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Abstrak

Artikel penelitian bertujuan untuk mengidentifikasi perilaku adaptif mahasiswa Universitas Pendidikan Indonesia ketika berada di perantauan serta menemukan indikasi religiositas pada Universitas Pendidikan Indonesia dan pengaruhnya terhadap perilaku adaptif mahasiswa. Berada di perantauan, membawa banyak perubahan bagi mahasiswa Universitas Pendidikan Indonesia, khususnya perubahan yang ada dalam dirinya sendiri. Perubahan tersebut merupakan bentuk adaptasi mahasiswa terhadap lingkungan dan situasi yang baru. Universitas Pendidikan Indonesia juga dikenal sebagai kampus agamais, di mana lingkungannya dinilai cukup Islami. Dengan itu, perlu diidentifikasi apakah terdapat pengaruh dari lingkungan kampus agamais terhadap perilaku adaptif mahasiswa. Penelitian ini menggunakan metode *survey research* dan teknik pengumpulan datanya dengan kuesioner campuran, kombinasi antara kuesioner terbuka dan kuesioner tertutup. Sasaran dari penelitian ini adalah mahasiswa Universitas Pendidikan yang berasal dari luar daerah Bandung serta Jabodetabek. Hasil penelitian menunjukkan bahwa perilaku adaptif mahasiswa dapat dilihat pada beberapa aspek pada responden seperti manajemen waktu, adaptasi bahasa, adaptasi pergaulan, adaptasi aturan yang berlaku di lingkungan baru, dan perubahan pola aktivitas beragama.

Abstract

The research article aims to identify the adaptive behavior of students at the Indonesian University of Education when they are overseas and to find indications of religiosity at the Indonesian University of Education and its influence on students' adaptive behavior. Being abroad brings many changes to students at the Indonesian University of Education, especially the changes within themselves. These changes are a form of student adaptation to new environments and situations. The Indonesian University of Education is also known as a religious campus, where the environment is considered quite Islamic. With that, it is necessary to identify whether there is influence from the religious campus environment on students' adaptive behavior. This study used survey research methods and data collection techniques with mixed questionnaires, a combination of open and closed questionnaires. The target of this research is University of Education students who come from outside the Bandung and Jabodetabek areas. The results of the study show that students' adaptive behavior can be seen in several aspects of the respondents such as time management, language adaptation, social adaptation, adaptation to rules that apply in new environments, and changes in patterns of religious activity.

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Introduction

Every prospective student definitely wants to study at the best campus, so it's not uncommon for them to migrate from their area of origin to an area with a better education. There is even a saying that says "seek knowledge all the way to China". besides that seeking knowledge is the obligation of all Muslims and regardless of age and gender. in accordance with the opinion expressed by Imam al-Ghazali (in Khasanah, 2021) who stated that knowledge is an obligation for humans, both men and women, young and old, adults and children according to the way of studying that according to circumstances, talents and abilities. However, it is not uncommon for students to decide to migrate because the campus in their area of origin may not have the majors that prospective students want so that in order to achieve their goals, students need to expend more energy. This phenomenon occurs due to the educational disparity that occurs in Indonesia, so that most of the best universities in Indonesia are located on the island of Java, this is evident from the results of the ranking conducted by the QS World University Rankings 2023 that the 10 best universities in Indonesia are located on the island of Java. In fact, data from the Central Statistics Agency for 2022 regarding the number of private and public students under the Ministry of Education and Culture shows that the province of Banten is the area that has the largest number of students with a total of 1,382,989 students, while the largest number of students under the Ministry of Trade is held by Java. east which has 270,520 students. This is evidence that students are more interested in studying in Java.

Not infrequently traveling makes students far from parental supervision, so that this has an impact on changing behavior patterns in daily life, this impact can be positive or negative depending on the new environment that the student encounters. The social process in society certainly makes changes to habits that are often carried out, and does not rule out influencing individual ways of thinking, so that gradually this will become a value that is embodied in an attitude and behavior. Habits that have been formed and create good habits must be controlled properly so that the good habits are not lost, and replaced by bad habits. Habits will directly make a way to shape the pattern and behavior of a person's attitude so that each individual can play their respective roles in life in society. So it is necessary to have strong religious supervision and training, so that students are not easily fooled. In addition to the role of parents, the role of the campus environment also greatly influences behavior patterns, therefore the Indonesian University of Education, which has one of the mottos of the Religious Campus, reflects on this motto, by initiating various policies, programs and activities that help realize the program. One of them is SPAI program. according to Kosasih et al (2009) the purpose of holding the program was initially to fulfill the feeling of lack felt by Muslim students who were active at the al-Furqan Mosque which is a campus mosque, they felt that UPI as a campus that has a religious motto still has deficiencies in terms of facilities Islamic syar. Another goal was also expressed by one of the founders of the tutorial program, Taftazani (in Kosasih et al., 2009), he said that tutorial activities on the IKIP Bandung/UPI campus were also intended as a means of friendship between fellow Muslim students to create harmony and a sense of togetherness from each faculty. existing in the institution.

Lucius Moody Bristol put forward a topic regarding Social Adaptation or social adaptation, he explained that the adaptation process is a unit that builds a certain bond because this will benefit the environment in which it lives. Bristol said that the environment referred to in the statement above is the physical environment or social environment,

because adaptation will affect the mindset of the community and the skills they have according to the physical, social, economic and cultural environment they live in (Wulandari, 2022). In addition to social adaptation, the theory related to this research is the Cognitive Theory put forward by Albert Bandura, According to Albert Bandura in (Yanuardianto, 2019) explains that cognitive theory is a theory that emphasizes the idea that most of the learning that humans learn occurs in an environment socially, in more detail that by observing other people these humans will gain knowledge, rules, skills and actions. Humans or individuals will see examples to learn the usefulness and appropriateness of the attitudes or behavior carried out by these examples or models, then these individuals will act according to their beliefs about their abilities and act according to the results expected by their own actions.

