

Lifestyle Transformation Of Out-Of-Town Students

Natasya Olivia Ningrum ^{a*)}, Yummy Jumiati Marsa ^{a)}

^{a*)} Universitas Islam Negeri Sumatera Utara

^{*)}Corresponding Author: natasya0309212029@uinsu.ac.id

Article history: received 21 April 2025; revised 02 May 2025; accepted 02 June 2025

DOI: <https://doi.org/10.33751/jhss.v9i1.11942>

Abstract. This study aims to gain an in-depth understanding of the lifestyle transformation of out-of-town students and its impact on their academic life. Out-of-town students are a vulnerable group prone to behavioral changes due to significant shifts in their social, cultural, and economic environments when leaving their hometowns to pursue higher education in big cities. This study employs a qualitative approach with a phenomenological method to explore the students' subjective experiences in facing the dynamics of living away from home. Data collection was carried out through in-depth interviews, observation, and documentation involving main, key, and supporting informants. The data were analyzed using reduction, presentation, and conclusion-drawing techniques, and their validity was tested through source, technique, and time triangulation. The findings show that out-of-town students experience significant lifestyle changes, particularly in aspects of consumption, fashion, and social interactions. These changes directly or indirectly affect their academic life. Some students experienced a decline in focus and study discipline, while others were able to adapt positively by improving their independence, time management, as well as social and academic skills. Thus, the lifestyle transformation of out-of-town students is dynamic and may serve as either an obstacle or a strength, depending on the individual's adaptive capacity and the support of the existing social environment.

Keywords: transformation; lifestyle; out-of-town students; academic.

I. INTRODUCTION

North Sumatra is one of the regions with the largest population in Indonesia, after several provinces on the island of Java. Medan City, as the largest city in North Sumatra, has a very dense population and serves as a center for various important activities, including the education sector. [1] This city is a primary destination for many out-of-town students who intend to pursue higher education at the leading universities available there. Education is a very important element in human life. According to Law No. 20 of 2003, education is a conscious and planned effort to realize a learning process that is capable of optimally developing individual potential. [2] Makkawaru stated that education is one of the main assets needed to navigate life, as it provides skills and knowledge to every person who undergoes it. [3] The importance of education has led many individuals to pursue higher education at the university level. [4] Therefore, many individuals choose to become out-of-town students to obtain higher-quality education in major cities. Higher education institutions in Indonesia are still predominantly concentrated in major cities, leading many students from rural areas to become out-of-town students to gain better access to education. According to data from Statistics Indonesia (BPS) in 2022, there are 3,991 higher education institutions in Indonesia, consisting of 184 public universities (PTN) and 3,810 private universities (PTS). [5] In North Sumatra itself,

there are six prominent public universities (PTN), most of which are centered in Medan City. This condition has led many students from various regions to choose to continue their education in this city. The migration of students from rural areas to major cities not only contributes to the increase in population but also presents various social and cultural challenges for out-of-town students in their adaptation process.

Out-of-town students are individuals who leave their place of origin to pursue higher education in another region. This phenomenon has become part of the culture of Indonesian society, especially in areas with limited access to higher education. This migration aims to improve personal quality and gain better opportunities in both academic and professional life. However, out-of-town students not only face academic challenges but also have to adapt to new social and cultural environments. They often experience changes in lifestyle, communication patterns, and financial management patterns. [6] Some students can adapt well, while others struggle to cope with these changes, especially when faced with academic, social, and economic pressures simultaneously. Self-adjustment becomes the main challenge for out-of-town students, especially in dealing with the freedom they did not previously experience while living with their families. This freedom can have a positive impact if students can manage it well, but it can also lead to negative consequences if they lack strong self-control. Environmental factors, peer groups, and social habits in the place of

