CHAPTER VI
CONCLUSION

A. Conclusion

Based on the results of research and discussion on the strategy of the foreign office in addressing linguistic and academic adjustment challenges among international students in Universitas KH. Abdul Chalim several conclusions were as follows:

1. The strategy implemented by the Foreign Office in addressing linguistic and academic adjustment challenges of international students.

The results show that the Foreign Office at Universitas KH. Abdul Chalim supports international students in adjusting to their new environment by offering Bahasa Indonesia classes, providing cultural orientation, assisting with administrative tasks, and communicating with students to address their needs. These services assist students in getting acquainted with the Indonesian language, the university setting, and the various administrative processes. However, academic support is offered by lecturers, whereas classmates assist in informal discussions and peer help. Therefore, the process of adjustment requires the collective effort of the Foreign Office, lecturers, fellow students, and the international students themselves.

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Although the university has introduced various support activities, the results show that its support system has not yet become a complete and structured approach aimed at meeting the ongoing language and academic needs

of international students. In particular, the shortcomings in handling multiple languages, providing intercultural training, and coordinating support services suggest areas where improvements can be made. Therefore, the Foreign Office has a significant role in helping international students adjust to their new environment, but its work should be complemented by better-organized coordination and ongoing institutional support.

2. Linguistic and Academic adjustment challenges were experienced by the international students

The findings show in the study that international students faced significant barriers to adjusting to both the language and academic environment at Universitas KH. Abdul Chalim during the early stages of their studies. Even though students took part in Bahasa Indonesia classes, they still faced challenges such as following lecturers' lessons, participating in class discussions, completing academic writing tasks, and communicating confidently in the classroom. These language hurdles had a direct impact on the students' overall academic experience. Despite these challenges, the results show that these gradually diminished as students became more proficient in Indonesia, more accustomed to the academic setting, and were helped by lecturers, peers, and their own learning. The process of adjustment was therefore shaped by how institutional support interacted with the students' own readiness to adapt.

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Overall, this study concludes that helping international students requires more than just administrative support alone. Effective adjustment requires the

consistent integration of academic, linguistic, and social support into an international student's educational experience over time. However, the current strategies have helped students adjust accordingly, strengthening institutional planning, increasing language support and academic support, and creating a more organized system for providing long-lasting support services.

B. Implications

1. Theoretical Implications

The results of this study add value to various theoretical frameworks that were used in this research. The results back up Internationalization Theory and Vincent Tinto's Student Integration Theory.

Firstly, the findings support Jane Knight's theory on the internationalization of higher education, which suggests that internationalization should include integrating international and intercultural elements into the functions of educational institutions through suitable support systems. This study shows that internationalization involves more than just attracting international students; it also needs ongoing support from the institution to help them adjust successfully in terms of language, academics, and social integration. Its also

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Additionally, the results corroborate Vincent Tinto's Student Integration Theory, which contends that when students integrate socially

and academically into the university, they have a higher chance of succeeding and continuing their studies. The ability to successfully adapt is influenced by the interplay between institutional support, lecturers, peers, and students' active adaptation efforts. These results emphasize how important institutional support is for helping students during their adjustment and show that effective adjustment involves both the students and the institution working together.

Furthermore, this study expands Knight's Internationalization Theory and De Wit's by showing how institutions operationalize internationalization through support services. And, from De Wit's perspective, internationalization should be viewed as an institutional process that involves focusing on the quality and inclusiveness of students' learning experiences. In keeping with Vincent Tinto's Student Integration Theory, it also shows how comprehensive institutional support fosters students' social and academic integration and aids in the successful linguistic and academic adjustment of international students in their new campus life.

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2. Practical Implications

The findings offer several important implications for Universitas KH. Specifically, the Foreign Office and the university administration. The university needs to improve its support structure by creating a clear and comprehensive strategic plan addressing international student support. A framework like this would improve coordination among the

Foreign Office, academic departments, lecturers, and administrative staff to work together more effectively, ensuring that support provided is consistent.

The results also highlight the significance of continuing Bahasa Indonesia teaching beyond the initial training phase. Continuous language development programs that focus on academic Bahasa Indonesia, academic writing, and classroom communication can better equip international students for academic success.

Furthermore, increasing the skills of staff in communicating across languages, understanding different cultures, and providing better support to international students would improve the overall quality of institutional assistance. Collaboration between the Foreign Office, lecturers, and local students should be improved by implementing mentoring programs and organized academic support to help students better integrate academically and socially.

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C. Recommendations

Based on the results and significance of this study, the following recommendations are proposed. It is recommended that Universitas KH. Abdul Chalim develops a detailed institutional plan that prioritizes providing support for international students and create a consistent method for evaluating support services and finding areas that need to be improved.. Additionally, the Foreign Office is advised to enhance its current support

services by working more closely with academic departments and lecturers. In addition to offering the Bahasa Indonesia class by increasing the duration of language instruction and providing academic language courses throughout students' education.

Furthermore, additional workshops should focus on improving international students' language proficiency and academic success. The office could also help students access ongoing language assistance and arrange consistent check-ins with international students to better understand any difficulties they may face while studying. Student feedback can help guide future improvements in the services provided.

And lastly, the university should enhance professional development for staff in multilingual communication and intercultural competence to assist international students and to improve the quality of academic and administrative support.

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