In accordance with the phenomenon that is taken as wandering among students is a common thing, because by migrating students can study at the campus of their dreams. Indirectly parents have let go of their supervision which makes students more mature and independent because they find their role in social life with the surrounding community. This is supported by the theory put forward by Yanuardiatio (2019), that most human learning occurs in a social environment. So, every individual who migrates, especially students, will acquire new knowledge and skills from their environment. Living in a new environment for an individual, for example students who migrate will become more mature and feel they have a responsibility and will find new experiences, learn new knowledge, and skills acquired to be implemented in social and social life in their environment. This is in accordance with what was stated by Gunandar and Utami (2017), that the new students who go abroad will face change and learn to adapt to a new environment. In addition, new students who migrate will experience culture shock because they will meet new things that often make them stressful at first, whether it's culture shock from the difference in the way of studying high school/vocational school and college, environmental differences, and so on. This is in accordance with what was stated by Aguilera and Guerrero (2016), that overseas students will feel foreign to the new academic environment and will experience culture shock caused by cultural differences, such as how to communicate, how to learn and use language and interact in their new environment.

Research on adaptive behavior belongs to the social domain, where the research involves the relationship of an individual with his social environment. Adaptive behavior was once research material by Hilya Diniyya da Nur Ainy Fandhana Nawangsari in 2020 with the title Adaptive Behavior of Overseas Students, Faculty of Psychology, Airlangga University. The results of this study indicate that research subjects who are overseas students have an initial perception in which they feel they have freedom that they cannot obtain when they are still in their hometown or when they are still within the reach of their parents. However, after they started living their daily lives abroad, this broke their own perception, because they had to do everything alone. They are required to be independent, explore new environments, open up and socialize with others, have good time and financial management, and be more careful in acting or making decisions. Then another form of adjustment as their adaptation in the new environment is the adaptation of the language they use every day to the new environment because not all of their new friends can understand their native language. The social norms that apply in the new environment also require them to be able to adapt, because of course there are

differences between the social norms that they have so far obeyed in their original environment and the social norms that apply in their new environment now. Likewise with the friendship environment, they are required to sort out the circle of friends that can be beneficial for their college life and choose friends who can introduce them to overseas cities well.

Indah Oktariana Wijaya conducted another research on adaptation in 2020 with the title Self-Adjustment for New Students Coming from Outside Java Island. Similar to the results of previous research, the subjects of this study had the same difficulty adjusting to an overseas city which incidentally is a new environment. Then the form of adjustment of research subjects as overseas students is by adjusting to the new environment, both the campus environment and the new residential environment. They also had to adapt the language they used in their daily lives, namely using only Indonesian, because the research subjects did not understand Javanese and their friends did not understand the subject's regional language. Nevertheless, they still try to learn Javanese. The rules that apply in their place of origin are of course different from the rules that apply in their new place of residence, therefore they are also required to follow the rules that apply in their current place of residence. Apart from being related to the social environment, in relation to oneself, research subjects are required to be able to manage finances well independently and with full consideration. After conducting a search, there is not much research that discusses the adaptive behavior of students overseas. Then so far, no research has been found that combines the variables of a religious campus or religious campus environment with the adaptive behavior of students abroad, into two variables that are causal or mutually influencing. So it can be said that research on the influence of religious campuses on the adaptive behavior of overseas students is still new and rarely done

This study aims to identify changes in behavior patterns as a form of adaptation of Indonesian University of Education students abroad. Then find indications of religiosity at the Indonesian University of Education and the influence of these religious values on the adaptive behavior of overseas students at the Indonesian University of Education. UPI is a state campus that has various religious (Islamic) activities so that this Indonesian university of education has a good public image. In addition, UPI has various students from various regions. This research is considered quite important because these problems are quite close to student life. . So this is the main attraction of research to analyze the causes and background of changes in student behavior when away from parents. In addition, this research reveals how the influence of the campus environment which is quite religious in changing adaptive behavior patterns that arise or are felt when studying at the Indonesian University of Education.

Method

The research method used in this study is using the Survey Research method. According to U Fauziah (1992) states that Survey Research is a research method whose data collection techniques can use questionnaires or interviews obtained from a sample of people who fill out the data so that the data these can represent certain population groups in comparison to their preferences, what they think and feel and also the tendencies of an action taken (Ibrahim et al., 2022). This survey research was conducted

to measure how religious campuses influence the behavior of Indonesian University of Education students while abroad.

The data in this study were studied using a descriptive quantitative approach in a broad sense, namely a study that has the goal of describing a phenomenon, event or fact that occurs factually, accurately and systematically. Events or phenomena that occur can be in the form of an activity, relationship or also characteristics and similarities between events (Fajar et al., 2021). So it can be concluded that a descriptive quantitative approach is an approach that has the goal of explaining an event by using numbers, either percentages or other numbers, to explain the characteristics of the subjects studied. The data collection technique in the first stage was started by making instruments with mixed questionnaire questions, namely open and closed questions. The questions consist of 2 parts, in the first part contains 20 questions regarding adaptive behavior in overseas and the second part contains 7 questions regarding the role of religious campuses in student behavior. Then the questions were packaged in a Google form and then distributed according to predetermined targets, namely Indonesian Education University students with criteria 1) Indonesian Education University students outside JABODETABEK and Bandung. 2) Have contracted the PAI/SPAI course. 3) Overseas students / live in boarding houses. Then the second stage spread the questionnaires to the target, after being collected they met the requirements followed by the third stage with data processing then carried out an analysis in accordance with the objectives of this study. This study analyzed 46 samples, namely participants who filled out questionnaires in accordance with the terms and conditions for filling them out. In distribution, there are 32 female students and 14 male students from Bukittinggi, Ciamis, Cianjur, Cirebon, Garut, Indramayu, Jambi, Jampang, Kuningan Regency, Majalengka, Majalengka, Medan, Pangandaran, Purworejo, Subang, Sukabumi and Tasikmalaya. . Below is a table of the respondent's faculties.

Informant Demographic

No	Fakultas	Jumlah
1	FIP	20
2	FPTK	8
3	FPBS	7
4	FPIPS	3
5	FPEB	2
6	FPOK	2
Jumlah:		46

Table 1 The number of respondents based on the origin of the faculty

This research was conducted to measure how religious campuses influence the behavior of Indonesian University of Education students abroad.

