



Effectiveness of CBT-Based Group Counseling in Reducing Culture Shock Among College Students

Dhita Azhari Ramadhan^{1*}; Bau Ratu²; Dhevy Puswiartika³; Ikhlas Rasido⁴

^{1,2,3,4}Department of Guidance and Counseling, Universitas Tadulako, Indonesia

^{1*}Corresponding Email: dhitaazhariramadhan@gmail.com

Article History:

Received: Mar 18, 2026

Revised: Mar 26, 2026

Accepted: Apr 14, 2026

Online First: May 27, 2026

Keywords:

CBT Group Counseling,
College Students,
Culture Shock,
Pre-Experimental Design,
Student Adaptation.

Kata Kunci:

Culture Shock,
Konseling Kelompok CBT,
Mahasiswa,
Penyesuaian Diri,
Pre-Eksperimental.

How to cite:

Ramadhan, D. A., Ratu, B., Puswiartika, D., & Rasido, I. (2026). Effectiveness of CBT-Based Group Counseling in Reducing Culture Shock Among College Students. *Edunesia : Jurnal Ilmiah Pendidikan*, 7(2), 1408-1420.

This is an open-access article under the CC-BY-NC-ND license



Abstract: This study aimed to examine the effectiveness of Cognitive Behavioral Therapy (CBT)-based group counseling in reducing culture shock among college students. A quantitative pre-experimental one-group pretest-posttest design was employed. The participants were 12 students selected through purposive sampling based on moderate to high levels of culture shock. Data were collected using a culture shock questionnaire with a reliability coefficient of 0.885 and analyzed with the Wilcoxon Signed-Rank Test. The results showed a significant decrease in culture shock after the intervention, with $Z = -3.061$ and $p = 0.002 (< 0.05)$. All participants experienced lower scores, and the effect size of $r = 0.88$ indicated a large effect. These findings confirm that CBT-based group counseling is effective in helping students reduce culture shock through cognitive restructuring, peer support, and the development of adaptive behaviors. The intervention has practical potential for counseling services in higher education to support first-year students' adjustment, well-being, and academic engagement.

Abstrak: Penelitian ini bertujuan menguji efektivitas konseling kelompok berbasis Cognitive Behavioral Therapy (CBT) dalam menurunkan culture shock pada mahasiswa. Penelitian menggunakan pendekatan kuantitatif dengan desain pre-eksperimental one-group pretest-posttest. Subjek penelitian berjumlah 12 mahasiswa yang dipilih melalui purposive sampling berdasarkan tingkat culture shock sedang hingga tinggi. Data dikumpulkan menggunakan angket culture shock dengan reliabilitas 0,885 dan dianalisis menggunakan uji Wilcoxon Signed-Rank Test. Hasil penelitian menunjukkan penurunan culture shock yang signifikan setelah perlakuan, dengan nilai $Z = -3,061$ dan $p = 0,002 (< 0,05)$. Seluruh peserta mengalami penurunan skor, dan nilai effect size $r = 0,88$ menunjukkan pengaruh yang besar. Temuan ini menegaskan bahwa konseling kelompok berbasis CBT efektif membantu mahasiswa mengurangi culture shock melalui restrukturisasi kognitif, dukungan kelompok, dan pembentukan perilaku adaptif. Intervensi ini berpotensi diterapkan dalam layanan bimbingan dan konseling di perguruan tinggi untuk mendukung adaptasi mahasiswa baru yang menghadapi perubahan budaya, tuntutan akademik, serta dinamika sosial kampus dalam masa transisi awal perkuliahan yang lebih kompleks.

A. Introduction

The transition from high school to college represents a critical phase in students' lives and often leads to culture shock due to the need to adapt to new social, cultural, and academic environments (Permatasari et al., 2025). Differences in interaction patterns, academic expectations, and daily routines can trigger anxiety, uncertainty, and feelings of alienation. If not properly addressed, culture shock may negatively affect psychological well-being, academic performance, and social adjustment, and may even increase the risk of dropping out (Prayoga & Handoyo, 2023). Moreover, adaptation involves not only survival but also the development of resilience and cross-cultural competence (Furnham, 2019). Culture shock can affect students' self-efficacy, life satisfaction, and sociocultural adaptation (Almukdad & Karadag, 2024). Therefore, culture shock should be viewed as a significant issue influencing students' success in higher education (Devinta, 2019).

