

Perceived Social Support as Predictor of Acculturative Stress Among Indonesian Exchange Students in Europe

Beatrice Febe Fedolina¹, Edilburga Wulan Saptandari²

^{1,2}Faculty of Psychology, Universitas Gadjah Mada

e-mail: *¹beatricefedolina@gmail.com, ²ewulans@ugm.ac.id

ARTICLE INFO

Article history

Received: September 2023

Revised: April 2024

Accepted: April 2024

Abstract. Participating in international student exchange programs offers valuable experiences during higher education. However, adjusting to numerous changes can lead to acculturative stress. Previous research has highlighted the importance of perceived social support in reducing acculturative stress. This study aimed to explore whether perceived social support could predict acculturative stress among Indonesian exchange students in Europe, using a quantitative approach. The ASSIS (Acculturative Stress Scale for International Students) and the ISSS (Index of Sojourner Social Support) were used as data collection tools. The sampling technique used in this research was a non-random sampling technique-accidental sampling technique. Participants were Indonesian exchange students in Europe (N = 119) with the age range of 21-24 ($\bar{x} = 21$). Results showed that 74.79% of the students had high levels of perceived social support, and 63.02% of them had low levels of acculturative stress. Linear regression analysis proved that perceived social support could significantly predict 8.86% of students' acculturative stress. Additionally, no significant difference was found between gender in both acculturative stress ($p = .356$) and perceived social support ($p = .280$). Broadening social networks during the exchange program period would prevent students from experiencing high levels of acculturative stress.

Keywords: Acculturative Stress, International Student Exchange Programs, Perceived Social Support

Abstrak. Berpartisipasi dalam program pertukaran pelajar internasional menawarkan pengalaman berharga selama pendidikan tinggi. Namun, penyesuaian terhadap berbagai perubahan dapat menimbulkan stres akulturatif. Penelitian sebelumnya telah menyoroti pentingnya persepsi dukungan sosial dalam mengurangi stres akulturatif. Penelitian ini bertujuan untuk mengeksplorasi apakah dukungan sosial yang dirasakan dapat memprediksi stres akulturatif pada pelajar pertukaran Indonesia di Eropa, dengan menggunakan pendekatan kuantitatif. ASSIS (Acculturative Stress Scale for International Students) dan ISSS (Index of Sojourner Social Support) digunakan sebagai alat pengumpulan data. Teknik pengambilan sampel yang digunakan adalah teknik non random sampling-teknik accidental sampling. Pesertanya adalah pelajar pertukaran Indonesia di Eropa (N = 119) dengan rentang usia 21-24 tahun ($\bar{x} = 21$). Hasil penelitian menunjukkan bahwa 74,79% siswa memiliki tingkat persepsi dukungan sosial yang tinggi, dan 63,02% di antaranya memiliki tingkat stres akulturatif yang rendah.

Analisis regresi linier membuktikan bahwa persepsi dukungan sosial secara signifikan dapat memprediksi 8,86% stres akulturatif siswa, artinya semakin tinggi persepsi dukungan sosial maka tingkat stres akulturatif akan semakin rendah, begitu pula sebaliknya. Selain itu, tidak ada perbedaan signifikan yang ditemukan antara gender pada stres akulturatif ($p=0,356$) dan persepsi dukungan sosial ($p=0,280$). Memperluas jaringan sosial selama periode program pertukaran akan mencegah siswa mengalami stres akulturatif tingkat tinggi.

Kata kunci: Dukungan Sosial yang Dirasakan, Program Pertukaran Pelajar Internasional, Stres Akulturatif

Globalization and the evolution of modern education systems motivate students worldwide to gain international educational exposure. Students express the desire to explore the world and experience something exclusive that they cannot get by studying in their home country. Participating in international student exchange programs is one way of making the most of one's time in higher education. For a long time, student mobility, or studying at institutions other than the one where the student originally matriculated, was an important component of a well-rounded academic education (Messer & Wolter, 2006). According to Marciniak et al. (2019), some of the advantages of participating in international education exchanges include: developing foreign language skills, teaching respect and understanding of cultural diversity, broadening knowledge of a discipline in a different educational system and cultural environment, encouraging critical thinking, self-confidence, and adaptation skills, and preparing for work in a multicultural environment.

Realizing how important the values and benefits of studying abroad are, universities all over Indonesia offer their students the opportunity to study at other universities across the globe through the student exchange program. Moreover, with the emergence of IISMA (Indonesian International Student Mobility Awards) in 2021, the number of Indonesian students going to Europe for exchange programs has been increasing for the past three years, with approximately 638 Indonesian students participated in IISMA (student exchange) program and studied at several universities in Europe in 2022 (Kemendikbud, 2022). According to Kemendikbud (2021), IISMA is a scholarship program sponsored by the Government of the Republic of

Indonesia to fund mobility programs for Indonesian students at prestigious universities and reputable industries around the world. The aim of this program is to enrich and improve students' insight and competence in the real world in accordance with their interests and aspirations.