Result and Discussion

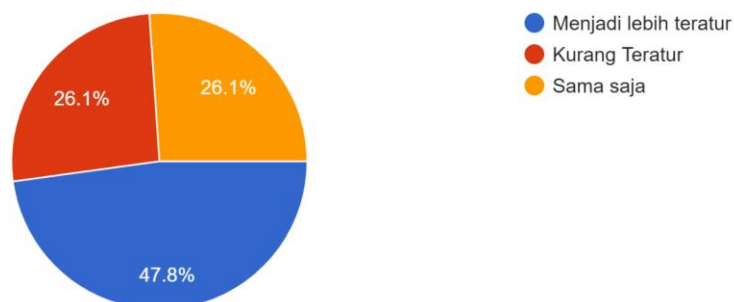
Adaptive Behavior of Indonesian Education University Students Overseas

Time Management

Students have a lot of various activities such as doing assignments, research, carrying out organizational activities, observation and not only that students also have to do homework. This is due to traveling so that homework that is usually done by mothers becomes work done by students as well. So good time management is important for students to be able to lead a productive life. In the first research instrument on time management we asked about the change's students felt about their daily cycle. From the results of the instrument it was known that as much as 47.8% became regular, as many as 26.1% felt less organized and 26.1% felt that there was no change. So it can be concluded that most students can manage the time they have well

Apakah siklus keseharian Anda berubah ketika sudah jauh di rumah?

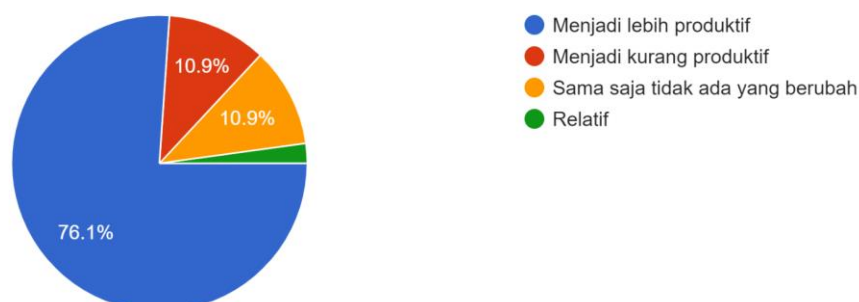
46 responses



In the second question regarding time management, we focused on the question regarding the influence students feel when away from home on their productive level in carrying out their daily lives. As many as 76.1% of respondents answered to be more productive, 10.9% to be less productive, as much as 10.9% did not change and 2.2% answered relatively. So this further proves that students do have good time management so that being away from home actually makes students much more productive.

Bagaimana pengaruh merantau atau berada jauh dari rumah terhadap tingkat produktivitas Anda?

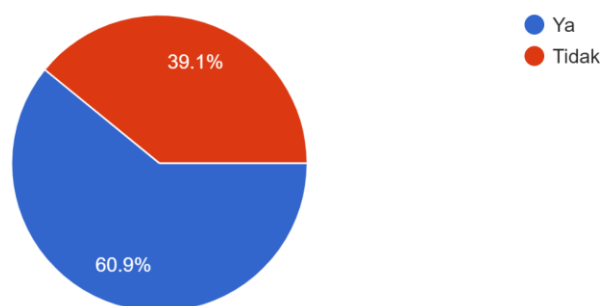
46 responses



In the final time management question, we focused on the influence of parental supervision on punctuality in carrying out daily activities. In the research instrument, it was found that 60% of respondents stated that they were influenced by supervision carried out by their parents on the timeliness of carrying out daily activities and as many as 39.1% answered that there was no influence from supervision carried out by parents.

Apakah pengawasan dari orang tua berpengaruh terhadap ketepatan waktu Anda dalam menjalankan aktivitas sehari-hari?

46 responses



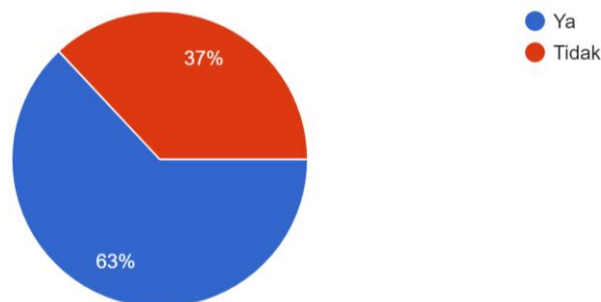
From the three instruments regarding time management above, it can be concluded that, although parental supervision influences student timeliness in carrying out daily activities, this influence does not make students become disorganized and productive individuals when away from home or away from parental supervision. So it can be concluded that students have good time management although not all students have good time management but the majority of Indonesian University of Education students have good management.

Language Adaptation

Migrants adapting to the language used in a new area or environment is important in order to communicate easily with the surrounding community and understand each other and understand what is being discussed. The next instrument discusses the adaptation of the language used, this analysis focuses on the subject of the influence of language for overseas students in adapting to their new environment or area. The first question focuses on the differences in terms of language used in the new environment and the old environment. The results showed that 63% answered Yes while 37% answered No. Most of the answers from the instrument were Yes as many as 29 respondents, so indirectly they answered that the migrating students felt that there was a difference in the language used in the new environment and the old environment due to meeting people with ethnicities and from different regions who had different styles. their respective languages.

Apakah di daerah asal Anda dengan lingkungan anda saat ini terdapat perbedaan dari segi bahasa?
Baik bahasanya itu sendiri atau gaya bahasanya

46 responses



Then on the second question which focuses on the environment changing language styles. The results showed that 43% answered Yes, and 39.1% answered that it sometimes adjusts depending on the style of speech of the opponent and 17% answered no. Most answers from these instruments are Yes as many as 20 respondents. So indirectly they answer that living abroad must be able to adapt and learn the language used so that they can communicate well and understand each other what is being read or discussed.

Apakah lingkungan Anda membuat Anda mengubah gaya bahasa Anda?