migration greatly influence the changes experienced by students. [7]. Several common changes experienced by out-of-town students include differences in social interaction patterns, consumption habits, clothing style, and the way they manage time between academic responsibilities and social life. Male students tend to be more easily influenced by habits they were previously unfamiliar with, such as becoming accustomed to nightlife, frequently hanging out until late at night, smoking, and spending time in entertainment venues. Meanwhile, female students experience changes in consumptive lifestyles, such as an increased tendency to shop and more frequent socializing in environments that differ from those in their hometowns. Environmental factors are one of the main causes of these changes. Out-of-town students often adapt to the social habits present in the cities where they reside. When they are in a socially permissive environment, there is a possibility that they adopt behaviors that conflict with the values they previously held. In some cases, out-of-town students are more easily influenced by a consumptive lifestyle, a permissive way of life, and activities that reduce their focus on their studies. The lifestyle transformation of out-of-town students not only affects social interaction but also directly influences their academic achievement. Some students experience a decline in learning motivation due to an uncontrolled lifestyle, such as excessive social activities or poor time management. On the other hand, some are encouraged to become more disciplined and independent in managing their academic life.

Social, economic, and cultural factors play an important role in determining the direction of this change. Students who can balance social life with academic responsibilities generally demonstrate better learning resilience. However, many struggle to manage priorities, which subsequently leads to increased stress, decreased learning motivation, and financial difficulties in supporting their educational needs. Environmental factors are one of the main causes in the process of lifestyle adjustment. In addition, parenting patterns and family background also influence the extent to which students can manage the freedom they possess. Students who have been independent since childhood tend to be more adaptive to the pressures of living away from home. Conversely, those who were previously highly dependent on their families often experience difficulties in making decisions and managing themselves. The absence of parental supervision provides a broad space of freedom, which in some cases can lead to less constructive behavior. [8].

These findings are supported by previous studies. A study by Fahmi Novranda in 2024 showed that out-of-town students are more likely to have consumption patterns based on desires rather than needs, including following urban lifestyle trends and socializing in commercial places such as cafes. Meanwhile, Reza and Fauzi in 2022 found that the relocation of students to a new environment influences their patterns of language, consumption, and social interaction. Based on these conditions, this study aims to examine the dynamics of lifestyle transformation among out-of-town students and its impact on their academic life.

II. RESEARCH METHOD

The study with the title "*Lifestyle Transformation of Out-of-Town Students*" used a qualitative approach in data collection. Qualitative research is used to investigate the condition of a natural object, in which the researcher serves as the key instrument in the research being conducted. [9] According to Suryono in his book [10], qualitative research is a method used to explore, identify, describe, and explain the characteristics of social influences that cannot be explained through a quantitative approach. The type of research chosen is phenomenology, which is one of the qualitative methods developed in the field of sociology. Phenomenological research focuses on phenomena that appear as the main object of study. In the process, the researcher makes every effort to filter and purify the meaning to deeply understand the essence of the phenomenon.

This research was conducted over approximately four months, starting from January 2025 to April 2025. Data collection was done by the researcher through interview techniques involving main, key, and supporting informants, as well as through observation of various activities conducted by out-of-town students. Documentation in this study refers to population data archives from the Sub-District Office, including photos and videos taken during the interviews. This study used four techniques in data analysis, namely data collection, data reduction, data presentation, and conclusion drawing. Following the data analysis process, data validity was ensured through data triangulation, which included source triangulation with varied informants, technique triangulation using different methods, and time triangulation at different times. [11]

III. RESULTS AND DISCUSSION

A. Lifestyle Changes of Out-of-Town Students

Lifestyle is an expression of behavior exhibited by each individual in carrying out daily life, which reflects the individual's values, attitudes, and preferences. According to [12], lifestyle is a person's way of living, manifested in activities, interests, and opinions, which reflect the overall pattern of an individual's actions in interacting with their social environment. According to Chaney in the study [13], lifestyle is not limited to individual habits, but also serves as a symbol of self-identity that is influenced by social, economic, and cultural contexts.

Out-of-town students, as a group undergoing both a transitional phase and environmental change, are a vulnerable group likely to experience significant lifestyle transformation. Based on the results of interviews conducted with the main informants, it was found that most out-of-town students experienced noticeable lifestyle changes compared to when they were still living in their hometowns. These changes emerged gradually, beginning with an adjustment phase, followed by a learning phase, and eventually leading to the formation of a new lifestyle transformation.