Although studying abroad seems very interesting and exciting, several studies have repeatedly found that international students frequently find it hard to adjust to life in the host country (O'Reilly et al., 2010). Studying in a whole different country means that there are many differences in the culture, language, habits, environment, education system, and many more. The number of changes and differences that students need to adapt to could make them feel overwhelmed and eventually stressed. Acculturative stress is a decrease in ethnic minorities' mental health and well-being that occurs throughout the process of adapting to a new culture (Sullivan & Kashubeck-West, 2015). According to the Acculturative Stress Scale for International Students (ASSIS) by Sandhu and Asrabadi (1998), there are seven main sub-factors that contribute to acculturative stress; Perceived discrimination, Homesickness, Perceived hate, Fear, Stress due to change/culture shock, Guilt, and Miscellaneous.

Previous studies have shown that Asian students face a greater degree of acculturative stress than European students do because of the bigger cultural gap that exists between their own culture and the culture of their host country (Bradley & Bingi, 1992; Guclu, 1993; Parr, Yang & Clum, 1994). In addition to that, many international college students who experience acculturative stress or psychological distress may be reluctant to seek professional help due to the stigma associated with it in their native culture and may instead rely on emotional support from relatives in their home country (Thukral et al., 2010). That being said, it is critical for home universities to be aware of students' mental condition while studying abroad, as high levels of acculturative stress may lead to psychological health issues among international students (Li & Li, 2017), greater risk of poor academic performance, feeling of isolation, strained interpersonal relationship, cultural identity confusion, low self-esteem, low quality of life, as well as low satisfaction (Lowinger et al., 2014).

The findings from prior studies have demonstrated that social support plays a crucial role in enabling students to navigate and overcome various obstacles and challenges (Aziz & Nurwardani, 2021). The definition of social support itself is the provision of assistance or comfort to others, typically to help them cope with biological, psychological, and social stressors (APA, 2018). On the other hand, perceived social support refers to the perceived availability and

adequacy of social connections (Eagle et al., 2018). In studies focusing on international students, social support has been found to be a significant predictor of psychological adaptation outcomes, including acculturative stress (Bierwiazzonek & Waldzus, 2016). There are numerous sources of social support available during student exchange programs, including the host community, academic peers, student services, university support, informal interactions with faculty, family and friends, and private tutoring. (Lashari et al., 2018). These sources help individuals to deal with stress and tension caused by unfamiliar cultures. There are many types of support that people receive from others. However, Ong and Ward (2005) focused on the two-factor internal structure of perceived social support when examining the life of sojourners, which are individuals who live in a country other than the one in which they were raised. The two two-factor internal structures of perceived social support include socioemotional support and instrumental support. Understanding, empathy, trust, and reassurance are characteristics of socioemotional support, regarded as the core element of social support (Krause, 1987). Instrumental support involves resources such as spending time with a person or providing them with materials or money (Malecki & Demaray, 2003).

Social support is a positive coping mechanism for dealing with stress and psychological adjustment by improving functioning and acting as a buffer against adverse outcomes (Rui & Wang, 2015; Van Gorp et al., 2017). Among 104 international students at a medium-sized public institution in the Midwest of the United States, Sullivan and Kashubeck-West (2015) investigated the relationship between social support, acculturation modes, and acculturative stress. Results showed that acculturative stress was shown to be significantly reduced when international students had strong social support and an integrated strategy for acculturation. The findings of the study led the researchers to conclude that social support is a crucial aspect of living in a different culture and contributes to an improvement in the mental health of international students. During times of difficulty, it appears that having social support is becoming increasingly valuable; hence it is expected that high levels of social support would lead to lower acculturative stress levels and vice versa.

Despite the large number of Indonesian students studying in Europe, there are still insufficient studies that focus on exploring the acculturative stress of Indonesian students specifically. Numerous studies have generally concentrated on international students or have grouped Asian international students from various countries into one group (Mukminin, 2019).

Moreover, several previous studies generally combine all students from different education programs, such as exchange students, bachelor's degree students, master's degree students, etc., as one unit when in reality, each group will have different experiences. Consequently, in order to fill a gap in the literature on Asian international students' acculturative stress levels, specifically those who originated from Indonesia and participated in the student exchange program with social support as the predictor, this research was conducted to measure the acculturative stress of Indonesian students participating in student exchange programs in Europe and finding out whether perceived social support is a predictor of the students' acculturative stress level.

