

Research Article

International Student Engagement in Continuous Learning Participation: An Integrated Approach with Entrepreneurial Activities

Moh Yudi Mahadianto¹, Nelia Fariani S.^{1*}, and Saw Htin Lin Aung²

¹Swadaya Gunung Jati University, Cirebon, Indonesia

²Thai Gobar Business Administration College, Bang Mueang, Thailand

ORCID

Nelia Fariani S.: <https://orcid.org/0009-0000-8920-3100>

Abstract.

This research examines international students' involvement in continuous learning participation using data obtained from the integrated method and analyzed through a mixed methods approach and means-ends chains. Cluster analysis was conducted to identify mixed method types. An initial qualitative survey with 30 respondents generated questionnaire items, and a quantitative survey to compile a value map was conducted targeting 100 respondents. Cluster analysis identified bicultural acceptance, heritage culture maintenance, and bicultural marginalization as different types that differentiate the level of acculturation among international students. The results of the three types of acculturations show that significant items and strong associations between attribute-consequence and consequence-value at each level reflect the inner thoughts and intrinsic values of international students. These strong associations provide a value map, differentiated by acculturation type. The findings suggest that the availability of integrated services is necessary to better meet the specific interests of international students at different stages of acculturation. Given that the mobility of international students has increased substantially, professionals and relevant entrepreneurial organizations should understand that international students' sustained engagement in entrepreneurial activities can only be achieved if attention is paid to the cultural context.

Keywords: integrated approach, entrepreneurship, international students, acculturation

1. INTRODUCTION

Globalization has brought about major changes in higher education, including an increasing number of international students pursuing education abroad. These students face complex challenges, such as adaptation to the academic environment, cultural differences, and the need to integrate social and professional experiences in the new country. In this context, innovations in learning approaches are crucial to ensure international students can achieve academic and professional success.

Corresponding Author: Nelia Fariani S.; email: nelia_fariani@ugj.ac.id

Published: 25 September 2025

Publishing services provided by Knowledge E

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Selection and Peer-review under the responsibility of the 2nd International Office Conference 2024 Committee.



Entrepreneurship education is one of the strategic approaches to prepare students to face global challenges. Neck and Greene [1] describe entrepreneurship education as a process designed to equip individuals with the knowledge, skills, attitudes and values needed to create and manage businesses. This education not only helps students understand business principles, but also encourages them to think innovatively and create solutions that are relevant to real-world challenges.

In an increasingly competitive global environment, the ability to think creatively, innovate and make data-driven decisions is essential. Hasan emphasized that entrepreneurship education helps students develop analytical thinking skills, including the ability to evaluate risks, identify opportunities and take strategic steps [2]. These skills are not only relevant for local students, but also important for international students who have to navigate various cultural and social complexities in their new environment.

In addition, entrepreneurship education also provides students with opportunities to build professional networks. According to Alamsyah and Hasanuddin [3], social networks play an important role in business development, including relationships with mentors, investors and business partners. For international students, these networks help them bridge the gap between their home and new cultures, and expand their career opportunities in a global context.

However, the biggest challenge international students face in entrepreneurship education is acculturation. Acculturation refers to the process of adapting to a new culture while maintaining a home cultural identity. This research identifies three main patterns of acculturation found among international students: bicultural acceptance, heritage culture maintenance, and bicultural marginalization. These three patterns influence how students participate in continuous learning and entrepreneurial activities. For example, students with bicultural acceptance tend to adapt more easily and build professional networks compared to those who experience marginalization.

In addition, international students often need specialized support from educational institutions to help them through this adaptation process. Andrade noted that flexibility in educational program design is essential to support the unique needs of international students [4]. For example, integrating practical activities such as business simulations, problem-based projects, and real work experiences can provide a more relevant context for them.

This study aims to explore the relationship between international students' level of acculturation and their engagement in entrepreneurial activities. Using a mixed methods

approach, this research is expected to provide insights for educational institutions to create programs that are more relevant, inclusive, and supportive of international students' needs at different stages of their adaptation.

2. MATERIALS AND METHODS

2.1. Research Approach

This research utilizes a mixed methods approach, which combines qualitative and quantitative methods to provide a comprehensive picture of the relationship between international students' level of acculturation and their engagement in entrepreneurial activities. According to Creswell [5], this approach allows researchers to integrate numerical and narrative data, resulting in a more in-depth and comprehensive understanding of the phenomenon under study.