1. Changes in the Consumption Patterns of Out-of-Town Students

The lifestyle transformation of out-of-town students cannot be separated from the changes in their consumption patterns. Living far from their families and being in a new environment that is more socially and economically complex causes students to undergo significant adjustments, particularly in how they spend money and manage daily needs. The results of interviews with several main informants indicated that most students experienced an increase in daily expenses, especially for non-essential needs such as entertainment, social activities, and impulsive shopping. This tendency was clearly described by one of the informants, IF 1, during a morning interview conducted by the researcher, who stated that:

"...it is clear that I spend more while living away from home because I have to handle everything on my own. Sometimes, when I have more money, I tend to buy things that are not really necessary, in addition to having to manage money just for snacks or small daily needs..."

This phenomenon of excessive consumption is also reflected in changing eating patterns. Several students stated that they often combine breakfast and lunch into a single meal, either for cost-efficiency reasons or due to time constraints caused by a busy schedule of classes and organizational activities. This is supported by a statement from the key informant with the initials IF 4, who was interviewed in the afternoon and stated that:

"...usually, I also combine meals, so breakfast and lunch become one, then I only eat again at night. Actually, it's also to save money..."



Figure 1. With the Main Informant

Changes in consumption are also clearly evident from the increasingly dominant habit of online shopping. In an interview with a key informant, a boarding house owner with the initials IF 15 shared her insights:

"...Online shopping, there are always packages arriving every day, and that's quite common for boarding students everywhere. It can be described as impulsive buying and excessive, even meals are less frequent compared to how often they use Shopee..."

These findings were obtained by the researcher through the technique of triangulation in the form of interviews regarding the consumption habits of out-of-town

students. Triangulation was conducted by collecting data at different times and through source triangulation involving informants with different backgrounds and places of origin.

This statement indicates a consumption pattern that is instant and impulsive. Out-of-town students do not consume solely to meet basic needs, but also to satisfy desires, cope with stress, or simply follow social trends. Field observations revealed that students tend to prefer buying instant food, eating out, or using food delivery services rather than cooking for themselves. This indicates that students' consumption choices are influenced not only by physical needs but also by ease of access, a practical lifestyle, and social environmental pressures.

The changes that happen in the consumption patterns experienced by out-of-town students reflect a modern consumption pattern in which they are not only focused on basic needs but also on symbolic values and their lifestyle. This is in line with Baudrillard's view in his study [14], which explains that in modern society, purchasing behavior is often influenced by the desire to express self-identity and social existence. In the context of out-of-town students, consumption is not only about food or goods, but also about "adjusting" to the new environment and building social acceptance.

Thus, the consumption patterns of out-of-town students undergo significant changes, as indicated by a more extravagant lifestyle reflected in increased spending on food, shopping, and entertainment. This extravagant consumption pattern is influenced by several factors, such as freedom in financial management, social pressure, and peer environments that encourage out-of-town students to follow trends in their effort to seek personal identity. Uncontrolled consumption patterns have the potential to negatively impact students' financial conditions and contribute to the development of long-term consumptive behavior. Therefore, early financial management is necessary to ensure that all forms of needs are regulated.

2. Fashion Changes Among Out-of-Town Students

The lifestyle changes experienced by out-of-town students are clearly evident in the aspect of fashion or their daily clothing style. A new environment that is more dynamic, heterogeneous, and heavily exposed to urban trends encourages students to adjust their appearance to match prevailing social standards.

Perubahan Jika di kampung halaman berpakaian secara If, in their hometowns, dressing simply is considered sufficient and acceptable within the social environment, then in the city where they study, students perceive an implicit pressure to appear more fashionable and "up to date" in accordance with the clothing styles of their peers. One of the informants, IF 4, during an interview conducted in the afternoon, stated that:

"...back in the village, whatever we wore was always accepted by others, but here in the city, seeing our friends dress stylishly also motivates us..."

