

## CAMPUS CLIMATE, COMMUNICATION, AND CONFIDENCE: THE THREE PILLARS OF SUCCESS FOR STUDENTS AWAY FROM HOME

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**Abstract.** *This study examines how a supportive campus climate, good communication skills, and self-confidence serve as psychological and social foundations that help migrant students survive and thrive amid the difficulties of living in a foreign place. An explanatory quantitative approach was used. Data were obtained through a questionnaire survey distributed to 113 migrant students, and the instrument had passed validity and reliability tests. Classical assumption tests, such as normality, multicollinearity, heteroscedasticity, and autocorrelation, were met, so that the regression model could be applied. Data analysis shows that these three factors simultaneously have a significant impact on students' ability to adapt. These findings highlight the need to build a friendly and inclusive campus atmosphere and to incorporate soft skills training programs into the curriculum to improve the resilience and psychological strength of migrant students.*

**Keywords:** *Campus Climate; Communication; Migrant Students; Psycho-social Adaptation; Self-Confidence.*

### 1. INTRODUCTION

The transition from high school to university marks an important stage of development, especially for students who move away from home. They must adapt not only to a heavier academic load, but also to different social and cultural situations, often without the support of their families (Fitry & Salam, 2022). Good adaptation is essential to ensure the success of students' studies and mental health throughout their college years.

The campus climate, which serves as a new social environment, plays an important role in this adjustment process. A supportive atmosphere can help students adapt more easily, while an unsupportive atmosphere may cause problems such as academic pressure and social isolation (Hendriani & Safftri, 2021). In this context, two internal psychological aspects of students are considered to be the main factors determining the success of adaptation: the ability to communicate with others and self-confidence

Interpersonal communication skills help students form and maintain good relationships with peers, lecturers, and educational staff. These skills act as a link to obtain social support, which is a crucial resource when facing stress and uncertainty. In addition, self-confidence provides a foundation for students to actively tackle new challenges, take initiative in social interactions, and be confident in their ability to overcome obstacles. Previous research by Fitry & Salam (2022) has proven a positive correlation between interpersonal communication skills and the adjustment process of new students.

However, previous studies often examined these variables separately. This study aims to fill the research gap by simultaneously investigating the contribution of interpersonal communication skills and self-confidence to the adaptability of international students, while considering the campus climate as the context. Preliminary analysis of 113 respondents showed that the research instruments for these variables were valid and reliable (calculated  $r$  value  $> 0.660$  and table  $r$   $0.300$ ; Cronbach's Alpha  $> 0.600$ ). In addition, classical assumption tests such as normality, multicollinearity, heteroscedasticity, and autocorrelation have been met, indicating that the data

is ready for further analysis using linear regression.

Based on this background, this study aims to analyze the individual and combined effects of interpersonal communication skills and self-confidence on the adaptability of students living away from home. The results of this study are expected to provide practical benefits for the development of guidance and counseling programs in higher education institutions, in order to improve the well-being and academic success of students living away from home.

## **2. LITERATURE REVIEW**

### *2.1 Adaptability of Students Living Away from Home*

Adaptability refers to a person's ability to adjust to new situations, handle various pressures, and cope with stress (Santoso & Helmi, 2021). For students living away from home, this adjustment process involves various aspects, such as academic, social, cultural, and psychological adjustments. If students experience difficulties in adapting, this can trigger study-related stress, feelings of loneliness, and a decline in learning outcomes (Wicaksono & Rachmah, 2022). A study by Faradyba and her team (2022) examined the adaptation process of students who migrated from Batam to Jakarta using the Communication Accommodation Theory. This study revealed that accommodation and convergence approaches in communication are important factors in dealing with cultural and language differences, which ultimately help students feel more comfortable in adjusting. The findings emphasize that adaptation is not merely a passive process, but an active effort that requires good communication skills.