Thereupon, the study hypothesizes that perceived support predicts acculturative stress among Indonesian students participating in student exchange programs in Europe; When students perceive more social support, the level of acculturative stress will be lower; conversely, when students perceive less social support, the level of acculturative stress will be higher.

Method

Variable Identification

Two variables were tested in this study, acculturative stress as the dependent variable and perceived social support as the independent variable.

Research Instruments

Researchers provided online questionnaires using Google Forms. The Google Form already contains research explanation sheets, informed consent, and research scales. Then, the researchers distributed the poster along with the questionnaire's link through various social media applications (Instagram, Line, and WhatsApp) according to the population's goals. Each participant was asked to fill out the informed consent page before filling out a questionnaire which contains two scales: Acculturative Stress Scale for International Students (ASSIS) and Index of Sojourner Social Support (ISSS). Each item on the questionnaire consisted of a statement and five answer choices in the form of a Likert scale. Participants can only choose 1 out of 5 options for each item.

Acculturative Stress Scale for International Students (ASSIS)

Acculturative stress was assessed using the Acculturative Stress Scale for International Students (ASSIS) by Sandhu and Asrabadi (1998). ASSIS is a 36-item scale that measures the adjustment problems of international students. Using a 5-point Likert scale, the scale for

responses was from 1 (strongly disagree) to 5 (strongly agree), with 3 (not sure) in between. When measuring acculturative stress, higher total scores indicated more acculturative stress. The ASSIS consists of seven subscales: Perceived Discrimination (eight items), Homesickness (four items), Perceived Hate (five items), Fear (four items), Stress Due to Change/Culture Shock (three items), Guilt (two items), and Miscellaneous or non-specific items (10 items). The overall summed score might range anywhere from 36 to 180. The scale has a reliability of Cronbach's alpha value of .949 (Bai, 2016), which showed high internal consistency of the scale. This study utilized the scales without further modifications as the content and usage in the previous study were aligned with the present study.

Index of Sojourner Social Support (ISSS)

Perceived social support was assessed using the Index of Sojourner Social Support (ISSS) by Ong & Ward (2005). The ISSS is an 18-item scale with two subscales: socio-emotional support and instrumental support. The test was designed to evaluate individuals' social support networks in the nation in which they were temporarily residing, using a 5-point likert-type rating scale: 1 (no one would do this), 2 (someone would do this), 3 (a few would do this), 4 (several would do this), and 5 (many would do this). Higher total scores indicate higher social support, with scores ranging between 18 and 90. The scale has a reliability of Cronbach's alpha value of 0.96 (Franco et al., 2018), with the original having 0.95 (Ong & Ward, 2005), which means this scale has demonstrated reliability and cross-cultural validity. This study utilized the scales without further modifications as the content and usage in the previous study were aligned with the present study.

Research subject

The participants of the study are 119 Indonesian undergraduate students from various universities, 71 female and 48 male, who participated in international student exchange programs in Europe with the age range of 18-24. Some of the participants participated in international student exchange programs through IISMA and others through international exchange programs from their respective universities. During filling out the survey, the participants must currently undertake the student exchange program in Europe or have finished their program up to six months prior to the survey. The sampling technique used in this research was a non-random sampling technique-accidental sampling technique.

Research methods

This study used a quantitative approach, which aims to generalize quantified data to the population (Kurniawan & Puspitaningtyas, 2016), with online surveys as the data collection method.

Analysis Techniques

Upon analyzing the data, aside from normality test, product-moment Pearson correlation coefficient, linearity test, as well as heteroscedasticity test was used to measure the correlation between the variables along with simple linear regression to understand further how the data interact. All these analyses were done with the software Jamovi Version 2.3.28.

Result

The participants were categorized based on their home university. Large numbers of the participants were students of Universitas Gadjah Mada with a total of 57 students, making up 47.9% of the total student population. The "Others" category in the table represents students from several universities in Indonesia who each have only one participant in this study. While individually these instances make up a small percentage of the total student population (less than one percent each), collectively they contribute to the overall diversity of destination countries with a total of 23 students, making up 19.3% of the student population.