This statement is in line with the insights expressed by one of the supporting informants, a boarding house owner

who indirectly witnessed the visible changes in the fashion of out-of-town students, stating:

"...they are more stylish and more fashionable, perhaps influenced by their social circles. For example, someone who used to wear a long hijab down to the knees now wears a short triangular hijab..."



Figure 2. With the Supporting Informant

The statement indicates that changes in fashion are not solely the result of personal desire but rather a form of adaptation to the norms of a new social group. Students feel the need to adjust themselves to be accepted and not feel isolated within the social environment in which they live.

This is highly aligned with the social identity theory proposed by Tajfel and Turner [15], which states that individuals tend to adopt the behaviors, styles, and values of their reference group to gain a sense of belonging and social acceptance. In this context, clothing becomes one of the symbolic media used by students to construct group identity and avoid social exclusion.

This change is also closely related to the increasing exposure to social media and urban popular culture, where aesthetic and visual standards have a strong influence on shaping individual ways of thinking and acting. Fashion is no longer seen as a functional need, but also as a form of self-representation, an expression of lifestyle, and even a tool for building social relationships. These findings are supported by field observations and an interview with the main informant, identified as IF 2, who stated that:

"...it definitely changes. Now I pay more attention to my appearance to look neat because I am constantly meeting many people..."

Thus, fashion changes among out-of-town students not only reflect personal aesthetic transformation but also serve as indicators of the internalization of new social norms, the search for self-identity, and efforts toward social integration within campus life and the urban communities in which they reside. The shift in out-of-town students' clothing styles toward being more fashionable and aligned with urban trends indicates a process of adopting new behaviors consistent with the stages outlined in the theory of behavior change by Everett M. Rogers. Students who previously dressed simply begin to adopt the dominant styles in the environment where they study away from home, then develop an attitude toward fashionable appearance by perceiving it as a prevailing social norm. They then adjust by starting to dress more trendily, implement it in their daily lives, and eventually

confirm it as part of their new identity after feeling socially accepted. This phenomenon affirms that fashion plays an important role in shaping the social image of students in their out-of-town life.

3. Changes in the Social Relationships of Out-of-Town Students

The transition from life in the hometown to an urban environment brings significant consequences to the way out-of-town students build and engage in social relationships. This study found that one of the most noticeable aspects of lifestyle change is the pattern of social interactions. Social relationships have a substantial influence on the personal development of out-of-town students. Patterns of social interaction determine many aspects of a student's development, particularly in the formation of their social identity, way of thinking, and daily habits as out-of-town students. The direction of a student's personal growth is greatly influenced by the social environment they choose and are involved in. A positive peer environment will lead to positive outcomes, and vice versa. As the saying goes, if we befriend a perfume seller, we will be affected by the fragrance. Many out-of-town students become trapped in environments that exert a negative influence on them. However, it is also not uncommon to find that social interactions in the host city have a positive impact on out-of-town students. One female informant revealed that social life in the host city, such as Medan, feels more open and expansive due to the availability of various communities and social forums that can be joined:

"...back in my hometown, I had very few friends, but now I have many friends, not only from class but also from the communities I have joined..."



Figure 3. Interview with the Main Informant

Students no longer interact only with classmates or boarding house neighbors, but have expanded their social circles to include campus communities and external organizations that align with their personal interests. However, this change in social interaction patterns is most prominently observed among male students. They frequently spend a considerable amount of time hanging out with peers from campus or community groups. This activity is not limited to leisure time, but has become part of their daily routine, often continuing late into the night. This is supported by one of the key informants, identified as IF 5, who, during an interview in midday, stated that:

"...the earliest I come back from hanging out is around midnight. At the latest, I return to

the boarding house at 3 a.m. or even at dawn, and I spend almost the entire week hanging out with my friends..."

This occurrence aligns with a statement expressed by a local resident, based on observations made by the neighborhood head, who noted that the social interaction patterns between male and female students show a significant difference. This is further supported by a statement from one of the supporting informants, identified as IF 13, during a morning interview, who stated that:

"...male students spend much of their time solely on entertainment, forgetting the original purpose of coming to the city. In the past, there were cases where they spent almost every night enjoying themselves at a friend's boarding house, which disturbed the comfort of local residents, even to the point of engaging in drug parties. In contrast, female students spend more of their time studying, and only a small percentage of their time is used for leisure activities..."