Culture shock is generally defined as a state of disorientation and anxiety resulting from a mismatch between prior expectations and the realities of a new cultural environment (Ward et al., 2001; Smith & Khawaja, 2011). Syafira & Kamal (2024) emphasize that culture is shaped by customs, values, and experiences, requiring individuals to undergo substantial adjustment when entering a new setting. According to Nuraini et al (2021), culture shock includes several dimensions: stress reaction, cognitive fatigue, role shock, and personal shock. Among students, these may manifest as homesickness, social withdrawal, communication difficulties, and challenges in adapting to academic systems (Aryani et al., 2021).

Field observations indicate that students often struggle to adjust to new learning systems, communication styles, and campus norms. First-year students may appear physically present but remain emotionally and socially disconnected. This suggests that culture shock is not merely an individual issue but also an educational challenge requiring systematic intervention. Without adequate support, students may lose confidence, become passive, and develop negative perceptions of their environment. Therefore, structured counseling interventions are necessary to help students manage their thoughts, emotions, and behaviors effectively.

One effective approach is group counseling, which utilizes group dynamics to help individuals resolve problems collaboratively (Virly et al., 2023). Through group interaction, students can share experiences, receive peer support, and reduce feelings of isolation. Ratu et al (2023) state that group counseling fosters communication skills, empathy, and emotional regulation. Thus, it functions not only as a problem-solving method but also as a social learning environment.

The effectiveness of group counseling can be enhanced when integrated with Cognitive Behavioral Therapy (CBT). CBT focuses on the role of cognitive processes in shaping emotions and behaviors (Abdilah & Yulistina, 2025; Beck, 2011). It helps students identify and replace negative thoughts with more rational and adaptive perspectives (Nurhidayah & Wibowo, 2022; Hofmann et al., 2012). The cognitive component addresses dysfunctional beliefs, while the behavioral component promotes healthier coping strategies (Adianto, 2019). This process enables students to become more open, confident, and capable of adapting to academic and social demands.

In practice, CBT-based group counseling helps reduce emotional distress such as anxiety and loneliness, improve communication skills, and foster adaptive responses to cultural differences. The group setting provides opportunities for reflection, peer support, and behavioral practice. By recognizing and restructuring negative automatic thoughts, students can gradually reduce the intensity of culture shock and improve their adjustment to the new environment. Therefore, this approach is particularly relevant for students in the early stages of adaptation.

Despite the growing body of research on CBT and group counseling, studies specifically examining their effectiveness in reducing culture shock among college students remain limited. Most previous studies focus on general psychological issues such as anxiety or self-esteem rather than culture shock as a multidimensional construct. Additionally, few studies employ a pre-experimental one-group pretest-posttest design in higher education contexts. This indicates a clear research gap in understanding how CBT-based group counseling specifically addresses culture shock among students.

The novelty of this study lies in integrating CBT-based group counseling with the three core dimensions of culture shock affective, behavioral, and cognitive within a structured intervention model. Unlike previous studies that treat culture shock as a general adjustment issue, this research conceptualizes it as a multidimensional problem requiring targeted cognitive restructuring and behavioral modification. Furthermore, the use of a one-group pretest-posttest design allows for a clear observation of changes before and after the intervention.

Based on this background, the research question is: Is CBT-based group counseling effective in reducing culture shock among college students?. This study aims to provide empirical evidence on the effectiveness of this intervention. The findings are expected to contribute theoretically by strengthening the application of CBT in cultural adaptation contexts and practically by offering guidance for counselors in higher education. Additionally, the results may support the development of student orientation and support programs to facilitate smoother academic and social adjustment.