Tabel 1

Demographic Table

Home University	Destination Countries	Number of Students	Percentage
Universitas Gadjah Mada	Austria, France, Hungary, Italy, Norway, Portugal, Spain, Sweden, The Netherlands, United Kingdom.	57	47.9 %
Universitas Indonesia	Belgium, Hungary, Italy, Spain, The Netherlands, United Kingdom.	10	8.4 %
Institut Teknologi Bandung	Germany, Hungary, Italy, Poland, Spain.	6	5.0 %
Universitas Padjadjaran	Germany, Hungary, Italy, The Netherlands.	6	5.0 %
Universitas Mulawarman	Croatia, Hungary, Italy, Latvia, Portugal.	5	4.2 %
Universitas Brawijaya	Hungary, Italy, Latvia.	3	2.5 %

Universitas Sebelas Maret	Italy, Spain, United Kingdom.	3	2.5 %
Universitas Diponegoro	Hungary, Poland.	2	1.7 %
Universitas Airlangga	Hungary, Italy.	2	1.7 %
UPN "Veteran" Jawa Timur	Hungary, Poland.	2	1.7 %
Others	Croatia, France, Hungary, Italy, Lithuania, Poland, Spain, United Kingdom.	23	19.3 %
Total		119	100 %

Descriptive Statistics

Tables 2 and 3 show the descriptive statistics and the categorical statistics, as well as the data distribution. The data on acculturative stress was mainly distributed in the low group, with 75 persons and 41 people in the medium category. Perceived social support of the participants was distributed mainly in the high category, with 89 people and 29 in the medium category. Both have an extremely low distribution on each side, with only 3 participants reporting high acculturative stress and 1 reporting low perceived social support.

Table 2.

Descriptive Statistics

Variables	Mean	Std. Deviation	Variance	Skewness	Kurtosis
Acculturative Stress	77.1	20.841	434.333	.690	.571
Perceived	72.672	12.097	146.341	-.345	-.507

Table 3.

Categorical Result

Variables	Category	Range	N	Percentage
Acculturative Stress	Low	$x < 84$	75	63.02%
	Medium	$84 \leq x < 132$	41	34.45%
	High	$x \geq 132$	3	2.52%
Perceived Social	Low	$x < 42$	1	0.84%

Support	Medium	$24 \leq x < 66$	29	24.37%
	High	$x \geq 66$	89	74.79%

Main Findings

Before regression can be used, the researcher undergoes assumption tests; normality testing, linearity testing, and heteroscedasticity testing. The data, as shown in Table 2, was distributed normally as both the skewness and kurtosis of each variable are in $-1 < x < 1$ and normality tests with Shapiro-Wilk showed data were distributed normally ($p = 0.212 > .05$). The next assumption check is the linearity test. Linearity testing for perceived social support toward acculturative stress showed significant results, with a deviation of linearity on acculturative stress and perceived social support ($p = .007$). Lastly, the data showed no heteroscedasticity on perceived social support ($p > .05$) but showed heteroscedasticity on acculturative stress ($p < .05$). Nonetheless, regardless of assumption test outcome, hypothesis tests are still able to be conducted, as assumption tests are only a precondition checking (Azwar, 2010).

Table 4.

Correlation Analysis Result

Variables	Acculturative Stress
Perceived Social Support	-.298*

*. Correlation is significant at the 0.001 level (2-tailed).

Correlation analysis between variables was observed using Pearson Correlation, as shown in Table 4. Independent variables perceived social support showed a significant negative correlation with the dependent variable acculturative stress ($r = -.298$; $p < .001$),

The results were then tested further with linear regression analysis to measure the predictability of acculturative stress by perceived social support. The results shown in Table 5 showed significant results where the independent variables perceived social support explained 8.86% of the variance of tendency to dependent variable acculturative stress ($R^2 = .0886$; $F(1,117) = 11.4$; $p < .05$).

Table 5.

Linear Regression

Model	R	R Square	Adjusted R Square	df1	df2	F	Sig.
1	.298	.0886	.0808	1	117	11.4	.001

Additional Analysis

Additionally, the variables were compared based on gender, as shown in Table 6. Independent sample t-test analysis showed no significant difference in acculturative stress between males and females ($p = .356$), which was in line with previous research (Desa et al., 2012). No significant difference was found in perceived social support between gender ($p = .280$). This finding was inconsistent with previous research (Thoits, 1995), stating that women are more involved in giving and receiving social support than are men.

Table 6.

Independent Sample t-test between gender

Variables	t	Sig.
Acculturative Stress	.927	.356
Perceived Social Support	1.086	.280

Discussion

This study aims to test the hypothesis that perceived social support is a predictor of acculturative stress in Indonesian students participating in international student exchange programs in Europe. The research results proved that the hypothesis was accepted. Perceived social support contributes to predicting students' acculturative stress during the international exchange program, which is 8.86% (Table 5). The contribution was inversely proportional (Table 4), which means the more social support perceived by the students, the lower the level of acculturative stress the less social support students perceive, the higher the level of acculturative stress.