46 responses



It can be concluded from the results of the two questionnaire questions above, that overseas students at the Indonesian University of Education can gradually understand and learn the language that is often used by people in the new environment. In addition, overseas students at the Indonesian University of Education can adjust to the use of language in their new environment and hometown.

Association Adaptation

When a person is in a different environment than usual, then that person must be able to adapt according to the environment he is in. In the next instrument, it discusses the adaptation of student associations. This analysis focuses on the subject of associations that occur when these students migrate. The first question focuses on the supervision carried out by parents in giving directions in daily interactions. The results showed that 65.2% answered No, My parents gave me freedom while still being supervised and directed, 23.9% answered Yes, My parents strictly supervised and gave directions and 10.9% said No, My parents gave me freedom and did not supervise or direct. Most answers of these instruments is Free but still supervised and directed as much as obtained by No. My parents

give freedom by continuing to supervise and direct as many as 30 respondents. They stated that even though their parents gave them freedom in terms of association, they were still supervised by their parents so that in In other words, they are given freedom to socialize but still with good supervision and direction from their parents, so that children do not fall into wrong associations or bad associations.

Apakah orang tua Anda mengawasi ketat dan memberikan arahan dalam pergaulan Anda?

46 responses

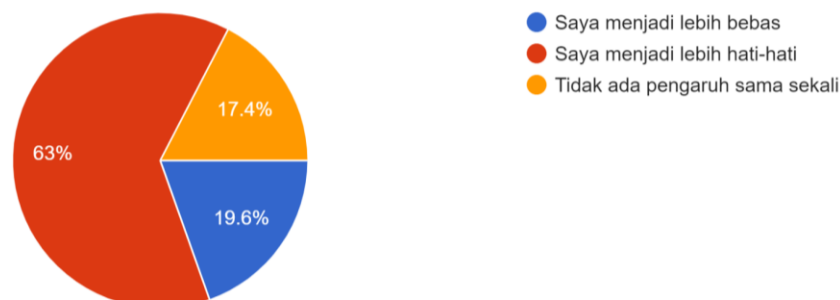


Then it continues with the second question regarding the influence of being away from parents on the social patterns of students overseas. The results showed that 63% answered more carefully, 19.6% answered more freely and 17.4% answered that there was no effect. Of the most answers, namely as many as 63% or 29 said they had become more careful in socializing since they were away from their parents, this was due to a form of self-monitoring in choosing patterns of association, besides that students were able to determine and sort out what was good to do. those who are not for everyday life especially when away from parental supervision, be more careful in choosing associations.

Then follow the questionnaire instrument on the third question in the social adaptation section with the topic given to the subject regarding the criteria for social friends when they are abroad whether they experience changes or not. The answers from the questionnaire results showed that 67.4% or 31 respondents chose No and 32.6% of respondents or 15 respondents chose Yes. So it can be concluded that most of the respondents did not have a significant change in determining the criteria for friends overseas.

Bagaimana pengaruh jauh dari orang tua terhadap pola pergaulan Anda?

46 responses



Following the instrument, moving on to the fourth question which is still related to social adaptation with the subject regarding the topic to the respondent regarding what are the criteria for the most ideal social friend to be the respondent's choice. The answers to the questionnaire results varied because the questionnaire options were open, but it can be concluded that there were 80.4% or as many as 37 people answered "Friends who help each other in overseas affairs" then 63% as many as 29 people answered "Friends who are beneficial for academic continuity" then there 52.2% or 24 people answered "Friends who have organizational activities and non-academic activities" and 39.1% or 18 people answered "Friends who are studying or deepening religion" so that number is the number of respondents who chose this option so that respondents could answer more from one.

No	Answer	Percentage
1	Friends who help each other in overseas affairs	80.4% (37 orang)
2	Friends who are beneficial for academic continuity	63% (29 orang)
3	Friends who both have organizational and non-academic activities	52.2% (24 orang)
4	Friends who are studying or deepening religion	39.1% (18 orang)

Table 2 Respondents' answers based on the results of the questionnaire

Furthermore, still on the topic of social adaptation, following the instrument on the questionnaire, this fifth question discusses points regarding new behavior or habits that are carried out after being in an overseas environment. The results stated that most of the respondents did not have new habits or behaviors, so no changes in habits were made when at home and abroad. Then some of them answered yes, because this questionnaire was closed and open so they stated the reasons when choosing the "Yes" option some of these behaviors were coming home late, going out late, being consumptive or often snacking and being a person who often socializes actively.

It can be concluded that from the five question instruments above that most of them are under their supervision given freedom but are still supervised and directed so that in their association they are maintained even though they are given freedom as long as they are still on the right path, the influence of being away from parents also influences and fosters feeling more careful in choosing associations. However, this does not change the way they associate, so that the criteria for friends in association does not affect the behavior of some of them, so most do not have criteria for choosing friends. Most of the

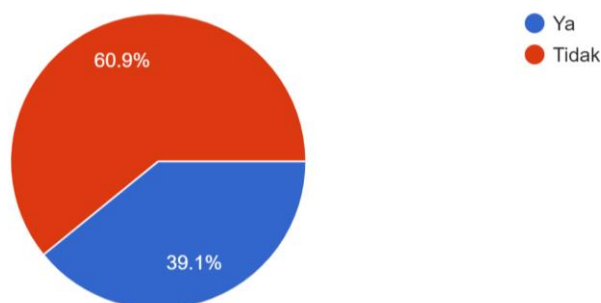
choices for friendship with overseas children are seen from friends who share the same fate or help each other in overseas affairs, academic affairs, one organization and some even help to move to the right path with friends. Most of them did not develop new habits in migrating, but some felt that there were changes when they migrated, including returning home too late, going out late at night, becoming consumptive and active in socializing. So that whatever is done abroad has changes, good or bad, depending on the situation and conditions that are being experienced, so that these changes are still reasonable, but one must remember the limits of each one.