2.2. Population and Sample

The population in this study were international students enrolled in higher education institutions in certain study destination countries. The research sample was selected using purposive sampling technique, with a total of 130 respondents. This sample consisted of 30 students who participated in the initial qualitative survey and another 100 students who participated in the quantitative survey. The purposive sampling technique was chosen to ensure that the sample taken had characteristics that were in line with the research objectives [6].

2.3. Data Collection Techniques

2.3.1. Initial Qualitative Survey

An initial survey was conducted through in-depth interviews with 30 international students to identify the key attributes that influence their engagement in entrepreneurial learning and activities. According to Moleong [7], an in-depth interview is a conversation with a specific purpose conducted by two parties, namely the interviewer and the interviewee.

2.3.2. Quantitative Survey

Quantitative surveys use structured questionnaires developed based on findings from qualitative surveys. Respondents were asked to rate the relationship between attributes, consequences, and values associated with their experiences in learning and entrepreneurship. The use of structured questionnaires allows for consistent data collection and can be statistically analyzed [8].

2.3.3. Cluster Analysis and Value Mapping

Data from the quantitative survey was analyzed using cluster analysis techniques to group respondents based on their acculturation patterns. Furthermore, value mapping was conducted using a means-end chain analysis approach to identify the relationships between attributes, consequences, and values that international students consider important. According to Borgardt [9], the means-end chain approach helps in understanding the motivations and values underlying individual behavior by identifying the relationships between attributes, consequences, and values that consumers consider important.

2.4. Data Analysis Procedure

2.4.1. Cluster Analysis

The cluster analysis technique was used to identify three main acculturation patterns, namely bicultural acceptance, maintenance of heritage culture, and bicultural marginalization. According to Berry [10], cluster analysis techniques can be used to identify individual acculturation patterns, which is important for understanding the dynamics of cultural interaction in educational contexts. This analysis helps to group international students based on their level of cultural adaptation, which is important for understanding the dynamics of cultural interaction in educational contexts, as outlined by Berry.

2.4.2. Means-Goal Chain Analysis

Data from the quantitative survey was analyzed using a means-end chain analysis approach to identify the relationships between attributes, consequences and values

that international students consider important in their engagement in learning and entrepreneurial activities. This approach is effective in uncovering the intrinsic motivations and values that influence individuals' behavior by exploring the deep connections between the characteristics they find valuable [9].

2.4.3. Data Validation

Qualitative and quantitative data were validated through method triangulation to ensure reliability and consistency of findings. Triangulation of methods strengthens the validity of research results by combining different data sources, perspectives, and analysis techniques that complement each other [11]. This approach ensures that the research results are not dependent on one particular method but rather obtained through cross-verification between the methods used.

3. RESULTS AND DISCUSSION

3.1. Acculturation Patterns of International Students

Qualitative Survey Approach and Objectives

The qualitative survey aimed to understand in depth the acculturation experiences of international students in academic and entrepreneurial contexts. Through in-depth interviews with 30 respondents, the survey explored their views on:

1. Cultural adaptation strategies.
2. Their experiences in overcoming social barriers.
3. The relationship between acculturation and participation in entrepreneurship.

Key Findings

1. Bicultural Acceptance (14 Respondents, 46.7%)

Respondents in this category were able to balance their home culture with the local culture. They demonstrate:

- Ability to adapt to new cultural norms.
- Active participation in entrepreneurial activities, including collaboration with local counterparts.

- A high level of self-confidence.

One respondent from South Asia said:

“Adapting my way of working to the local culture has been very helpful, especially in understanding the needs of local customers.”

2. Maintenance of Heritage Culture (10 Respondents, 33.3%)

This group is more focused on maintaining their culture of origin. They face challenges such as:

- Difficulty building professional relationships outside their cultural community.
- Communication barriers that affect collaboration with local colleagues.

A respondent from the Middle East stated:

“I feel more comfortable working with people from my own culture because there is a better understanding.”

3. Bicultural Marginalization (6 Respondents, 20.0%)

This group felt isolated from both their home culture and the local culture. This hinders:

- Their ability to adapt.
- Participation in entrepreneurial and academic activities.

A respondent from West Africa mentioned:

“I find it difficult to connect with people here, and this affects my confidence.”

TABLE 1: Qualitative and Quantitative Survey Findings.

Acculturation Strategy	Qualitative Data (%)	Quantitative Data (%)	Principal Findings
Bicultural Acceptance	46.7	42	Integration of origin and host cultures; Active engagement in entrepreneurship.
Heritage Culture Maintenance	33.3	34	Preservation of origin culture; Social and professional impediments.
Bicultural Marginalization	20.0	24	Isolation from both origin and host cultures; Low participation rates.