### *2.2 Communication Skills as the Foundation for Social Adaptation*

Communication skills play an important role as a basic skill for students who move away from home. They need these skills to build relationships and gain social support in their new place of residence. A qualitative study involving Minangkabau students who moved to Pangandaran showed that their experience in adaptive communication was highly dependent on their willingness to be open to new cultures (Fauzan *et al.*, 2022). This willingness helped them not only to settle physically but also to feel truly integrated psychologically and socially. Furthermore, correlational research by Purba and colleagues (2023) confirms a strong positive correlation between self-confidence and interpersonal communication among students. These findings indicate that the two factors influence each other. In other words, high self-confidence supports more effective communication, which is a key factor for successful social adjustment.

### *2.3 Self-Confidence as a Key Psychological Driver*

Self-confidence acts as a key driver that enables migrant students to take initiative, withstand high-pressure situations, and believe in their own ability to overcome various obstacles. Rustanto (2019) highlights that self-confidence has a positive and meaningful impact on students' career maturity, which is an important part of the long-term adjustment process. This confidence not only supports students in building social relationships immediately after arriving in a new place, but also helps them plan for the future in an unfamiliar environment. These findings are supported by other studies, which show that international students with high self-confidence are more resilient when facing culture shock, which often occurs when someone adapts to new norms and values in a foreign place (Wicaksono & Rachmah, 2022).

### *2.4 Conducive Campus Climate: Important Facilities*

Campus climate refers to the social and psychological atmosphere in a college environment, which involves assistance from lecturers, employees, peers, as well as rules and facilities available on campus. This atmosphere acts as a backdrop that can increase or decrease the impact of communication skills and self-confidence. A study of students living in dormitories in Jakarta confirmed that social support contributes greatly to successful adjustment to a new culture (Sari *et al.*, 2022). However, interesting results from the same study revealed that support from the university had a negative impact on successful adjustment, suggesting that the type of official support provided may not be on target or may be ineffective. Conversely, assistance from peers,

especially local friends, proved crucial, so campuses need to provide areas for more integrated exchange.

### 2.5 Intregation of the “Three Pillars”: Communication, Self-Confidence, and Campus Climate

Based on a review of the literature, we can conclude that communication skills, self-confidence, and campus climate create an interconnected network that reinforces each other. People often refer to this as the “Trio of Strengths” that helps migrant students adapt. Effective communication skills (Faradyba *et al.*, 2022; Fauzan *et al.*, 2022) open up opportunities to build social support networks, which are a key component of campus atmosphere (Sari *et al.*, 2022). Meanwhile, self-confidence (Rustanto, 2019; Purba *et al.*, 2023) provides the mental courage for someone to utilize these networks and actively engage in positive interactions. A supportive campus climate acts as fertile ground, where it nurtures and sharpens both of these individual abilities. As a result, these three elements collaborate harmoniously to encourage comprehensive adaptation, so that the strengths of one element can compensate for the weaknesses of another.

## 3. RESEARCH METHODS

This study applies an associative quantitative method to identify the relationship between Communication Skills and Self-Confidence with the Adaptability of students who live away from home (Sugiyono, 2018). This research took place in a university environment, with students who were actively attending lectures as survey participants. The research team collected data between September and October 2025, when the semester was in full swing. All migrant students were included in the research population, and the sample consisted of 113 respondents selected through purposive sampling. The sample selection criteria included students who were active in at least their second semester, came from areas different from the campus location, and voluntarily participated. This sample size was sufficient for multiple regression analysis (Hair *et al.*, 2010).

The research tool used was a questionnaire with closed-ended questions, which applied a linear scale ranging from 1 to 5. Validity testing revealed that all items numbered 1 to 6 had a calculated *r* value that exceeded the table *r* (0.300), as well as a significance level below 0.05. Therefore, all items were considered valid (Sugiyono, 2018). Meanwhile, reliability testing using Cronbach's Alpha method produced a score of 0.820, which was higher than the threshold of 0.80. This score indicates that the instrument has high internal consistency (Ghozali, 2017). The research team collected data through an online survey, which was chosen because this method offers efficiency in reaching respondents and flexibility for them to fill out the questionnaire (Sugiyono, 2018).