The findings of this study were in line with previous studies, which stated that perceived social support could predict the level of international students' acculturative stress (Bai, 2016; Bierwiazzonek & Waldzus, 2016; Franco et al., 2018). The development of broad social support

networks may help to reduce the level of acculturative stress, which may then prove to be a strategy for promoting a cultural adaptation pattern linked with lower acculturative stress (Sullivan, 2010). According to Szkody et al. (2020), the more social support or resources that a person has, or perceives to have available, may help the individual to feel more in control of the stressful situation or may lead to more emotional disclosure to their social support provider. Furthermore, social support could help the individual to process the negative event, which then improves associated outcomes (e.g. lower rates of stress, lower rates of fear, lower rates of loneliness, etc.). Perceived support in particular has been theorized to help individuals reappraise stressful events (Cohen et al., 2000).

It is important to highlight that the research finds that only 8.86% of the variability of acculturative stress can be predicted by perceived social support, which is considered low (<0.25) (Henseler, 2009). Nevertheless, a low R-square does not disturb the explanatory power of the research as it could generate lots of data; R-square, although small, is significantly different from 0, signifying that the model has statistically significant explanatory power; hence a low R-square does not equal a bad model. Given the inherent unpredictability of human behavior, it is to be expected of studies that investigate the themes of social sciences or psychological behavior to have an R square which is below 0.5 (Ballard, 2019). This finding also implies that there are still other factors that can determine acculturative stress, such as English proficiency and socio-economic status (Berry, 2008; Berry et al., 1987; Kim et al., 2010).

Language barrier is one of international students' major stressors. The language barrier could affect academic, psychological, interpersonal, and social dimensions (Kim et al., 2010). International students struggle to understand class content and participate in classroom discussions due to a lack of English proficiency. They must also spend additional time to accomplish reading and homework projects. Aside from negatively impacting academic achievement, the language barrier prevents them from communicating with classmates, instructors, and members of the local community (Bai, 2016). In addition, a previous study discovered a negative correlation between English fluency and depressive symptoms, which may make it much more difficult for students to get treatment because of language barriers. (Thukral et al., 2010).

High socio-economic status (SES) is a protective resource against life stressors (Berry, 1997). Findings from past studies indicated that perceived lower social class during

adjustment and lower income are significant predictors of higher acculturative stress (Eustace, 2007). Students from small towns with low socio-economic levels, might have limited knowledge and experience about European culture than their friends from the city and with higher socio-economic status before their exchange period in Europe. For example, students with higher SES might have already traveled to European countries before participating in student exchange programs or heard about European cultures from their relatives; thus, they had clear expectations of what they would face during their exchange period. Another example is that students with higher SES will find it easier to fulfill their basic needs, such as buying groceries, medical check-ups, access to a wide range of transportation, buying academic books, etc. With such expectations and adequacy, students from higher SES would be more likely to experience less stress than those from lower SES.

Another finding in this study was that 74.79% of the participants showed high levels of perceived social support, and 63.02% showed low level of acculturative stress (Table 3). This finding was inconsistent with previous research, which stated that due to the amount of cultural gap between Asian culture and the host culture, plus language barriers factor, Asian international students were expected to have lower levels of social support compared to other international students, hence resulting in higher acculturative stress (Bradley & Bingi, 1992; Guclu, 1993; Parr, Poyrazli et al., 2004; Yang & Clum, 1994). One of the participants actually reached out to us and explained that the fact that IISMA students depart to host countries as a group should be considered. Having a big group of friends from the same origin depart together to a foreign country will definitely increase the level of perceived social support experienced by the students, thus decreasing their acculturative stress level. Past studies have indicated that being around other culturally similar individuals encourages the use of culturally relevant ways of dealing with stress as well as allowing for a respite from the requirements of having to function in a different language and culture (Bektas et al., 2009; Kang, 1972; Sykes & Eden, 1985).

The experience of students who participated in international student exchange programs through IISMA might differ from those who did not. IISMA provides pre-departure programs for their awardees by dividing them into sub-regions based on their designated country. Some of the sessions are introductions to European culture in general, money management, content creating, and network mentoring. In the network mentoring session, the awardees will form a group of 4-5 and are allowed to choose a mentor who was also an awardee from the previous batch. In this

group, they could also ask questions to their mentor and share some insights. IISMA awardees also receive a monthly allowance (instrumental support) from the government during the period of their exchange programs. That being said, IISMA students receive several benefits that other non-IISMA students could not get in terms of cultural knowledge, wide social networks, and materials (extra pocket money).