B. Method

This study employed a quantitative approach using a pre-experimental design with a one-group pretest-posttest model to examine the effectiveness of CBT-based group counseling in reducing culture shock among college students. This design was selected to measure changes in students' culture shock levels before and after the intervention without the use of a control group. Pre-experimental designs are commonly used to identify causal tendencies in a single group, especially when control groups are not feasible (Sugiyono, 2019). The research was conducted in the Guidance and Counseling Study Program at Tadulako University during February-March 2026. The intervention consisted of four structured counseling sessions, beginning with pretest administration and ending with posttest measurement and data analysis.

The participants in this study were 12 students from the 2025 cohort of the Guidance and Counseling Study Program at Tadulako University. They were selected through purposive

sampling based on the results of an initial screening questionnaire, which indicated that they experienced moderate to high levels of culture shock. Purposive sampling allows researchers to select participants who meet specific criteria relevant to the research objectives (Creswell, 2014). The participants were in the early stages of academic adaptation and demonstrated emotional, behavioral, and cognitive discomfort in a new educational environment. The sample size was considered appropriate for the pre-experimental design, as the primary objective was to examine measurable changes following the intervention.

The research instrument used in this study was a culture shock questionnaire designed to assess three core dimensions: affective, behavioral, and cognitive. The affective dimension included emotional responses such as anxiety, frustration, and homesickness. The behavioral dimension measured adaptation difficulties, social withdrawal, and challenges in adjusting to academic routines. The cognitive dimension assessed negative assumptions, stereotypes, and difficulties in understanding new norms. The instrument employed a Likert-type scale and demonstrated strong reliability with a Cronbach's alpha coefficient of 0.885. Reliability is an important indicator of internal consistency in measurement instruments (Fraenkel et al., 2012). The questionnaire was administered twice, as a pretest before the intervention and as a posttest after the intervention, allowing for a systematic comparison of participants' conditions.

The research procedure consisted of several stages. First, participants were identified through an initial screening process to determine their level of culture shock. Second, selected participants completed the pretest to establish baseline data. Third, participants underwent CBT-based group counseling sessions, which focused on identifying negative automatic thoughts, challenging irrational beliefs, and developing more adaptive cognitive and behavioral responses. The group setting facilitated peer interaction, emotional expression, and mutual support among participants. Finally, participants completed the posttest to measure changes in their culture shock levels after the intervention.

The overall research process can be summarized as a sequence of stages, including population screening, pretest, CBT-based group counseling intervention, posttest, and data analysis. This structured sequence enabled the researcher to clearly observe the direction and magnitude of changes resulting from the intervention. Figure 1 illustrates the research flow implemented in this study.

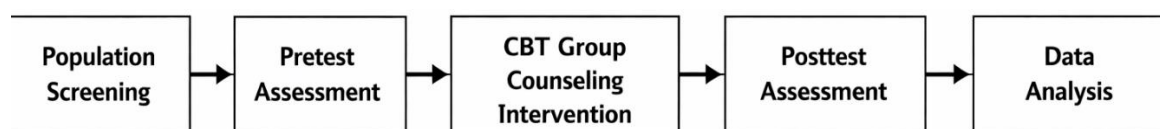


Figure 1. Research Flow of CBT-Based Group Counseling Intervention

Data analysis was conducted using both descriptive and inferential statistical techniques. Descriptive analysis was used to categorize the levels of culture shock before and after the intervention. Inferential analysis was performed using the Wilcoxon Signed-Rank Test with the assistance of IBM SPSS version 25.0, as the sample size was small and the data did not assume normal distribution. The Wilcoxon test is widely used for non-parametric paired data analysis (Field, 2013). Ethical considerations were also taken into account, as participants were informed about the purpose of the study and their participation was voluntary, with all data

kept confidential.

C. Result

Descriptive Analysis of Culture Shock Levels

The descriptive analysis revealed that all participants initially experienced a moderate level of culture shock prior to the intervention. These conditions were reflected in affective symptoms (e.g., anxiety, homesickness), behavioral tendencies (e.g., social withdrawal), and cognitive distortions (e.g., negative assumptions toward the new environment).