This study analyzes data by examining research instruments, conducting classical assumption tests such as normality, multicollinearity, heteroscedasticity, and autocorrelation, and applying multiple linear regression analysis and hypothesis testing through *t* and *F* tests. The results of the classical assumption test indicate that the data are normally distributed, with a Kolmogorov-Smirnov Asymp. Sig. value of 0.200, which is greater than 0.05. In addition, no multicollinearity was found because the Tolerance value exceeded 0.10 and the VIF was below 10. Heteroscedasticity was also not detected based on the scatterplot, and there was no autocorrelation, as indicated by a Durbin-Watson value of 2.020. The resulting regression equation is  $Y = 2.948 + 0.466X_1 - 0.428X_2 + e$ . The *t* and *F* tests reveal that both independent variables have a significant effect, both partially and simultaneously, with *p* values less than 0.05. The  $R^2$  value of 0.608 explains that 60.8% of the variation in the adaptability of international students can be explained by these two variables, while the remaining 39.2% is influenced by other factors outside this model. The entire analysis process follows the guidelines from Sugiyono (2018) to ensure objective and scientifically accountable conclusions

## 4. RESULTS AND DISCUSSION

### 4.1. Overview of the Study

This study involved 113 migrant students who were selected as survey participants through a five-point linear scale questionnaire. The main objective of the study was to identify the impact of Communication Skills ( $X_1$ ) and Self-Confidence ( $X_2$ ) on the Adaptability ( $Y$ ) of international students,

both individually and simultaneously. Before conducting regression analysis, the researchers examined the research instruments, tested the classical assumptions, and tested the hypotheses to ensure that the data were valid and reliable.

Validity testing showed that each statement item had an r-count value higher than r-table (0.300), in accordance with Sugiyono's (2018) criteria. Therefore, all items were considered valid. The r-count values ranged from 0.660 to 0.768, indicating a strong correlation between each item and the total score of the related variable. Meanwhile, reliability testing resulted in a Cronbach's Alpha value of 0.820, which exceeds the threshold of 0.600. This means that all questionnaire items are reliable and consistent (Ghozali, 2017).

Classical assumption testing also confirmed that the regression model met the requirements of normality, freedom from multicollinearity, heteroscedasticity, and autocorrelation. This evidence was based on the Asymp. Sig (2-tailed) value of the Kolmogorov-Smirnov test of 0.200, which was greater than 0.05. In addition, the tolerance values for  $X_1$  (0.674) and  $X_2$  (0.647) are above 0.10, respectively, and the VIF value of 1.484 is below 10, indicating no multicollinearity. The Durbin-Watson value of 2.020 is also within the range of 1.550–2.460, indicating no autocorrelation. Thus, this regression model is ready for further analysis.

#### 4.2. Multiple Linear Regression Analysis Results

We conducted multiple linear regression analysis to evaluate the extent to which Communication Skills and Self-Confidence influence Adaptability. The regression equation obtained is as follows:

$$Y = 2.948 + 0.466X_1 + 0.428X_2 + e$$

This equation provides the following explanation:

1. The constant value of 2.948 indicates that if the values of Communication Skills and Self-Confidence are zero, then the Adaptive Ability of students will reach 2.948.
2. The regression coefficient for Communication Skills ( $X_1$ ) of 0.466 means that every one-unit increase in Communication Skills will increase Adaptive Ability by 0.466, provided that other variables remain unchanged.
3. The regression coefficient for Self-Confidence ( $X_2$ ) is 0.428, indicating that every one-unit increase in Self-Confidence will increase Adaptive Ability by 0.428, provided that other variables remain constant.