Supporting Factors

Respondents highlighted several enabling factors that could improve their cultural adaptation:

- 1. Cultural Orientation Program. This program helps students understand local norms and build initial connections with the local community.
- 2. Entrepreneurship Mentoring. The presence of mentors provides practical and emotional guidance, especially for students participating in entrepreneurial activities.
- 3. Intercultural Social Activities. Informal interactions with other local and international students facilitate the process of cultural adaptation.

Relationship to Quantitative Survey

The qualitative survey results provide an in-depth context for the distribution of acculturation patterns found in the quantitative survey. The qualitative findings help explain:

- 1. Why the bicultural acceptance group is more actively involved in entrepreneurial activities.
- 2. The barriers faced by heritage culture maintenance groups.
- 3. Social and professional isolation experienced by bicultural marginalization groups.

3.2. The Relationship Between Acculturation Patterns and Engagement in Entrepreneurship

Quantitative Survey Results

Analysis of the quantitative survey data showed a significant relationship between international students’ acculturation patterns and their level of engagement in entrepreneurial activities. The average engagement scores by acculturation pattern are as follows:

TABLE 2: Score of Student Involvement in Entrepreneurship Activities Based on Acculturation Patterns.

Acculturation Strategy	Frequency	Percentage (%)	Principal Characteristics
Biculturalism	42	42	Integration of origin and host cultures; High adaptability; Active engagement.

TABLE 2: Continued.

Acculturation Strategy	Frequency	Percentage (%)	Principal Characteristics
Cultural Maintenance	34	34	Preservation of origin culture; Moderate engagement in host culture.
Marginalization	24	24	Isolation from both origin and host cultures; Low engagement rates.

Relationship between Acculturation Patterns and Engagement

1. Bicultural Acceptance.

- Students in this group show the highest engagement in entrepreneurial activities. The ability to integrate local culture with home culture allows them to:
- Understand the needs of the local market.
- Collaborate with peers across cultures.
- Examples of activities: participation in campus business incubators, launching small businesses with local partners.

2. Maintenance of Heritage Culture.

- Students in this group are more likely to work with individuals who have similar cultural backgrounds. This reduces their opportunities to engage in cross-cultural activities, which are important in global entrepreneurship.
- Examples of activities: home culture-based community businesses, such as specialty food stores.

3. Bicultural Marginalization

- This group shows the lowest engagement, mainly because they feel isolated from both their home and local cultures. These barriers reduce their confidence and ability to take part in entrepreneurship.
- Examples of challenges: lack of professional networks and difficulty in understanding the local market.

The following graph shows the relationship between acculturation patterns and the average score of students’ engagement in entrepreneurial activities:

The graph shows the average score of student involvement in entrepreneurial activities based on acculturation patterns:

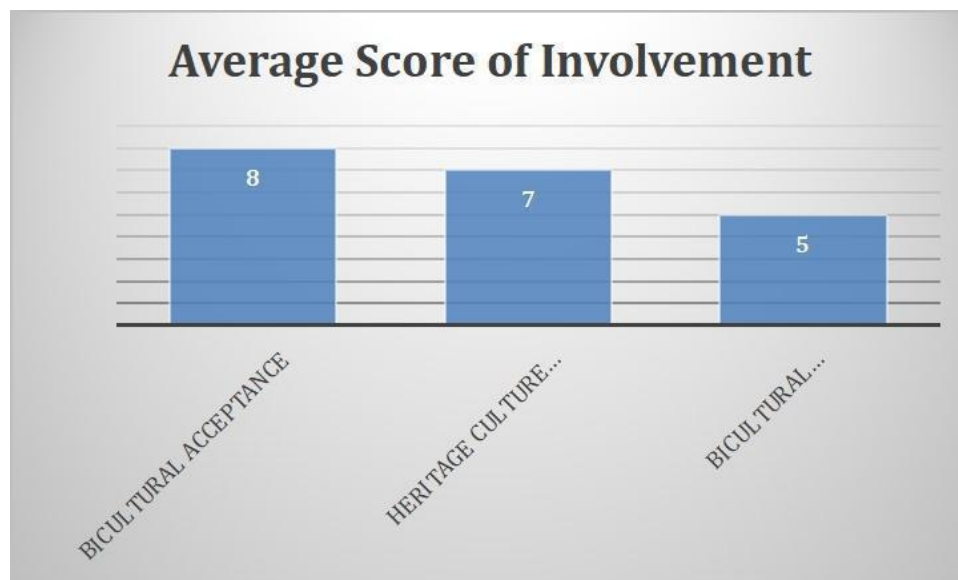


Figure 1: Average Score of Student Involvement in Entrepreneurship Activities.