The social interaction patterns experienced by out-of-town students have an impact on risk-taking behavior. The researcher found behavioral changes that led to harmful consequences for out-of-town students. One of the main informants, identified as IF 6, revealed that before moving, he had never been involved in any form of gambling. However, after being exposed to the social environment in the host city, he was introduced to online gambling and eventually became involved in the practice due to the influence of his new social surroundings. He stated that:

"...At first, I only watched my friends play, then over time I joined in. It started out just for fun, but eventually it continued. It has been almost two years now, and both my finances and psychological well-being have been affected..."

This experience illustrates that social interactions in an uncontrolled new environment can trigger involvement in deviant activities. Moreover, several other informants also admitted that they started smoking after relocating, despite not having such a habit in their hometowns. Changes were also observed in romantic behavior between male and female students, where individuals who previously maintained boundaries found themselves gradually involved in such relationships due to similar social interactions. These changes did not arise solely from internal impulses but were the result of adaptation processes and social pressure within the new peer group.

The absence of direct social control from the family, along with weak ties to the surrounding community (as previously discussed in the section on social dynamics), becomes a factor that accelerates the internalization of negative behaviors. Students living far from family supervision are generally more unrestricted in choosing their social environments, which in turn influences their daily behavioral choices.

Thus, the changes in social relationships among out-of-town students carry specific risks that require serious attention. The open social life in the host city does not always have a positive impact; it can also serve as an entry point into deviant behavior, especially if not accompanied by self-awareness, social control, and a supportive environment. The shift in social interaction patterns among out-of-town students reflects a complex adaptation process in which individuals attempt to adjust to the social dynamics of their new environment. This social environment holds a dual potential: it can either become a space for positive growth or, conversely, a social trap that undermines students' academic direction and goals. These findings highlight the importance of being mindful in choosing social interactions during the out-of-town living experience.

According to the social environment theory by Bronfenbrenner [16], individual development is strongly influenced by the interaction among surrounding social systems, ranging from the microsystem (peers, family, community), mesosystem (interactions among microsystems), to the macrosystem (culture and social norms). In this context, students who can build positive social relationships within supportive communities will be better equipped to navigate the challenges of living away from home. Conversely, those who become immersed in destructive social environments are at risk of experiencing social and academic disorientation. Thus, building healthy social relationships is not only part of the social needs of out-of-town students but also serves as a crucial foundation for the stability of self-identity, academic success, and the sustainability of their social life in the long term.

4. Social Life Dynamics of Out-of-Town Students

The shift in living environment from the hometown to the host city affects not only the lifestyle and academic aspects of students but also creates new social dynamics. This study found that although they live in a more complex and heterogeneous society, out-of-town students tend to limit their social interactions with local residents. The study revealed that most students build social relationships within a narrow circle, consisting of boarding house peers, classmates, or on-campus communities, without meaningful engagement with the surrounding neighborhood community. They spend most of their time in private spaces such as their boarding rooms, with activities largely dominated by the use of gadgets and digital media. Several informants even stated that they had never participated in community activities, such as neighborhood events organized by sub-district officials. Furthermore, some of them were not even aware of who the neighborhood head in their area was. This was revealed by a sub-district official, who stated that.

"...they probably have never even exchanged greetings with the neighborhood community near their boarding houses, and some do not even know who their neighborhood head is..."

This statement is supported by a similar remark from a main informant identified as IF 2, who stated

"...in terms of socializing with the neighborhood community, it is quite minimal

or even nonexistent, but I do build social relationships within the campus environment, even with students from other campuses..."

This phenomenon indicates a tendency towards social isolation among out-of-town students from the local community. Their social interaction space is limited to the internal campus environment or specific communities, without building broader relationships with the neighborhood community. This reflects a symptom of "fragmented existence," in which students live within a geographic area but are not truly part of the social community in that area.