In addition, both variables were compared based on gender (Table 6). Independent sample t-test analysis showed no significant difference in acculturative stress between males and females ($p = .356$). Desa et al. (2012) explained that regardless of gender, transitioning to a new culture, including the behavioral and other internal changes that occur throughout this process, will have the same influence. Because the students were exposed to identical life circumstances and stressors, they were affected in the same way. There was also no substantial difference between genders in terms of perceived social support ($p = .280$). This finding contradicts previous research. Olson and Shultz (1994) found that women reported higher levels of social support than men in various dimensions. Women naturally seek social support, occupy themselves, and express their emotions more often. It's consistent across studies that women are more likely than males to seek social support. Conversely, men have the tendency to control their emotions, accept the situation without overthinking, and try to find solutions independently (Thoits, 1995). Contrary to that, according to Yousaf and Ghayas (2015), the reason for no gender differences on perceived social support might be the changing trends in the grooming of students. In present circumstances, boys and girls receive the same opportunities and training from an early age, which affects how they feel supported by others. This fairness shows up in many areas of their lives, like school, clothing choices, and religion. This fair treatment may contribute to the absence of gender differences in perceived social support.

The limitation of this study was that the researcher did not differentiate between participants who engaged in student exchange programs through the IISMA program and those who did not. This classification is important because further research has revealed that the experiences of IISMA students differ from those of non-IISMA students, as explained before, such as proper pre-departure preparation programs with mentors, groups of friends that depart to the same country or even university, and monthly allowance from the government. In addition, IISMA students are naturally highly motivated individuals who have undergone multiple selection processes prior to being accepted into the program. It can be inferred that these students

have a greater sense of self-efficacy and are more resilient than students who are not enrolled in IISMA. This distinction will distinguish the students' perceived social support and acculturative stress level from other international students.

Another limitation is that this study utilized the Acculturative Stress Scale for International Students (ASSIS) by Sandhu and Asrabadi (1998), which is considered as a more “old-school” scale. Considering that technology has been developing rapidly in this decade, specifically with the use of the internet that has been a huge part in students' life, it would've been best to use a more updated scale. Adding aspects regarding internet use, social media, and virtual communication will also help to explain international students' experience better. The limitation of the survey specifically was that the writer didn't include a question regarding whether the participants had previously visited Europe prior to the student exchange program in the survey. Students who have previously traveled to Europe are less likely to experience culture shock and consequently have a lower level of acculturative stress, making this a crucial question to ask.

Conclusion

The current study presented results that perceived social support was able to significantly predict 8.86% of students' acculturative stress during the international student exchange period in Europe. In addition, perceived social support correlates negatively with acculturative stress, which means that when one has high levels of perceived social support, levels of acculturative stress will be lower and vice versa. The role of social support in acculturative stress is critical since it is seen as a protective mechanism against life stressors and promotes health and wellness.

Suggestion

Future studies could explore other variables contributing to students' acculturative stress. In this study, only social support was examined. Further research may also analyze students' English proficiency level and socioeconomic status (SES). In addition, it would have been best to find participants who were still living abroad while filling out the survey. This will help researchers to get more accurate results, considering that the participants were experiencing acculturation at the present time.

Moreover, for home universities that provide international student exchange programs for their students (non-IISMA), implementing pre-departure programs will help students to have some expectations of what they will face in the context of the education system, culture, and social experiences. For students who will take part in the international student exchange program, conducting self-research about their designated country prior to departure and broadening social networks during the exchange program period would be greatly beneficial.

Bibliography

- American Psychological Association. (2018, April 19). *Apa Dictionary of Psychology*. American Psychological Association. <https://dictionary.apa.org/social-support>
- Aziz, M. F., & Nurwardani, M. (2021). The Role of Social Support on The Student Adversity Quotient in Islamic Boarding School. *Jurnal Psikologi Integratif*, 9(2), 252. <https://doi.org/10.14421/jpsi.v9i2.2266>
- Azwar, Saifuddin. (2010). *Metode Penelitian*. Yogyakarta: Pustaka Pelajar.
- Bai, J. (2016). Perceived support as a predictor of acculturative stress among international students in the United States. *Journal of International Students*, 6(1), 93–106. <https://doi.org/10.32674/jis.v6i1.483>
- Ballard, C. (2019, July 8). *An ode to R-squared*. Medium. <https://towardsdatascience.com/an-ode-to-r-squared-804d8d0ed22c>
- Bektaş, Y., Demir, A., & Bowden, R. (2009). Psychological adaptation of Turkish students at U.S. campuses. *International Journal for the Advancement of Counselling*, 31(2), 130–143. <https://doi.org/10.1007/s10447-009-9073-5>
- Berry, J. W., Kim, U., Minde, T., & Mok, D. (1987). Comparative studies of Acculturative Stress. *International Migration Review*, 21(3), 491. <https://doi.org/10.2307/2546607>
- Berry, J.W. (2008). Globalisation and acculturation. *International Journal of Intercultural Relations*, 32(4), 328–336. <https://doi.org/10.1016/j.ijintrel.2008.04.001>
- Berry, John W. (1997). Lead Article - Immigration, Acculturation, and adaptation. *Applied Psychology*, 46(1), 5–34. <https://doi.org/10.1080/026999497378467>
- Berry, J. W. (2005). Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relations*, 29(6), 697–712. <https://doi.org/10.1016/j.ijintrel.2005.07.013>

