.33019/society.v11i2.591>
- Wijaya, T. T., Ying, Z., & Suan, L. (2020). Gender and Self Regulated Learning During COVID-19 Pandemic in Indonesia. *Jurnal Basicedu*, 4(3), 725-732. <https://doi.org/10.31004/basicedu.v4i3.422>
- Zeeman, J., Bush, A., Cox, W., Buhlinger, K., & McLaughlin, J. (2019). Identifying and Mapping Skill Development Opportunities Through Pharmacy Student Organization Involvement. *American Journal of Pharmaceutical Education*, 83. <https://doi.org/10.5688/ajpe6950>
- Zhao, Z., Ren, P., & Yang, Q. (2023). Student Self-Management, Academic Achievement: Exploring the Mediating Role of Self-Efficacy and the Moderating Influence of Gender-Insights From a Survey Conducted in 3 Universities in America. *Journal of Integrated Social Sciences and Humanities*, 1-12. <https://doi.org/10.62836/jissh.v1i1.159>