However, on the other hand, the social dynamics of out-of-town students are not entirely passive. Most of them are, in fact, highly active in campus organizations, particularly intra-campus organizations. Thus, the social life dynamics of out-of-town students reveal two contrasting sides. On one hand, they exhibit a sense of alienation from the local neighborhood community. On the other hand, they form their own social networks and community dynamics through campus-based organizations. This reality reinforces the importance of adopting a more inclusive social approach, both from the campus and the local community, to bridge broader and more meaningful social connections for out-of-town students.

B. Academic Impact of Lifestyle Changes Among Out-of-Town Students

The lifestyle changes experienced by out-of-town students affect not only their social and emotional aspects but also have an impact on their academic life. A more independent life without direct supervision from the family encourages students to develop living patterns that differ from their previous routines. The new lifestyle formed during their time away from home presents challenges in managing time, maintaining study focus, and balancing academic obligations with non-academic activities.

1. Decline in Academic Focus and Discipline

One of the findings in this study is the decline in academic focus and discipline among out-of-town students. The host-city environment, which offers greater freedom in terms of time management and social activities, indirectly triggers a less structured lifestyle. Students more frequently postpone academic obligations and study only incidentally, namely when approaching assignment deadlines or examinations. This is supported by a statement from an informant during an interview in the morning.

"...I often stay up late playing games or sometimes hanging out, so I wake up late, end up being late for class, and sometimes my assignments are not completed..."

Students admitted to spending more time on non-academic activities than on completing assignments well in advance of the deadline. Studying is not considered a daily obligation, but rather becomes a necessity only when there are urgent tasks to be completed. Some of them even begin reading lecture materials only when faced with the obligation to present or take an exam. The above statement is supported

by a response from an informant during an in-depth interview with a participant identified as IF 4, who stated that:

"...If the deadline has not yet arrived, I usually still take it easy. Sometimes I hang out first, and then I start to panic at the last minute..."

The decline in focus and study discipline among out-of-town students is a direct consequence of an uncontrolled lifestyle, high exposure to distractions, and an imbalance in role demands. This phenomenon illustrates the importance of students managing their time wisely by adjusting and balancing academic and non-academic activities. This is in line with the theory of Chickering and Reisser (1993), which states that one of the main developmental tasks of college students is time management and commitment to academic roles. When the lifestyle that develops instead interferes with the achievement of this task, goal disorientation and a decline in academic performance occur. This is supported by the following student performance index chart.

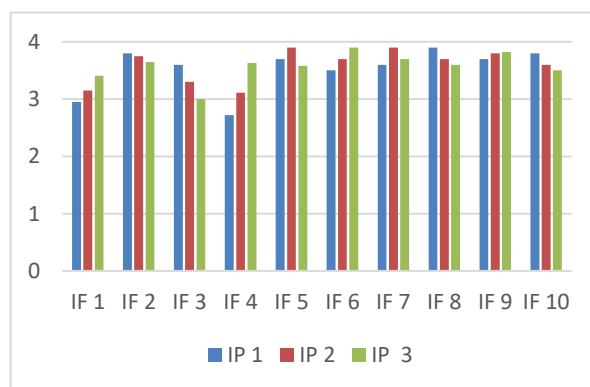


Table 1. Informants' Grade Point Average (GPA)

The table above shows the Grade Point Average (GPA) data of several informants involved in this study, as one of the indicators of their academic performance during their period of living away from home. Based on the data in the table, it can be observed that most informants experienced a decline in GPA from the beginning of their out-of-town experience. This may be associated with the adaptation to a new lifestyle that affects academic focus. Informants 2 and 3 show a declining trend in GPA from semester to semester. This is in line with the intensity of social and organizational activities they engaged in. Meanwhile, some informants were able to maintain their GPA, such as informants 4 and 6, who stated that they successfully adapted their lifestyle and applied effective time management. Thus, the GPA data provides empirical evidence of the extent to which lifestyle changes affect the academic ability of out-of-town students and reinforces the interview findings previously described.

