

ABSTRACT

Improving the quality of international student mobility programs requires a comprehensive understanding of the factors determining academic and social success across cultures. This study specifically examines the relationship between Hofstede's cultural dimensions—including Power Distance, Collectivism vs Individualism, Short Term vs Long Term Orientation, Femininity vs Masculinity, and Uncertainty Avoidance—and learning motivation and adaptation processes among Indonesian International Student Mobility Award (IISMA) students pursuing studies abroad. The research employs a quantitative approach, collecting primary data through questionnaires: the CVSCALE (to measure cultural dimensions), MSLQ (to assess learning motivation), and SCAS-R (to evaluate adaptation).

The research stages included problem identification, literature review, questionnaire development, a pilot study, validity and reliability testing of the questionnaire, sample size determination, data collection, normality testing, correlation analysis, MANOVA assumptions testing, MANOVA, Post MANOVA testing, analysis and discussion of results, and drawing conclusions and recommendations.

The study found a significant correlation, though at a low level, between Hofstede's cultural dimensions and both learning motivation and the adaptation process of internationally mobile students. Additionally, cultural dimensions showed a significant simultaneous correlation with students' gender, cohort year, age at program participation, host country, prior international travel experience, teamwork experience, initial information sources about IISMA, ethnic background, program duration, and initial motivation for joining the program.

Key Words: Value of Hofstede's Cultural Dimensions, Learn Motivation, Adaptation Process