Adaptation To Rules

The next instrument discusses the adaptation of student rules, this analysis focuses on the subject of how students adapt when they migrate. The first question relates to the rules applied in the environment of origin and the new environment or the environment where they migrate are there any differences, the results of the questionnaire show that 60.9% answered no and 39.1% answered yes. Most of the respondents, as many as 29 people, answered that there were no new rules that were different from those in force in their area of origin, however, most of them were typical people who easily followed new rules or easily adapted to new rules, so it can be concluded that there are more rules applied at home rather than abroad.

Apakah aturan yang berlaku di lingkungan Anda yang baru, berbeda dengan aturan yang berlaku di daerah asal Anda?

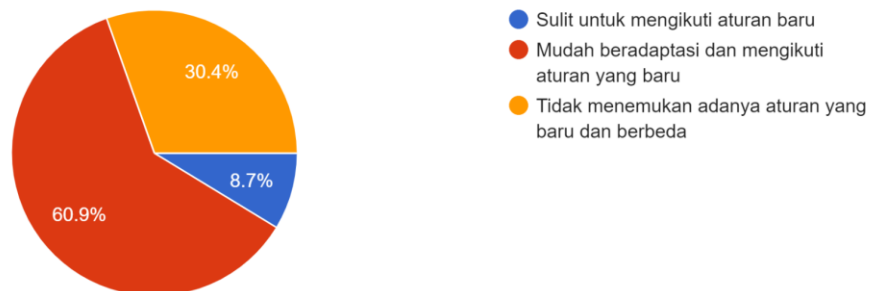
46 responses



Then proceed to the second question, which is about how the respondent's ability to follow the rules in a new environment. The results of the questionnaire showed that 60.9% answered that it was easy to follow, 30.4% answered that there was no effect at all and 8.7% answered that it was difficult to follow. Most of the answers, as many as 28 people, chose the adaptable option and followed the new rules because there were not too many differences from the rules set in their home environment and the overseas environment so they easily adapted to the existing rules, besides that they also felt that the rules set at home were more many of the rules applied in overseas because in overseas there is no direct supervision from parents so they are made aware of their self-awareness.

Bagaimana kemampuan Anda dalam mengikuti aturan di lingkungan Anda yang baru?

46 responses



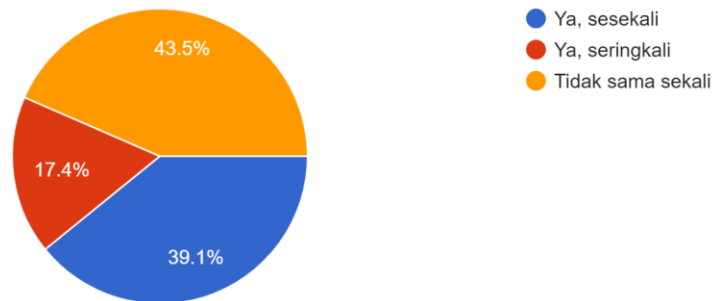
Then it continues on to the third instrument in the rule adaptation section, with the question of which rule is more established, rules at home or overseas. The results of the questionnaire revealed that 52.2% answered Home, 26.1% answered Both equally and 21.7% answered Kosan rules, so it can be seen that the most answers were obtained by House Rules, which was the trigger for this because if at home there is someone who supervises daily life so there are lots of people parents pay attention to children which triggers a lot of rules while overseas the rules are not too strict because there is no one to supervise like supervision at home.

Then discussing the instruments in the fourth question, the subject discussed whether overseas students had special rules made by their parents. Answers from the results of the questionnaire stated that most of the respondents did not have special rules made by their parents. Then because this is an open question in the "Yes" option, most of the answers are that the rules made by parents are in the form of hours to go home, such as only being allowed to go home at night from 6 to 10 pm. An inculcation of time discipline from parents so that the child does not forget the time to go home.

Discussion of the fifth question on the instrument, discusses violations of the rules set by parents. From the answers to the questionnaire results, it was explained that the majority (43.5%) stated that they had never violated the rules that had been made by their parents, 39.1% stated that they occasionally tried to break the rules and 17.4% stated that they often violated the rules that had been set. So those who break it feel that because there are no parents watching it is used as an opportunity to try to break the rules, but most don't do it because they are aware of their responsibility towards themselves even though they are not supervised by their parents.

Sejak berada di perantauan, apakah Anda pernah melanggar aturan yang ditetapkan di rumah karena merasa sudah tidak diawasi oleh orang tua?

46 responses



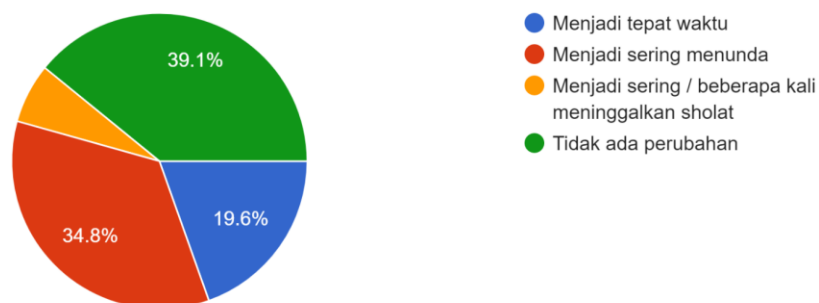
It can be concluded that the five questions from the questionnaire above, most of the overseas students at the Indonesian University of Education in adaptation to the rules overseas have rules that are different from the rules from where they come from, this happens because every place has a different culture and rules so that different patterns of rules occur. different too. They are also easy to adapt in following the rules that exist overseas because they have to adjust to where they live. According to most, there are more rules at home compared to rules abroad, this is because there are still people watching at home so that there are more rules compared to when they go abroad. Most of them do not have special rules made by their parents, but it is a habit instilled by their parents not to come home too late so there is a limit on the time to go home, which is from 6 to 10 at night. Diverse from each individual, most of them do not violate the rules set by their parents but some do often violate and occasionally, it returns to each individual.