2. Positive Adaptation and Self-Competence Enhancement

This study found that not all out-of-town students experienced negative impacts from lifestyle changes. Some informants demonstrated the ability to positively adapt to their new environment. This adaptation not only helped them to cope but also encouraged the strengthening of self-

competence that supports academic achievement and personal development.

One form of adaptation identified is how students can manage their social lifestyle more productively. In several cases, activities such as gathering or “hanging out,” whether within friend groups, campus communities, or off-campus environments, commonly associated with unproductive behavior, are instead utilized as constructive discussion spaces. Students make use of these social interactions to exchange insights on current issues such as politics, education, and opportunities for self-development. This shows students’ ability to transform social interaction into a medium for reflection and knowledge expansion, which is an essential component of learning competence. This is supported by a statement from an informant identified as IF 6, who stated that.

“...even when I hang out, the discussions are meaningful. So we hang out while also talking about positive things, such as politics and so on...”

In addition, the informants also showed improvements in communication skills, time management, and decision-making. By living independently away from home, students gradually began to develop a more mature and focused mindset. For example, they became more selective in choosing their social environment, more prudent in allocating time between social and academic activities, and more proactive in seeking self-development opportunities outside campus, such as through organizations, intellectual communities, or entrepreneurship training.

This strengthening of self-competence reflects a learning process that occurs not only within the classroom but also through everyday life experiences. The new lifestyle, although full of challenges, in fact creates opportunities for students to develop a more complete academic and social identity. In this context, the competencies that develop are not limited to cognitive and academic aspects, but also include affective and social dimensions that support the formation of character as mature individuals who are prepared to compete in society.

Based on the results of this study, it is evident that some out-of-town students can positively adapt to lifestyle changes, which subsequently leads to the strengthening of self-competence. This phenomenon is in line with the theory of behavior change by Everett M. Rogers, in which the adoption of new behaviors occurs through five stages: knowledge, attitude formation, decision-making, implementation, and confirmation. Mahasiswa yang berhasil menunjukkan penguatan Students who successfully show the strengthening of self-competence are individuals who consciously go through these stages, beginning with an awareness of the need for adjustment, forming a positive attitude toward a productive lifestyle, and implementing new habits that are later reinforced because they are perceived as beneficial. Thus, the positive adaptation of out-of-town students can be understood as an effective application of new behavior, which not only helps them survive in a new

environment but also accelerates the process of personal and academic maturity.

IV. CONCLUSION

This study concludes that the lifestyle transformation of out-of-town students is a logical consequence of their relocation to a new social and cultural environment, which requires adjustment not only physically, but also psychologically and socially. These changes are reflected in more consumptive spending patterns, clothing styles that are more aligned with urban trends, and broader social interactions that also involve various risks. These transformations have a significant impact on students’ academic life, both positively and negatively. Some students experienced a decline in focus, discipline, and learning motivation, particularly those who lacked self-control or were burdened by dual roles as students and workers. On the other hand, some students were able to adapt positively, demonstrating independence, time management skills, and strong academic and social competencies. These findings indicate that a changing lifestyle is not always an obstacle, but can also serve as an opportunity for growth, depending on each individual's adaptive capacity. Therefore, future research may further explore the factors that influence the success or failure of lifestyle adaptation among students, such as gender differences, economic background, or support from family and institutions. Therefore, it is important for educational institutions to implement comprehensive orientation and mentoring programs for new students, particularly out-of-town students, with an emphasis on time management, financial literacy, and character development. In addition, the role of the family remains crucial in maintaining communication and providing emotional support, even from a distance. On the other hand, students also need to recognize the importance of developing self-awareness regarding the academic and social responsibilities they carry