After participating in CBT-based group counseling, the distribution of culture shock levels changed significantly. Most students shifted to low and very low categories, indicating improved emotional stability, increased social engagement, and more adaptive cognitive perspectives.

Table 1. Pretest and Posttest Culture Shock Levels

Subject	Pretest (%)	Category	Posttest (%)	Category	Change
NS	72.61	Moderate	60.71	Low	Decreased
KL	75.00	Moderate	53.57	Low	Decreased
SL	71.42	Moderate	60.71	Low	Decreased
AN	75.00	Moderate	40.47	Very Low	Decreased
SA	80.95	Moderate	64.28	Moderate	Decreased
PA	71.42	Moderate	58.33	Low	Decreased
AP	80.95	Moderate	63.09	Moderate	Decreased
SP	76.19	Moderate	46.42	Low	Decreased
NM	70.23	Moderate	60.71	Low	Decreased
DC	70.23	Moderate	54.76	Low	Decreased
NS	80.95	Moderate	64.28	Moderate	Decreased
NP	70.23	Moderate	61.90	Low	Decreased

Table 1 shows the comparison of culture shock levels before and after the intervention. Prior to the implementation of CBT-based group counseling, all participants were categorized at a moderate level of culture shock. After the intervention, a noticeable shift occurred, with most participants moving into low and very low categories, while a small number remained in the moderate category but still showed a decrease in scores. Overall, the data indicate a consistent reduction in culture shock levels across all participants following the intervention.

Individual Changes in Culture Shock

To further examine the impact of the intervention, an individual-level analysis was conducted to compare each participant's culture shock scores before and after the CBT-based group counseling. This analysis aims to identify the direction and consistency of changes experienced by each participant.

Table 2. Individual Changes in Culture Shock Scores

Subject	Pretest (%)	Posttest (%)	Change (%)	Description
NS	72.61	60.71	-11.90	Decreased
KL	75.00	53.57	-21.43	Decreased
SL	71.42	60.71	-10.71	Decreased

Subject	Pretest (%)	Posttest (%)	Change (%)	Description
AN	75.00	40.47	-34.53	Decreased
SA	80.95	64.28	-16.67	Decreased
PA	71.42	58.33	-13.09	Decreased
AP	80.95	63.09	-17.86	Decreased
SP	76.19	46.42	-29.77	Decreased
NM	70.23	60.71	-9.52	Decreased
DC	70.23	54.76	-15.47	Decreased
NS	80.95	64.28	-16.67	Decreased
NP	70.23	61.90	-8.33	Decreased

As presented in Table 2, all participants demonstrated a reduction in culture shock scores after the intervention, with no cases of increase or unchanged scores. The magnitude of change varied across individuals, ranging from moderate to substantial decreases. Notably, participant AN showed the largest reduction, followed by SP and KL, indicating a strong response to the intervention. Meanwhile, other participants also experienced consistent improvements, although with smaller reductions.

These findings indicate that CBT-based group counseling produced a uniform positive effect across all participants. The absence of positive ranks or ties further confirms that the intervention consistently reduced culture shock levels at the individual level, strengthening the overall effectiveness of the treatment.

Inferential Analysis (Wilcoxon Signed-Rank Test)

To determine whether the observed reduction in culture shock scores was statistically significant, a Wilcoxon Signed-Rank Test was conducted. This non-parametric test was selected due to the small sample size and paired data characteristics.

Table 3. Wilcoxon Signed-Rank Test Results

Ranks				
		N	Mean Rank	Sum of Ranks
post-group counseling - pre-group counseling	Negative Ranks	12 ^a	6.50	78.00
	Positive Ranks	0 ^b	.00	.00
	Ties	0 ^c		
	Total	12		

a. Post-group counseling < pre-group counseling

b. Post-group counseling > pre-group counseling

c. Post-group counseling = pre-group counseling

As shown in Table 3, the analysis revealed 12 negative ranks and 0 positive ranks, indicating that all participants experienced lower culture shock scores after the intervention. The absence of positive ranks and ties confirms that the direction of change was entirely consistent across participants.