Changes in Patterns of Religious Activity

According to the research instrument, the religious activities analyzed focus on the implementation of the prayers of the research subjects. The first question asked regarding this aspect is the change in the implementation of the respondent's prayer after living alone abroad. The results of the questionnaire showed that there were 3 answers that were most chosen by respondents. the highest answer was chosen by 18 people with a percentage of 39.1%, namely no change, the second most answer was chosen by 16 people with a percentage of 34.8%, namely being more often delayed, and the third most answer was chosen by 9 people with a percentage of 19.6%, namely being on time. from these answers, most of the respondents stated that there had been no significant change in the implementation of their prayers, even though they now live overseas alone. For most of the other respondents who felt there had been a change in the implementation of their prayers, the change was that they postponed their prayers more often and there were also those who became more punctual in praying. Prayer delays generally occur for reasons of busy lecture activities as well as other individual reasons.

Apakah sejak tinggal sendiri, terdapat perubahan dalam pelaksanaan sholat Anda?

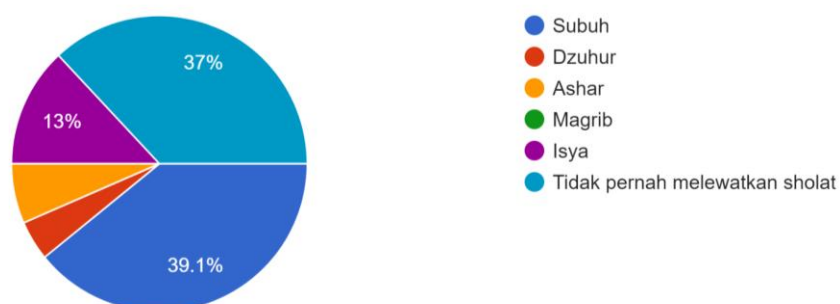
46 responses



The second question concerns the obligatory prayers which are most neglected and skipped, since living alone and out of reach of parents. The results of the questionnaire showed that while overseas, most of the research subjects were divided into two answers. The answer that was most chosen by 18 respondents with a percentage of 39.1% was the morning prayer and the second most answered by 17 respondents with a percentage of 37% was never missing a prayer. From these two answers, it can be said, since becoming an overseas student who is outside the supervision of parents, the morning prayer is the prayer that is most often neglected. Factors that influence the neglect of the dawn prayer are quite diverse, the most common factor is overseas students having difficulty waking up at dawn if they are not awakened directly. Nevertheless, most of the other research subjects never neglected their obligatory prayers. This indicates that students at the Indonesian University of Education have a fairly high self-awareness about what their obligations are, even though they are not directly supervised by their parents.

Selama tinggal sendiri dan jauh dari orang tua, sholat apa yang paling banyak Anda lewati dan lalaikan

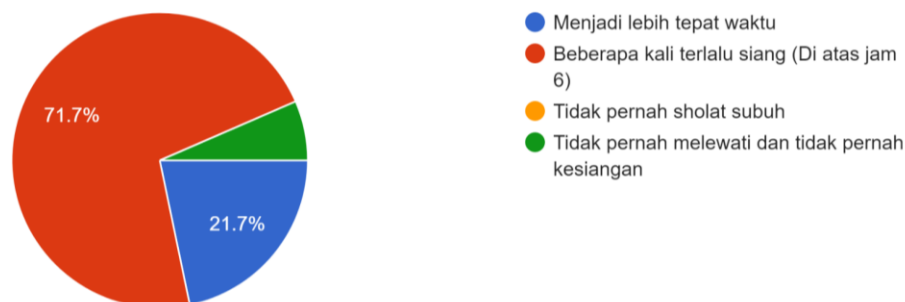
46 responses



The third question is to find out changes in patterns of religious activity that are related to the implementation of the morning prayer. The author specifically asked about the morning prayer based on personal experience that it is quite difficult to get up at dawn after living alone. The results of the questionnaire showed that 33 out of 46 respondents with a percentage of 71.7%, performed the dawn prayer several times too late or above 6 in the morning. It can be said that the majority of respondents have the same problem, namely difficulty getting up on time at dawn, so they oversleep in performing the dawn prayer. Nevertheless, there were also 10 respondents with a percentage

Selama tinggal sendiri dan jauh dari orang tua, bagaimana pelaksanaan sholat subuh anda?

46 responses



To complete the question regarding the implementation of prayer as the main aspect in the pattern of religious activity, it is also necessary to know whether there is influence from parental supervision on the implementation of the respondent's prayer. Based on the results of the questionnaire, 40 out of 6 respondents with a percentage of 87% stated that there was no relationship or influence of parental supervision on their implementation, especially intentions. Direct supervision from parents does not necessarily change their intention to pray.

From the four results of the questionnaire above, it can be concluded that in the pattern of religious activity with the main indicator being prayer, the most prominent change was the implementation of the morning prayer by overseas students. Since living independently overseas, students who are the subject of this study tend to oversleep at dawn prayers. Most of the other students are also consistent and there is no change in the pattern of their religious activity, this indicates that there is awareness in themselves about the obligations that they must fulfill, regardless of changes in the situation or life they are currently living. Then it was found that there was no influence from parental supervision on students' intentions to practice worship. It can be said that they carry out their prayers and other acts of worship because of their own intentions and encouragement.

Indonesian Education University as a Religious Campus

It is common knowledge that the Indonesian University of Education has a stereotype of "Islamic Campus" generated by the general public's assessment. Often the public or even the students themselves say that UPI stands for the Indonesian Islamic Boarding School University or Islamic Education University. Departing from these stereotypes, the authors decided to identify which indicators or aspects indicated that the Indonesian University of Education was a religious campus. This identification was carried out in the form of a question whether the respondent considered the Indonesian University of Education to be a religious or religious campus and in this question the authors also asked the respondent to choose the reasons why the respondent considered that the Indonesian Education University was a religious campus. The reasons that are used as options, the author determines based on the summary results from searches on the internet regarding relevant discourses. Obtained results as below.