- Berry, John W. (2017). Theories and models of acculturation. *Oxford Handbooks Online*.
<https://doi.org/10.1093/oxfordhb/9780190215217.013.2>
- Bierwiazzonek, K., & Waldzus, S. (2016). Socio-Cultural Factors as Antecedents of Cross-Cultural Adaptation in Expatriates, International Students, and Migrants. *Journal of Cross-Cultural Psychology*, 47(6), 767–817.
<https://doi.org/10.1177/0022022116644526>
- Cohen, S., Gottlieb, B. H., & Underwood, L. G. (2000). Social Relationships and health. *Social Support Measurement and Intervention*, 3–26. <https://doi.org/10.1093/med:psych/9780195126709.003.0001>
- Desa, A., Yusoff, F., & Kadir, N. B. (2012). Acculturative stress among international postgraduate students at UKM. *Procedia - Social and Behavioral Sciences*, 59, 364–369. <https://doi.org/10.1016/j.sbspro.2012.09.287>
- Eustace, R. W. (2007). *Factors influencing acculturative stress among international students in the United States* (dissertation). Kansas State University, Manhattan, Kan.
- Eagle, D. E., Hybels, C. F., & Proeschold-Bell, R. J. (2018). Perceived social support, received social support, and depression among clergy. *Journal of Social and Personal Relationships*, 36(7), 2055–2073. <https://doi.org/10.1177/0265407518776134>
- Franco, M., Hsiao, Y.-S., Gnilka, P. B., & Ashby, J. S. (2018). Acculturative stress, social support, and career outcome expectations among international students. *International Journal for Educational and Vocational Guidance*, 19(2), 275–291. <https://doi.org/10.1007/s10775-018-9380-7>
- Guclu, N. (1993). A study to identify and analyze international graduate students' adjustment problems at the University of Pittsburgh. Unpublished doctoral dissertation, University of Pittsburgh, Pennsylvania.
- Hartati, ., & Riniati, W. O. (2022). Exploring 21st-century critical skills needed for preparing new students for Indonesian International Student Mobility Awards. *KnE Social Sciences*, 7–11. <https://doi.org/10.18502/kss.v7i11.11321>
- Henseler, J., Ringle, C. M., & Sinkovics, R. R. (2009). The use of partial least squares path modeling in International Marketing. *Advances in International Marketing*, 277–319. [https://doi.org/10.1108/s1474-7979\(2009\)0000020014](https://doi.org/10.1108/s1474-7979(2009)0000020014)
- Jee-Sook Lee; Gary F. Koeske; Esther Sales (2004). *Social support buffering of acculturative stress: a study of mental health symptoms among Korean international students*. , 28(5), 399–414. doi:10.1016/j.ijintrel.2004.08.005
- Kang, T. (1972). A foreign student group as an ethnic community. *International Review of Modern Sociology*, 2, 72-82.

- Kemendikbud. (n.d.). IISMA 2022 is now open for applications. Retrieved May 26, 2022, from <https://kampusmerdeka.kemdikbud.go.id/km/IISMA/landing.html>
- Kemendikbud. (2021, May). *Kemendikbudristek Luncurkan IISMA, Dorong Mahasiswa S1 Belajar Ke Kampus Top Luar negeri*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. <https://www.kemdikbud.go.id/main/blog/2021/05/kemendikbudristek-luncurkan-iisma-dorong-mahasiswa-s1-belajar-ke-kampus-top-luar-negeri>
- Lowinger, R. J., He, Z., Lin, M., & Chang, M. (2014). The impact of academic self-efficacy, acculturation difficulties, and language abilities on procrastination behavior in Chinese international students. *College Student Journal*, 48(1), 141–152.
- Kim, S.-A., Aigen, K., & Reynolds, A. M. (2010). *Predictors of acculturative stress among international music therapy students in the U.S* (dissertation). Temple University Libraries.
- Krause, N. (1987). Life Stress, Social Support, and Self-Esteem in an Elderly Population. *Psychology and Aging*, 2(4), 349–356. <https://doi.org/10.1037/0882-7974.2.4.349>
- Kristiana, I. F., Karyanta, N. A., Simanjuntak, E., Prihatsanti, U., Ingarianti, T. M., & Shohib, M. (2022). Social support and acculturative stress of international students. *International Journal of Environmental Research and Public Health*, 19(11), 6568. <https://doi.org/10.3390/ijerph19116568>
- Malecki, C. K., & Demaray, M. K. (2003). What type of support do they need? investigating student adjustment as related to emotional, informational, appraisal, and instrumental support. *School Psychology Quarterly*, 18(3), 231–252. <https://doi.org/10.1521/scpq.18.3.231.22576>
- Marciniak, D., & Winnicki, M. (2019). International Student Exchange – motives, benefits and barriers of participation. *Scientific Papers of Silesian University of Technology. Organization and Management Series*, 2019(133), 93–105. <https://doi.org/10.29119/1641-3466.2019.133.8>
- Messer, D., & Wolter, S. C. (2006). Are Student Exchange Programs worth it? *Higher Education*, 54(5), 647–663. <https://doi.org/10.1007/s10734-006-9016-6>
- Mukminin, A. (2019). Acculturative Experiences Among Indonesian Graduate Students in Dutch Higher Education. *Journal of International Students*, 9(2), 488–510. <https://doi.org/10.32674/jis.v0i0.265>
- Olson, D. A., & Shultz, K. S. (1994). Gender differences in the dimensionality of Social Support. *Journal of Applied Social Psychology*, 24(14), 1221–1232. <https://doi.org/10.1111/j.1559-1816.1994.tb00555.x>
- Ong, A. S., & Ward, C. (2005). The construction and validation of a social support measure