Test Statistics

While the rank analysis has demonstrated a consistent direction of change across all participants, it is necessary to further examine whether these differences are statistically significant. Therefore, the results of the Wilcoxon Signed-Rank Test, including the Z value and significance level, are presented in Table 4.

Table 4. Test Statistics

Test Statistics ^a	
post-group counseling – pre-group counseling	
Z	-3.061 ^b
Asymp. Sig. (2-tailed)	.002

a. Wilcoxon Signed Ranks Test
b. Based on positive ranks.

The statistical results presented in Table 4 indicate a significant difference between pretest and posttest scores ($Z = -3.061$, $p = 0.002 < 0.05$). This finding demonstrates that CBT-based group counseling significantly reduced culture shock among students.

Effect Size

To further evaluate the strength of the intervention beyond statistical significance, an effect size analysis was conducted. The effect size was calculated using the formula $r = Z / \sqrt{N}$, which provides an estimate of the magnitude of the treatment effect.

Table 5. Effect Size Calculation

Component	Value
Z Value	-3.061
Sample Size (N)	12
\sqrt{N}	3.46
Effect Size (r)	0.88
Interpretation	Large Effect

As shown in Table 5, the calculated effect size was $r = 0.88$, which falls into the large effect category. This result indicates that the CBT-based group counseling not only produced statistically significant changes but also had a strong and meaningful impact on reducing culture shock among participants.

D. Discussion

The findings of this study confirm that CBT-based group counseling is effective in reducing culture shock among college students. This is evidenced by the significant decrease in culture shock scores after the intervention, indicating that the research question has been successfully addressed. The reduction in affective, behavioral, and cognitive symptoms suggests that students were able to adapt more effectively to their new academic and social environment. This result reinforces the view that culture shock is not only an emotional reaction but also a cognitive-behavioral issue that can be systematically addressed through structured counseling

interventions (Pratiwi et al., 2024).

The effectiveness of this intervention can be explained through the integration of Cognitive Behavioral Therapy (CBT) and group counseling dynamics. From a cognitive perspective, CBT helps students identify negative automatic thoughts, irrational beliefs, and maladaptive assumptions related to their new environment, and then restructure them into more rational and adaptive thinking patterns (Widiantari, 2020). This cognitive restructuring process reduces anxiety, confusion, and self-doubt, which are core components of culture shock. From a behavioral perspective, CBT encourages students to engage in adaptive behaviors, such as active participation in social interactions and academic activities, thereby improving their adjustment process. This aligns with the fundamental principle of CBT that changes in cognition lead to changes in emotions and behaviors.

In addition, the group counseling setting plays a crucial role in enhancing the effectiveness of the intervention. Group counseling provides a supportive social environment where individuals can share experiences, receive feedback, and learn from others facing similar challenges. According to Wang et al (2020), group counseling functions as a social laboratory that allows individuals to practice new behaviors before applying them in real-life situations. Similarly, Prayitno (1997) emphasizes that group counseling enables individuals to discuss and resolve personal problems through group dynamics, while Pratiwi et al (2024) highlight that group interaction facilitates behavioral change, cognitive reconstruction, and decision-making skills. Through these processes, students experience reduced feelings of isolation and increased social confidence, which are essential in overcoming culture shock.

The findings of this study are consistent with previous research demonstrating the effectiveness of CBT in addressing psychological and adjustment-related problems. For example, Widiantari (2020) found that CBT helps individuals reconstruct dysfunctional thinking patterns and cope with stressful situations more effectively. In line with this, Pratiwi et al (2024) reported that group counseling enhances individuals' ability to adapt and solve problems through shared experiences. Furthermore, studies by Wang et al (2020), Rani et al (2022), and Dongalemba et al (2025) emphasize the importance of group dynamics and cognitive restructuring in fostering emotional support and behavioral change. The application of CBT through techniques such as cognitive restructuring has also shown effectiveness across diverse settings and student populations (Zulkifli et al., 2022). These similarities indicate that the combination of CBT and group counseling is a robust approach for addressing psychological challenges, including culture shock. However, this study extends previous findings by specifically focusing on culture shock as a multidimensional construct involving affective, behavioral, and cognitive aspects within the context of higher education.

