

*Conference Name: Melbourne International Conference on Teaching, Education & Learning, 19-20 March 2026*  
*Conference Dates: 19-Mar- 2026 to 20-Mar- 2026*  
*Conference Venue: Rendezvous Hotel Melbourne, 328 Flinders Street, Melbourne VIC 3000*  
*Appears in: PUPIL: International Journal of Teaching, Education and Learning (ISSN 2457-0648)*  
*Publication year: 2026*

*Ratri et al., 2026*

*Volume 2026, pp. 115-116*

*DOI- <https://doi.org/10.20319/ictel.2026.115116>*

*This paper can be cited as: Ratri, S. Y., Firdaus, F. M., Rakhmawati, Y., Maadad, N. & Darmawan, I. (2026). Cultural Transitions and Educational Pathways: Indonesian Students' Experiences in Developing Numeracy and Adaptation Abroad. Melbourne International Conference on Teaching, Education & Learning, 19-20 March 2026. Proceedings of Teaching & Education Research Association (TERA), 2026, 115-116*

## **CULTURAL TRANSITIONS AND EDUCATIONAL PATHWAYS: INDONESIAN STUDENTS' EXPERIENCES IN DEVELOPING NUMERACY AND ADAPTATION ABROAD**

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## **Abstract**

*This study explores the adaptation and learning experiences of Indonesian elementary school students who are pursuing education in Australia. Using a qualitative case study approach, data were collected through interviews with students, parents, and teachers, and analyzed using thematic coding (open, axial, and selective coding). Four participants were purposively selected to represent variations in gender and grade levels, coded as A1 (male, upper grade), A2 (male, lower grade), B1 (female, upper grade), and B2 (female, lower grade). The analysis revealed five central themes: adaptation, learning methods, mathematics development, parental involvement, and reward/behavioral strategies. Findings indicate that younger students benefitted from concrete and game-based learning approaches, while older students adapted more proactively through application-oriented and independent strategies. Across all cases, parental involvement and positive reinforcement were identified as critical factors in supporting student adjustment and motivation. These results highlight the dual strengths of Indonesian students in maintaining structured learning habits from their home culture while successfully adapting to new educational expectations abroad. The study suggests that culturally responsive pedagogy, combined with strong home–school collaboration, can enhance both academic and social outcomes for Indonesian students in international schooling contexts.*

### **Keywords:**

Parenting Patterns, Learning Outcomes, International Student Adjustment, Indonesian Students in Adelaide