- for Sojourners: Ong, A. S. J. (2005). The Construction and Validation of a Social Support Measure for Sojourners: The Index of Sojourner Social Support (ISSS) Scale. *Journal of Cross-Cultural Psychology*, 36(6), 637–661. <https://doi.org/10.1177/0022022105280508>
- O'Reilly, A., Ryan, D., & Hickey, T. (2010). The Psychological Well-Being and Sociocultural Adaptation of Short-Term International Students in Ireland. *Journal of College Student Development*, 51(5), 584–598. <https://doi.org/10.1353/csd.2010.0011>
- Poyrazli, S., Kavanaugh, P. R., Baker, A., & Al-Timimi, N. (2004). Social support and demographic correlates of acculturative stress in international students. *Journal of College Counseling*, 7(1), 73–82. <https://doi.org/10.1002/j.2161-1882.2004.tb00261.x>
- Rui, J. R., & Wang, H. (2015). Social network sites and international students' cross-cultural adaptation. *Computers in Human Behavior*, 49, 400–411. <https://doi.org/10.1016/j.chb.2015.03.041>
- Sandhu, D. S., & Asrabadi, B. R. (1994). Development of an acculturative stress scale for international students: Preliminary findings. *Psychological Reports*, 75(1), 435–448. <https://doi.org/10.2466/pr0.1994.75.1.435>
- Sullivan, C. (2010). *Predictors of acculturative stress for international students in the United States* (dissertation). University of Missouri--St. Louis, St. Louis, MO.
- Sullivan, C., & Kashubeck-West, S. (2015). The interplay of international students' acculturative stress, social support, and acculturation modes. *Journal of International Students*, 5(1), 1–11. <https://doi.org/10.32674/jis.v5i1.438>
- Sykes, I. J., & Eden, D. (1985). Transitional stress, social support, and psychological strain. *Journal of Organizational Behavior*, 6(4), 293–298. <https://doi.org/10.1002/job.4030060406>
- Szkody, E., Stearns, M., Stanhope, L., & McKinney, C. (2020). Stress-buffering role of social support during COVID-19. *Family Process*, 60(3), 1002–1015. <https://doi.org/10.1111/famp.12618>
- Thoits, P. A. (1995). Stress, coping, and Social Support Processes: Where are we? what next? *Journal of Health and Social Behavior*, 35, 53. <https://doi.org/10.2307/2626957>
- Thukral, R. K., Poyrazli, S., & Duru, E. (2010). International students' race-ethnicity, personality and acculturative stress. *Journal of Psychology and Counseling*, 2(8), 25–32. <https://doi.org/10.1037/e505872008-001>
- UNWTO. (2014). *Glossary of Tourism Terms*. World Tourism Organization. Retrieved June 29, 2022, from <https://www.unwto.org/glossary-tourism-terms>

- van Gorp, L., Boroş, S., Bracke, P., & Stevens, P. A. (2017). Emotional support on re-entry into the home country: Does it matter for repatriates' adjustment who the providers are? *International Journal of Intercultural Relations*, 58, 54–68. <https://doi.org/10.1016/j.ijintrel.2017.04.007>
- Yousaf, A., & Ghayas, S. (2015). Impact of perceived social support and gender on creativity level of University undergraduates. *International Journal of Research Studies in Psychology*, 4(2). <https://doi.org/10.5861/ijrsp.2015.923>