In the context of higher education, these findings have important practical implications. Universities, particularly in culturally diverse environments, need to provide structured psychological support systems for students during their transition period. The implementation of CBT-based group counseling can be integrated into student orientation programs, counseling services, or adaptation workshops to help students manage culture shock more effectively. This is particularly relevant for first-year students who are more vulnerable to adjustment difficulties. By providing early intervention, institutions can enhance students' well-being, academic performance, and social integration.

This study also offers a significant contribution to the field of guidance and counseling by demonstrating that CBT-based group counseling is not only effective for general psychological issues but also specifically applicable to culture shock among college students. The novelty of this study lies in the integration of CBT principles with group counseling dynamics to address culture shock across its three dimensions affective, behavioral, and cognitive—within a structured intervention model. This multidimensional approach provides a more comprehensive understanding of student adaptation and offers a practical framework for future interventions in higher education settings.

Overall, the findings suggest that CBT-based group counseling is a promising and effective intervention for reducing culture shock and supporting student adaptation. The combination of cognitive restructuring and group dynamics creates a powerful mechanism for facilitating psychological adjustment, making this approach highly relevant for contemporary higher education environments.

E. Implication

The findings of this study provide important implications for guidance and counseling practices in higher education, particularly in addressing culture shock among college students. The results demonstrate that group counseling strategies using a Cognitive Behavioral Therapy (CBT) approach are effective in reducing culture shock through cognitive restructuring, which transforms negative and irrational thought patterns into more adaptive ones, as well as through behavioral modification that enhances students' social and emotional adjustment. In practical terms, these findings suggest that CBT-based group counseling can be implemented as a structured and systematic intervention within student support services, such as orientation programs or counseling units, to facilitate smoother academic and social adaptation. This approach is particularly relevant for first-year students who are more vulnerable to adjustment difficulties. From a theoretical perspective, this study contributes to the development of counseling literature by demonstrating that the integration of group dynamics and CBT principles offers a comprehensive, measurable, and replicable intervention model for addressing multidimensional adaptation challenges experienced by students during transitional phases.

F. Limitation and Recommendations for Further Research

This study has several limitations that should be acknowledged. First, the sample size was relatively small and limited to students within a single study program, which may restrict the generalizability of the findings to broader populations. In addition, some participants experienced relatively mild levels of culture shock, which may have influenced the overall magnitude of change observed after the intervention. Furthermore, the use of a pre-experimental one-group pretest-posttest design without a control group limits the ability to draw stronger causal conclusions regarding the effectiveness of the intervention.

Based on these limitations, future research is recommended to involve larger and more diverse samples across different universities and cultural backgrounds to enhance external validity. Researchers are also encouraged to employ more rigorous experimental designs, such as quasi-experimental or randomized controlled trials, to strengthen causal inference. In

addition, future studies may explore the application of CBT-based group counseling in addressing other psychological or adjustment-related issues, as well as examine long-term effects to determine the sustainability of the intervention outcomes.

G. Conclusion

This study concludes that CBT-based group counseling is effective in reducing culture shock among college students, as evidenced by the significant decrease in culture shock levels after the intervention. The findings indicate that students experienced improved psychological and social adjustment, reflected in more adaptive cognitive patterns, reduced emotional distress, and enhanced behavioral responses in facing a new environment.

These results highlight the potential of CBT-based group counseling as a structured and evidence-based intervention to support student adaptation in higher education. By integrating cognitive restructuring and group dynamics, this approach provides a comprehensive strategy for addressing multidimensional adjustment challenges. Therefore, CBT-based group counseling can be recommended as a practical model for counseling services in facilitating students' transition into new academic and cultural environments.