1. Bicultural Acceptance. The highest score (8.6) indicates very active engagement.
2. Maintenance of Cultural Heritage. A moderate score (6.9) reflects moderate involvement, but tends to be limited to the home culture community.
3. Bicultural Marginalization. The lowest score (5.4) indicates minimal engagement due to adaptation barriers.

3.3. VALUE MAPPING (MEANS-END CHAIN ANALYSIS)

Results of the Means-End Chain Analysis

A means-end chain analysis was used to understand the relationship between attributes, consequences and values that international students consider important in entrepreneurial activities. The quantitative survey data showed the following patterns:

1. Networking Opportunities → Increased Access → Independence
 - Students with access to professional networks feel more independent in managing their ventures or projects. These networks include mentors, business partners, and customers.
 - Example: A student from Asia stated that the connections they made through the campus program enabled them to launch a tech-based startup.
2. Activity Flexibility → Time Management → Sense of Achievement

- Flexibility in entrepreneurial activities, such as customized working hours, helps students manage their time better. This provides a greater sense of accomplishment when they succeed in achieving their goals.
 - Example: Students from Europe feel that the flexible policies in the entrepreneurship program allow them to balance their studies with their business.
3. Educational Institution Support → Increased Confidence → Contribution to Society
- Support provided by educational institutions, such as mentoring programs or business incubator facilities, increases students' confidence in facing entrepreneurial challenges.
 - Example: A student from Latin America stated that training from the institution helped them design social programs that positively impacted the local community.

The following hierarchical diagram shows the relationship between the attributes, consequences and values found in the analysis:

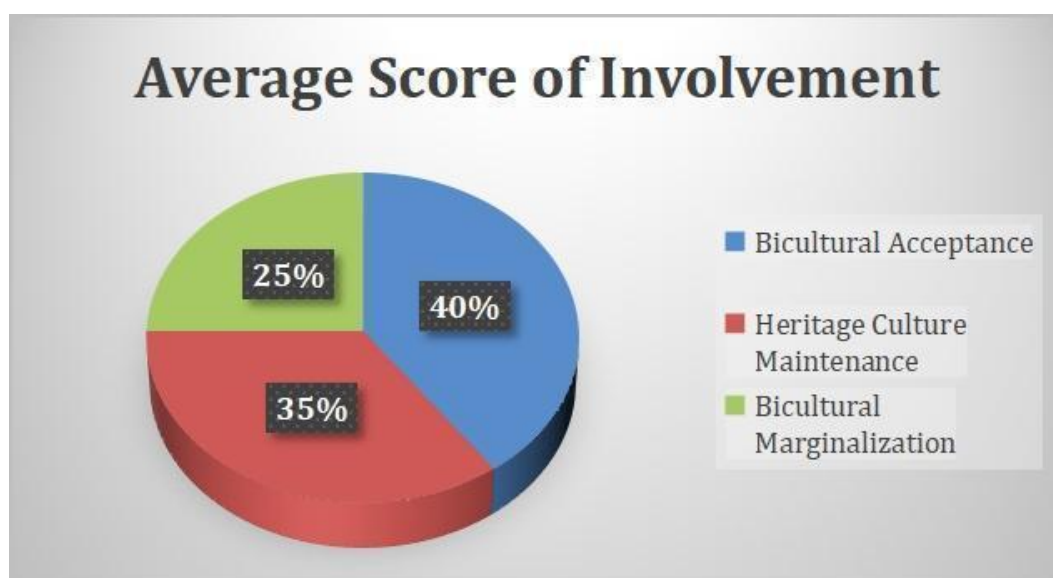


Figure 2: Distribution of Acculturation Among Students.

The hierarchical diagram shows the relationship between attributes, consequences, and values in the context of international student entrepreneurship activities. Here are the details:

TABLE 3: Attribute-Consequence-Value.

Attributes	Consequences	Values
Networking Opportunities	Increased access to mentors and business partners	Independence
Activity Flexibility	Better time management and organization	Sense of Achievement
Institutional Support	Improved confidence in entrepreneurial abilities	Contribution to Society

1. Networking Opportunities:
- Consequences. Increased access to mentors and business partners.
 - Value. Independence.
2. Flexibility of Activities:
- Consequences. Better time management.
 - Value. Sense of accomplishment.
3. Educational Institution Support:
- Consequences. Increased self-confidence.
 - Value. Contribution to society.