No	Indicator	Percentage
1	Tutorial / BBQ and BTQ programs	87% (40 orang)
2	PAI / SPAI courses	69.6% (32 orang)

3	The environment is close to Islamic boarding schools	43.5% (20 orang)
4	Masjid Al-Furqon which is one of the largest college mosques	32.6% (15 orang)
5	Many religious activities both extracurricular and co-curricular	2.2% (1 orang)

Table 3. Indicators of religiosity based on the results of the questionnaire

From the table above, it can be seen that there are 5 reasons that make respondents think that the Indonesian University of Education is a religious campus. Then for percentages, the authors use open options so that respondents can choose more than 1 reason. The reason most respondents chose was the existence of tutorial programs as well as BBQ (Quran Study Guidance) and BTQ (Reading and Writing Quran) which are regularly held at the beginning of each semester or other semesters in accordance with regulations. The program turned out to have an effect on the way students view their campus, students are of the view that the Indonesian University of Education is an Islamic campus because this program is very rare in other state universities.

Islamic Religious Education courses may still be commonly found in other tertiary institutions, but Islamic Education Seminar courses are not classified as general courses that are usually held in other tertiary institutions. So with SPAI learning, students feel that it is one aspect of religiosity from the Indonesian University of Education. Then the perception of the Indonesian University of Education as a religious campus also spread among the wider community with the fact that the UPI central campus was in a very close environment to Islamic boarding schools. As previously done research on the Gegerkalong area with the title *The Transformation of Gegerkalong Girang Area, Bandung City: amid Educative and Religious Areas* by Asep Yudi Permana, Indah Susanti, and Karto Wijaya in 2018, shows that the Gegerkalong Girang area in Bandung city has transformed into educational and religious area. The outside community is familiar with Gegerkalong as an educational area with the main campus of the Indonesian Education University and a religious area with the Daarut Tauhid Islamic Boarding School. This public opinion then also had an impact on the existence of the Indonesian University of Education which was in the area as a religious campus.

Al-Furqon Mosque has been named as one of the few largest campus mosques in Indonesia, even in Southeast Asia. The Al-Furqon Mosque consists of 4 floors and can accommodate more than 10,000 worshipers for various types of Islamic activities, so the activities that occur in the Al-Furqon Mosque are not just prayers. Tutorial activities are also carried out in this magnificent mosque. In addition, many Islamic seminars were also held. That is why some respondents chose the Al-Furqon mosque as one of the reasons they consider the Islamic Education University to be a religious campus. Islamic activities that take place or are located in this mosque also make respondents think so.

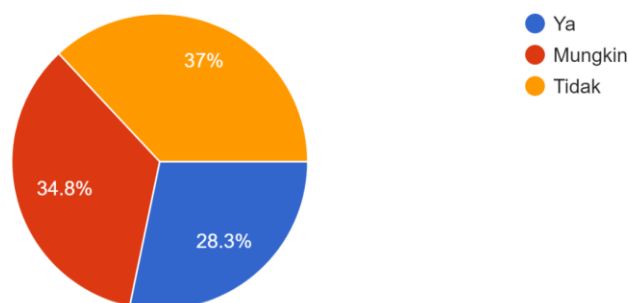
From the reasons chosen by the respondents, it is undeniable that there are also respondents who do not think that the Indonesian University of Education is a religious campus. The reason is because they don't think so and because some of them still haven't found the most appropriate reasons to be able to agree with what most people think about the Indonesian University of Education and its religion. Apart from all that, in essence the reasons chosen by the respondents are indicators of religiosity at the Indonesian University of Education.

The Influence of the Indonesian University of Education as a Religious Campus on Students' Adaptive Behavior

After knowing the religiosity indicators of the Indonesian University of Education based on the answers to the questionnaire respondents, then it is necessary to identify these indicators, whether they have an influence on students' adaptive behavior or not. From the first religiosity indicator, namely the tutorial program, the authors asked the respondents whether the tutorial program had an effect on their level of productivity. The results of the questionnaire show that there are three answers with percentages that are not much different, the highest answer by 17 respondents with a percentage of 37% is no, the second most answer by 16 respondents with a percentage of 34.8% is possible, and the last answer by 13 respondents with a percentage 28.3% is yes. The three answers indicated that most respondents felt that this tutorial program did not increase their productivity, the tutorial program did not have any effect on their productivity level. Then some of them stated that the tutorial program might be able to increase their productivity. Then there are others who feel that their productivity has increased thanks to the tutorial program that they follow.

Apakah dengan adanya program tutorial, produktivitas Anda semakin meningkat?

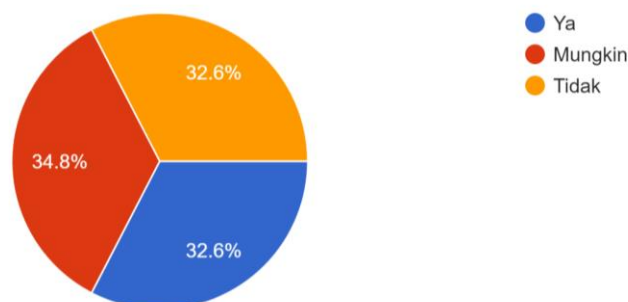
46 responses



Then the authors identified the effect of the tutorial program on the adaptation of the rules to the respondents. The essence of the question posed is whether the number of rules set in the tutorial program has an effect on the level of compliance of respondents to a rule. The results of the questionnaire with three answer options show that the respondent's choices are divided into three answer options in a balanced way. 16 respondents with a percentage of 34.8% stated that the number of rules that were set might affect their level of compliance with a rule. Then the yes and no answer options were chosen equally by 15 respondents with a percentage of 32.6%. 15 respondents thought that the rules set in the tutorial program had an influence on their compliance with a rule. This implies that it is also quite helpful for respondents in adapting to new rules. Another 15 respondents felt that the rules in the tutorial program had nothing to do with their level of compliance with a rule.

Dengan banyaknya aturan yang ditetapkan pada program tutorial, apakah berpengaruh terhadap tingkat kepatuhan Anda terhadap suatu aturan?