References






- Abdilah, A., & Yulistina, I. (2025). Analysis of CBT Strategies: Their Implementation in Counseling. *Indonesian Journal of Educational Counseling*, 9(2), 196-210. <https://doi.org/10.30653/001.202592.516>
- Adianto, S. (2019). "Culture Shock" Among Workers in Korean Companies: A Case Study of D III Korean Language Alumni from the UGM Vocational School. *Jurnal Gama Societa*, 2(1), 17. <https://doi.org/10.22146/jgs.35647>
- Almukdad, M., & Karadag, E. (2024). Culture Shock Among International Students in Turkey: An Analysis of the Effects of Self-Efficacy, Life Satisfaction and Socio-Cultural Adaptation on Culture Shock. *BMC Psychology*, 12(1), 154. <https://doi.org/10.1186/s40359-024-01641-9>
- Aryani, N. D., Komar, O., Abdulhak, I., Hatimah, I., & Nuraini, C. (2021). Levels of Culture Shock in Students at University. *JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling*, 5(2), 78-86. <https://doi.org/10.17509/jomsign.v5i2.26749>
- Beck, J. S. (2011). *Cognitive Behavior Therapy: Basics and Beyond* (2nd ed.). Guilford Press. <https://doi.org/10.4324/9780203837440>
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). SAGE Publications.
- Devinta, M. (2019). The Phenomenon of Culture Shock Among Students Living Away from Home in Yogyakarta. *Al-MUNZIR*, 12(1), 149.
- Dongalemba, J. B. C., Hasan, H., Rasido, I., & Nurwahyuni, N. (2025). The Effectiveness of CBT Group Counseling Using Cognitive Restructuring Techniques to Improve Student

- Resilience at Labschool UNTAD High School in Palu. *KONSELL: Journal of Guidance and Counseling (E-Journal)*, 12(2), 297–306.
- Field, A. (2013). *Discovering Statistics Using IBM SPSS Statistics* (4th ed.). SAGE Publications.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education* (8th ed.). McGraw-Hill.
- Furnham, A. (2019). Culture Shock: A Review of the Literature for Practitioners. *Psychology*, 10(13), 1832–1855. <https://doi.org/10.4236/psych.2019.1013119>
- Hofmann, S. G., Asnaani, A., Vonk, I. J. J., Sawyer, A. T., & Fang, A. (2012). The Efficacy of Cognitive Behavioral Therapy: A Review of Meta-Analyses. *Clinical Psychology Review*, 32(5), 427–440. <https://doi.org/10.1016/j.cpr.2012.04.002>
- Nuraini, C., Sunendar, D., & Sumiyadi, S. (2021). Tingkat Culture Shock di Lingkungan Mahasiswa UNSIKA. *SAP (Susunan Artikel Pendidikan)*, 6(1), 84–90.
- Nurhidayah, B. S., Wibowo, M. E., & Purwanto, E. (2022). Keefektifan Konseling Kelompok Cognitive Behavioral Therapy (CBT) dengan Teknik Modeling Simbolis dan Role Playing untuk Meningkatkan Self-Confidence pada Siswa. *Bulletin of Counseling and Psychotherapy*, 4(1), 64–69. <https://doi.org/10.51214/bocp.v4i1.156>
- Permatasari, N., Suminar, D. R., & Hendriani, W. (2025). Transforming Minority Students' Adaptation: Understanding Minority Students' Transition to College in Eastern Indonesia. *International Journal of Qualitative Studies in Education*, 38(7), 1009–1029. <https://doi.org/10.1080/09518398.2025.2452629>
- Pratiwi, U., Karneli, Y., & Netrawati. (2024). Basic Understanding of Group Counseling for Guidance and Counseling Practitioners. *Jurnal Pendidikan Siber Nusantara*, 2(2), 60–66. <https://doi.org/10.38035/jpsn.v2i2.168>
- Prayitno. (1997). *Layanan Bimbingan dan Konseling Kelompok*. Rineka Cipta.
- Prayoga, A. P., & Handoyo, P. (2023). Adaptation Patterns of Students from Outside Surabaya in Coping with Culture Shock. *Journal of Social and Cultural Dynamics*, 25(3), 153–158. <https://doi.org/10.26623/jdsb.v25i3.6974>
- Rani, R. K., Sugiharto, D. Y. P., & Sugiyo, S. (2022). Keefektifan Konseling Kelompok Cognitive Behavioral Therapy (CBT) dengan Teknik Cognitive Restructuring untuk Meningkatkan Self-Esteem pada Siswa. *Bulletin of Counseling and Psychotherapy*, 4(1), 44–48. <https://doi.org/10.51214/bocp.v4i1.155>
- Ratu, B., Syahrani, R., & Thalib, M. M. (2023). Reducing Students' Truant Behavior Through Group Counseling Services. *Bulletin of Counseling and Psychotherapy*, 5(1), 67–73.
- Smith, R. A., & Khawaja, N. G. (2011). A Review of the Acculturation Experiences of International Students. *International Journal of Intercultural Relations*, 35(6), 699–713. <https://doi.org/10.1016/j.ijintrel.2010.11.002>
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