REFERENCES

- [1] R. Octaria N And P. Hidayat, “Analisis Sektor Unggulan Di Kota Medan,” *J. Ilm. Ekon. Dan Manaj.*, Vol. 1, No. 3, Pp. 285–290, 2023, Doi: 10.61722/Jiem.V1i3.242.
- [2] R. Hidayat And Abdillah, *Ilmu Pendidikan Konsep Teori Dan Aplikasinya*. Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (Lpppi), 2019.
- [3] M. Makkawaru, “Pentingnya Pendidikan Bagi Kehidupan Dan Pendidikan Karakter Dalam Dunia Pendidikan,” *J. Konsepsi*, Vol. 8, No. 3, Pp. 1–4, 2019.
- [4] S. O. Via Ningrum And F. Intansari, “Penyesuaian Diri Mahasiswa Perantau Di Universitas Aisyah Pringsewu Tahun 2023,” *J. Psikol.*, Vol. 1, No. 1, P. 10, 2023, Doi: 10.47134/Pjp.V1i1.1953.
- [5] B. P. Statistik, “Jumlah Perguruan Tinggi1, Dosen, Dan Mahasiswa2 (Negeri Dan Swasta) Di Bawah Kementerian Pendidikan Tinggi, Sains, Dan Teknologi Menurut Provinsi, 2024.” [Online].

- Available: <https://www.bps.go.id/id/statistics-table/3/Y21kvgrhnxzvmel3s3pcrlymhjrnb1wkvze mr6mdkjmw==/Jumlah-Perguruan-Tinggi1--Dosen--Dan-Mahasiswa2--Negeri-Dan-Swasta--Di-Bawah-Kementerian-Pendidikan--Kebudayaan--Riset--Dan-Teknologi-Menurut-Provinsi--2022.Html>
- [6] H. D. Hediati And N. A. F. Nawangsari, "Perilaku Adaptif Mahasiswa Rantau Fakultas Psikologi Universitas Airlangga," *Dr. Diss. Univ. Airlangga*, No. 2014, Pp. 1–11, 2020, [Online]. Available: <https://repository.unair.ac.id/113281/>
 - [7] C. Febriyanti, "Pengembangan Skala Pengukuran Perilaku Pro Lingkungan: General Ecological Behavior (Geb) Scale," *J. Pengukuran Psikol. Dan Pendidik. Indones.*, Vol. 2, No. 2, Pp. 153–182, 2016.
 - [8] A. Herawati, "Pengaruh Pola Asuh Dan Stabilitas Emosi Terhadap Kemandirian Mahasiswa Perantau," *Psikoborneo J. Ilm. Psikol.*, Vol. 7, No. 2, Pp. 201–210, 2019.
 - [9] Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif Dan R & D*. Bandung: Cv Alfabeta, 2020.
 - [10] A. F. Nasution, *Metode Penelitian Kualitatif*. Bandung: Cv. Harfah Kreatif, 2023.
 - [11] M. Fathun Niam, E. Rumahlewang, And H. Umiyati, *Metode Penelitian Kualitatif*. Jawa Barat: Widina Media Utama, 2024.
 - [12] N. A. Fitri And H. Basri, "The Influence Of Lifestyle On Consumer Behavior In The Millennial Generation In The Covid-19 Pandemic Era With Economic Knowledge As A Moderating Variable.," *Ekombis Rev. Sci. J. Econ.*, Vol. 9, No. 2, Pp. 183–192, 2021, [Online]. Available: <https://jurnal.unived.ac.id/index.php/er/article/view/1329%0ahttps://jurnal.unived.ac.id/index.php/er/article/download/1329/1138>
 - [13] A. Tambang And P. S. Utami, "Perubahan Gaya Hidup Konsumtif Kelompok Mahasiswa Manggarai Di Universitas Insan Budi Utomo Malang," Vol. 06, No. 03, Pp. 103–114, 2024.
 - [14] N. S. Ulfa, "Konsumsi Sebagai Penanda Kesejahteraan Sosial," *Ilmu Polit.*, Vol. 1, No. 3, Pp. 34–41, 2012.
 - [15] I. F. Sholichah, "Identitas Sosial Mahasiswa Perantau Etnis Madura Ima," *Psikosains*, Vol. 11, No. 1, Pp. 40–52, 2018.
 - [16] O. Guy, "Teori Sistem Ekologi Bronfenbrenner." [Online]. Available: <https://www.simplypsychology.org/Bronfenbrenner.html>