4. DISCUSSION

4.1. Acculturation Pattern and its Relationship with Entrepreneurship

The results show that international students’ acculturation patterns play a significant role in determining their level of involvement in entrepreneurial activities.

1. Bicultural Acceptance

The group of students with bicultural acceptance pattern showed the highest level of involvement (42%). They successfully integrated their home culture with the local culture, making it easier to adapt and collaborate in a cross-cultural environment. Some important findings from this group:

- Adaptation and Active Engagement. Students in this group are involved in activities such as business incubator programs or campus entrepreneurship competitions.

- **Local Market Understanding.** The ability to understand local social and cultural norms enables them to identify relevant business opportunities.

For example, one Asian student reported that tailoring his business approach to local expectations resulted in a more positive response from consumers. This finding supports the research, which states that effective cross-cultural communication is key to success in a multinational professional environment [12].

2. Maintenance of Cultural Heritage

This group (34%) is more likely to maintain their culture of origin, with moderate involvement in entrepreneurial activities. Key characteristics of this group include:

- **Preference for Home Culture Community.** They tend to participate in entrepreneurial activities that involve their own cultural community, such as opening a specialty food business.
- **Limitations on Cross-Cultural Interaction.** Language barriers and local cultural perceptions often prevent them from building connections outside their community.

This finding is consistent with Ward

and Geeraert's view [15,20], which states that a strong attachment to one's home culture can limit an individual's ability to adapt to and capitalize on opportunities in a new environment.

3. Bicultural Marginalization

This group (24%) faced the greatest challenges in adapting to the local culture as well as maintaining links with the culture of origin. Characteristics found:

- **Social Isolation.** Students felt less accepted in the new environment, which affected their confidence to engage in entrepreneurial activities.
- **Limited Professional Network.** This isolation limits them from building connections that are essential for starting a business.

One respondent from West Africa reported that alienation from the local culture made her feel "stuck between two worlds," with no real support from either. This finding supports previous research by Ataupah [14] that marginalization experienced by indigenous communities can lead to alienation and low engagement in professional and social life.

From these results, it can be concluded that the acculturation pattern that best supports entrepreneurial engagement is bicultural acceptance, as it allows students to utilize the values of their home culture while adapting to local cultural norms. In contrast, cultural marginalization is a major barrier to active participation in entrepreneurial activities.

4.2. The Relationship Between Attributes, Consequences and Values

The results of the value mapping (means-end chain analysis) provide deep insights into how certain attributes in entrepreneurial activities influence the consequences perceived by international students, which then lead to intrinsic values that are considered important. This relationship suggests that successful student engagement in entrepreneurial activities is not only determined by external factors, but also by strong internal motivation.

1. Networking Opportunities → Increased Access to Mentors and Business Partners → Independence. The opportunity to build a professional network is one of the most significant attributes, especially for students with bicultural admission patterns. These networks provide direct access to mentors, customers or business partners, which is essential for starting and running a business. As a consequence, students feel more independent in managing their businesses. Case example: A student from East Asia reported that guidance from a local mentor in a business incubator program helped him understand the consumption patterns of the local community, which increased the success of his product. This relationship supports Granovetter's theory [15] that weak ties in social networks can be a source of information and resources not available in close networks, which is important in building business opportunities.
2. Flexibility of Activities → Better Time Management → Sense of Achievement. Students value flexibility in entrepreneurship activities, such as a customizable schedule or a program structure that supports their academic needs. This flexibility helps them manage their time better, which in turn creates a high sense of accomplishment. Case example: A student from Eastern Europe stated that the flexible structure of the entrepreneurship program allowed him to complete his studies while launching a technology-based startup. This finding supports Schunk and

DiBenedetto's view [16] that perceived success increases an individual's intrinsic motivation and confidence in achieving goals.

3. Educational Institution Support → Increased Self-Confidence → Contribution to Society. Educational institutions play an important role in supporting international students. Mentoring programs, business training, and facilities such as business incubators increase students' confidence in facing entrepreneurial challenges. As a result, many students feel able to make a positive contribution to the local community through social or business projects. Case in point: Students from Latin America reported that institutional support helped them design economic empowerment programs for local communities. This relationship reinforces Creswell's [5] findings, which shows that a supportive learning environment can encourage students' active participation in complex and socially impactful activities.