- Syafira, L., & Kamal, K. (2024). Analysis of Factors Influencing the Process of Communication, Adaptation and Cultural Shock Among University Students. *JMA (Jurnal Media Akademik)*, 2(1).
- Virly, N., Ega, D. A., & Muhid, A. (2023). The Effectiveness of Group Counseling Services Using Sociodrama Techniques to Enhance Students' Empathy: A Literature Review. *Psycho Aksara: Journal of Psychology*, 1(1), 32–40. <https://doi.org/10.28926/psychoaksara.v1i1.739>
- Wang, K., Zhao, A., Wang, C., Cao, Y., & Liu, X. (2020). A Study on the Effect of Group Psychological Counseling on Improving College Students' Social Adaptability. In *Proceedings of the 4th International Conference on Culture, Education and Economic Development of Modern Society (ICCESE 2020)* (pp. 1268–1271). Atlantis Press.
- Ward, C., Bochner, S., & Furnham, A. (2001). *The Psychology of Culture Shock* (2nd ed.). Routledge. <https://doi.org/10.4324/9780203992255>
- Widiantari, D. (2020). Konseling Kelompok dengan Pendekatan Cognitive Behavioral Therapy (CBT) untuk Meningkatkan Kesadaran Belajar. *Journal of Counseling and Education*, 1, 59–69.
- Zulkifli, A., Fauzi, A., & Mulkiyan, M. (2022). Konseling Kelompok Cognitive Behavior Therapy dengan Teknik Cognitive Restructuring dalam Mengatasi Kenakalan Remaja. *Jurnal Mimbar: Media Intelektual Muslim dan Bimbingan Rohani*, 8(2), 1–9.

Author's Biography

	<p>Dhita Azhari Ramadhan.    She was born in Solonsa Jaya on November 1, 2003. She is currently an active undergraduate student in the Guidance and Counseling Study Program at Tadulako University (UNTAD). Email: dhitaazhariramadhan@gmail.com</p>
	<p>Dr. Bau Ratu, S.Pd., M.Pd.    She was born in Bulukumba on May 21, 1974. She is currently working as a lecturer in the Guidance and Counseling Study Program at Tadulako University (UNTAD). She earned her bachelor's degree at Tadulako University in 2003, then completed her master's degree at Semarang State University in 2012, and her doctoral degree at the Indonesian University of Education in 2022. Email: bauratu@untad.ac.id</p>
	<p>Dr. Dhevvy Puswiartika, S.Psi., M.Psi., Psikolog.    She was born in Pulang Pisau on October 6, 1980. She is currently a lecturer in the Guidance and Counseling Study Program at Tadulako University (UNTAD). She obtained her bachelor's and master's degrees from Soegijapranata Catholic University in 2003 and 2013, respectively, and earned her doctoral degree from Padjadjaran University in 2020. Email: dhevvy_p@untad.ac.id</p>

	<p>Dr. Ikhlas Rasido, S.Psi., M.Psi.     He was born in Palu on October 9, 1976. He is currently working as a lecturer in the Guidance and Counseling Study Program at Tadulako University (UNTAD). He earned his bachelor's degree from the University of 17 August 1945 Surabaya in 2003, then completed his master's degree at Airlangga University in 2017, and his doctoral degree at Hasanuddin University in 2024. Email: ikhlas0910@gmail.com</p>
---	---