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#### 4.3. Partial Test Results (t-test)

Partial testing was applied to identify the individual impact of each independent variable on the dependent variable. The findings from the t-test reveal the following:

1. Communication Skills Variable ( $X_1$ ):  
The t-value of 6.452 exceeds the t-table value of 2.44691, with a significance level of 0.000, which is less than 0.05. This indicates that Communication Skills have a significant effect on the Adaptive Ability of migrant students.
2. Self-Confidence variable ( $X_2$ ):  
The t-value is 5.629, which is higher than the t-table value of 2.44691, and the significance value is 0.000, which is below 0.05. This implies that Self-Confidence has a significant impact on the Adaptive Ability of migrant students.

#### 4.4. Simultaneous Testing Results (F Test)

Simultaneous testing revealed that the calculated F value reached 85.162, which exceeded the table F value of 4.74, with a significance level (Sig.) of 0.000, which was less than 0.05. This indicates that Communication Skills and Self-Confidence, when considered together, have a significant impact on the Adaptive Ability of migrant students.

In addition, the coefficient of determination (R Square) of 0.608 indicates that approximately 60.8% of the changes in students' Adaptive Ability can be explained by the variables of Communication Skills and Self-Confidence. The remaining 39.2% is influenced by other elements not included in this research model, such as social support, campus atmosphere, or individual personality traits.

#### 4.5. Integrative Discussion: The Role of Campus Climate as a Reinforcer

The findings of this study confirm that communication skills and self-confidence serve as key determinants of the adaptability of students who move away from home. Students with high self-confidence ( $X_2$ ) tend to be more courageous in exploring their new environment. On the other hand, strong communication skills ( $X_1$ ) enable them to form social relationships, express their views, and ask for help when facing problems (Saputra & Indrawati, 2021). The combination of these two personal aspects builds a solid psychological foundation for dealing with adaptation challenges.

However, this discussion becomes more profound when we relate it to a broader context, namely the campus climate. The results of the study show a combined contribution of 60.8%, which indicates that internal factors alone are not sufficient, even though they are strong. At this point, the "Trio of Strengths" consisting of campus climate, communication, and self-confidence operate synergistically. A supportive campus climate is characterized by helpful faculty-student interactions, adequate facilities, and an open student community, which act as moderating or reinforcing variables. This positive climate strengthens the link between communication skills and self-confidence with adaptability, by providing space and opportunities for students to develop these skills (Santoso, 2020). Conversely, without a supportive campus climate, the adaptation process can be hindered, even if students have good communication skills and self-confidence.

These findings are in line with Fithriani's (2019) research, which states that self-confidence is an important element in facing the challenges of adaptation in a new place. Similarly, Santoso (2020) highlights that a supportive campus organizational climate significantly improves students' psychological well-being and adjustment.

Therefore, the practical implications of this research emphasize the need for educational institutions to not only focus on developing students' individual abilities, but also actively build a friendly, inclusive, and supportive campus climate. Programs such as mentoring, counseling services, and active student organizations can be means to strengthen this "Trio of Strengths." Ultimately, these steps will facilitate the adaptation process for migrant students and support their academic success and psychological well-being.

## CONCLUSION

Based on the data analysis that has been conducted, this study concludes that communication skills and self-confidence simultaneously have a significant positive impact on the ability of migrant students to adapt. This evidence is supported by the results of the F test, which shows significance ( $p < 0.05$ ) and a coefficient of determination (R Square) of 0.608, indicating that these two factors together explain 60.8% of the variation in adaptation ability. Individually, both communication skills and self-confidence are also proven to have a significant positive influence, where an increase in one factor will be accompanied by an increase in adaptability.

These findings reinforce the idea that a supportive campus environment, reinforced by good interpersonal communication skills and a strong level of self-confidence, creates a "power trio" that is essential for the psychosocial adaptation of migrant students. Communication skills help students form the social networks and support they need, while self-confidence provides the mental strength to face challenges and environmental changes.

Therefore, steps to improve the adaptability of migrant students must be taken comprehensively, not only by creating an inclusive and supportive campus atmosphere, but also by designing self-development programs that specifically train communication skills and increase self-confidence. This research provides a theoretical contribution to understanding the adaptation process of students in Indonesia and can serve as a basis for universities to design more effective

interventions to support the well-being and academic achievement of migrant students.

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