The value mapping results show that successful student engagement in entrepreneurial activities depends on a combination of relevant attributes, beneficial consequences and meaningful intrinsic value. Networking opportunities and support from educational institutions are key factors in encouraging meaningful engagement, while the flexibility of activities provides space for students to achieve their goals without feeling overwhelmed.

4.3. Implications for Educational Institutions

The results of this study reveal the important role of educational institutions in supporting international students' engagement in entrepreneurial activities. Educational institutions should not only provide physical facilities, but should also create a learning environment that supports cultural integration and entrepreneurial skill development. The findings provide several key implications:

1. Importance of Cultural Support Programs. International students with acculturation patterns of heritage culture maintenance and bicultural marginalization face significant challenges in adapting to the local environment. Educational institutions can play a key role by providing:
 - Cultural orientation programs. Provide an introduction to local cultural norms and values to help students understand the new environment.

- Cross-cultural social activities. Encourage interaction between local and international students through social events or group projects.

This approach is in line with Vidyarini's [17] view that effective cross-cultural interaction can improve the social and professional adaptation of international students.

2. Support for Entrepreneurial Activities. Educational institutions can increase international students' involvement in entrepreneurship by:

- Entrepreneurship mentoring. Providing experienced mentors to guide students in developing business ideas.
- Business incubator. Provides access to facilities and resources to help students run their businesses.
- Curriculum flexibility. Integrating entrepreneurial activities with the academic schedule to provide space for students to learn while starting a business.

Creswell [5] emphasizes that holistic institutional support can boost students' confidence and motivate them to participate more actively in complex activities such as entrepreneurship.

3. Increased Networking Opportunities. The results show that the opportunity to build professional networks is the attribute most valued by international students. Educational institutions can facilitate this through:

- Industry partnership programs. Connecting students with local companies through internships or collaborative projects.
- Entrepreneurship competitions. Providing a platform for students to pitch their ideas and get feedback from experts.
- Professional networking events. Organize seminars or workshops involving academics, practitioners and entrepreneurs.

This finding supports aligned with the report of Anggaraini [18] that professional networks built through events such as seminars and workshops can open up career opportunities and increase students' ability to access resources that are not available in their limited social sphere.

4. Personalized Approach for Marginalized Students. Bicultural marginalized groups require special attention as they face the lowest levels of engagement. Educational institutions can provide:

- Individual counseling. Helps students overcome psychological and social barriers that hinder their participation.
- Specialized support programs. Offer programs designed to help students build their self-confidence and adaptation skills.

This approach aligns with Handayani and Yuca's [19] view that personalized support can help international students overcome psychological and social barriers that hinder their participation.

Educational institutions have a strategic role in creating a supportive environment for international students' involvement in entrepreneurship. By providing cultural orientation programs, mentoring, and access to professional networks, institutions can help students overcome acculturation challenges and utilize their full potential in entrepreneurial activities.

5. CONCLUSIONS

This study concludes that the acculturation pattern of international students has a significant influence on their involvement in entrepreneurial activities. The group of students with bicultural acceptance patterns showed the highest level of engagement due to their ability to integrate their home culture with the local culture. In contrast, the bicultural marginalization group faced the greatest challenges, such as social isolation and lack of access to professional networks, which hindered their participation.

The results of the means-ends chain analysis show that networking opportunities, flexibility of activities, and support from educational institutions are the main attributes that influence students' experiences in entrepreneurial activities. Intrinsic values, such as independence, sense of accomplishment, and contribution to society, are the main drivers for students to engage more actively.

This research also highlights the important role of educational institutions in providing support programs that focus on cultural integration, entrepreneurial mentoring, and access to facilities such as business incubators. This support not only helps international students overcome acculturation barriers, but also encourages their engagement in entrepreneurship, ultimately increasing their confidence and success.

As a recommendation, educational institutions need to expand cultural orientation programs, increase partnerships with industries, and provide a personalized approach to help more vulnerable groups, such as students with bicultural marginalization patterns.

In addition, flexibility in the curriculum is also needed to provide space for students to balance entrepreneurship with their academic demands.

ACKNOWLEDGMENT

The authors extend their deepest gratitude to the Faculty of Economics and Business at Swadaya Gunung Jati University (UGJ) for their unwavering support in the successful implementation of this community service program. The invaluable assistance provided by the faculty, including access to the International Affairs Office and the active participation of its academic community, has been instrumental in fostering awareness and motivation among students for international mobility opportunities. This collaboration highlights the faculty's commitment to advancing its internationalization goals and empowering students to compete on a global stage.

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