46 responses

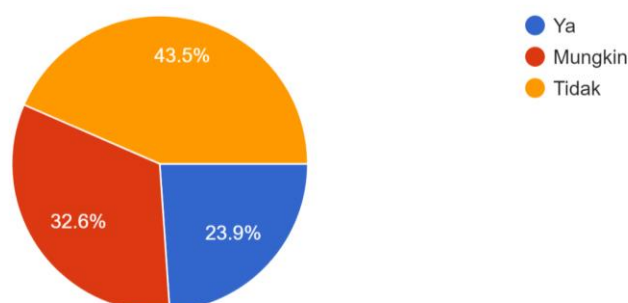


In addition to the tutorial program, the authors also asked about the impact of the BBQ and BTQ programs on the daily life of the respondents in the form of short entries. The results of the questionnaire showed that most of the respondents stated that the program had not made any changes in their daily life. A small number of other respondents stated that there were small changes in their daily lives such as being more diligent in reciting and memorizing the Al-Quran as well as increasing their understanding of social sciences.

The next indicator of religiosity is that the Indonesian Education University campus is near the Islamic boarding school environment. The authors find out whether these indicators can affect the language adaptation and social adaptation of the respondents. The essence of the question posed is whether there is influence from the existence of a campus in the Islamic boarding school environment on the respondent's language speech and association. The results of the questionnaire with 3 answer options show that 20 out of 46 respondents with a percentage of 43.5% stated that there was no causal relationship between these two things. Their language and social interactions are not influenced by the location of the campus which is close to the Islamic boarding school environment. However, there were 11 respondents who felt that being in a boarding school environment had an influence on their daily language speech and their social interaction patterns.

Berada dekat dengan lingkungan pondok pesantren, apakah berpengaruh terhadap tutur bahasa dan pergaulan Anda?

46 responses

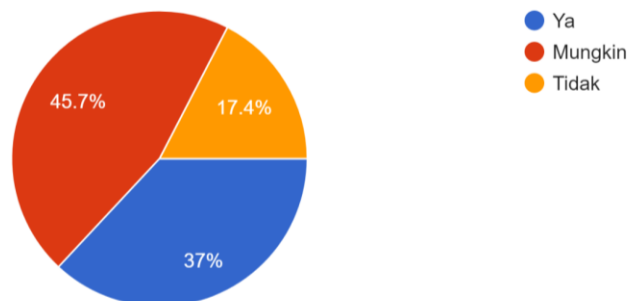


Changes in patterns of religious activity that make up the identification of causal relationships with other indicators of religiosity, namely the Al-Furqon mosque as the largest campus mosque in Indonesia. The compiler asks whether the existence of the Al-Furqon mosque makes the respondent more diligent in praying at the mosque. 21 out of

46 respondents with 45.7% respondents answered that the Al-Furqon mosque might have had an influence on their level of diligence to carry out prayers at the mosque. Then 17 other respondents with a percentage of 37% stated that the existence of the Al-Furqon mosque had a good influence on them, where they became more diligent and interested in carrying out prayer services at the mosque.

Apakah keberadaan masjid Al-Furqon membuat Anda menjadi lebih rajin sholat di masjid?

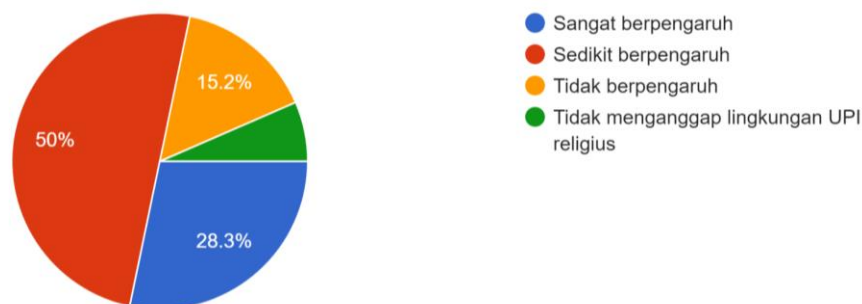
46 responses



In getting the big picture regarding the influence of the Indonesian University of Education as a religious campus on students' adaptive behavior, the authors asked closing questions to respondents. The essence of the question is to find out whether respondents feel that the religious campus environment influences their adaptive behavior in overseas as their new environment now. The authors provide 4 options for respondents to choose from, the results show that half of the total number of respondents, namely 23 out of 46 respondents with a percentage of 50%, feel that the religious environment of the Indonesian University of Education has little influence on the adaptive behavior of respondents as overseas students. Then the next option was chosen by 13 respondents with a percentage of 28.3%, namely respondents felt that the religious campus was very influential on their adaptive behavior.

Apakah Anda merasa bahwa lingkungan UPI yang religius memberikan pengaruh terhadap perilaku adaptif atau perubahan diri Anda dalam lingkungan yang baru sekarang?

46 responses



Conclusion

Adaptive behavior of Indonesian University of Education students abroad occurs in the form of adjustments to time management, adaptation to a new language, adaptation to a wider scope of association, adaptation to rules in a new environment, and changes in patterns of religious activity, especially the implementation of prayer services. In time management, there are adjustments to the time management of UPI students overseas in a positive direction, namely being more organized and productive. Adaptive behavior towards language in a new environment shows that most of the students in this study came from the Sundanese area, but language adjustments still occur because the language used every day is quite different. Then for social adaptation, by traveling, students become more careful in socializing. In choosing friends, they also prioritize friends who can bring good to them in this overseas city. In adaptation to the rules There were no significant differences in the rules between the regions of origin and overseas cities, however, UPI students in this study were able to adapt to the rules in a new environment. In the pattern of religious activity, the most prominent change is the implementation of morning prayers by overseas students. Since living alone, overseas students in this study tended to frequently oversleep at dawn prayers. Overseas students in this study consider that the Indonesian University of Education is a religious or religious campus, with indicators of religiosity, namely Tutorial or BBQ and BTQ programs, PAI/SPAI courses, campus environment close to Islamic boarding schools, existence of the Al-Furqon mosque as a college mosque the largest university in Indonesia, and religious activities in the form of extracurricular and co-curricular. The campus of the Indonesian University of Education, which is considered religious, turns out to have little influence on the adaptive behavior of students overseas.

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