Educational factors enabling the new students to survive and thrive

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Article Info	ABSTRACT
	Entering higher education and starting new living can be challenging for new students. They need many information to integrate themselves to new communities and conform to new organizational culture, systems and programs. Organizational socialization is one of several socialization options which may promote the new students' adjustment process, facilitate their learning process to survive and thrive. Despite the important role of organizational socialization, it is still under-examined in educational sector. Thus, this study analyzed educational factors enabling the new students to educationally survive and thrive. The data were collected through 22 new students' narrative texts, freely voicing their experiences in higher education at their first semester. The data were analyzed by employing thematic, within-and-cross case analysis, underpinned by interpretivism paradigm. The study found that the new students' educational survival and thriving needs the elaboration of organizational, social and emotional experiences into academic determination. Thus, the study challenged the dominant power of academic rigor in determining the educational thriving. Instead, the study suggested the new defined educational thriving concept by recognizing the roles of social, organizational and emotional roles, as presented in the reconstructed educational thriving triangle model.

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1. INTRODUCTION

Transition from senior high schools to higher education is a vital milestone in new students' life. It is the critical time when enter new environment and adapt to many new things. They need to know and absorb overwhelmed new information, understand and practice new policy, mechanism, procedure, norm and culture. The new students also have to participate in various new social activities and establish new friendship. Transition from schools to higher education is a challenging period [1], [2], crucial time for students to form their new identity, including how it feels to be university students, setting new expectations and understanding skills and knowledge required [3]. Thus, they should engage intellectually, emotionally and socially in their new educational environment.

Failure or success during transition period is more likely influencing the future life of the new students. Failing students may feel isolated, experience psychological stress, feel unwell and withdraw. School-higher education period can be period of full of stress, intimidating and disconcerting, particularly when students have to adapt to different new learning environment [4]. Failing students tend to experience

pedagogical and psychosocial problems [5]. Conversely, successful students tend to happily learn through new experience, meaningful friendships, broadening social environment, fruitful academic life and thrive. These positive impacts will enhance students' retention. Moreover, they may enjoy their learning process until their last semester. Thus, transitioning process is one of the most critical periods for new students. It provides opportunities for students to grow and change their behavior [4]. Furthermore, it also shows the success of the entered institution to retain and successfully educate their students, which will increase the institution reputation, trust and image.

Many higher education institutions welcome their new generation by preparing them to be part of their bigger family. They provide various coordinated structured activities to introduce their organization, facilities, social environment, academic life, expectation, standard, norm, habit and culture. Informally, the new students are actively adapting themselves by building new social relationship, searching information, participating in social activity, joining communities and building their peer groups. During this period, the newcomers learn and acquire adaptation skills, self-management, emotion management and social skills. These skills are several competencies they need to be self-sustained and thrived for their subsequent life transitioning period, including study-work transition and study-family and community changing. There are some areas in which school students need to be prepared for their transitions, which include academic preparation, career pathing, handling personal and social issues and language preparation [6]. This shows that new students are facing not only pedagogical challenge, but also emotional issues evoked by academic challenges, friendship, family issues, identity formation and outside problems [2].

Despite the significant role of transition period for new students and entered institution, there is still a few amounts of empirical research undertake school-higher education transition analysis. It receives significant recognition in organization and business sector. However, within educational sector, more and further analysis needs to be developed. Moreover, previous studies tend to focus on providing programs to introduce campus to their new students. However less concern is expressed to analyze students' want, feel and need during their transition. Thus, this study aims to fill the knowledge gap by presenting analysis on how the new students feel, adapt, survive and thrive in their new higher institution environment. This organizational socialization can potentially enable students to perform environment-fit behaviors through learning, interaction and integration [7]. Different from previous studies which tend to observe from the organizational perspectives, this study aims to analyze the integration of organizational and personal efforts, how the students survive by using organizational platforms and their own individual approaches. This is because socialization is a dynamic process [8].

This paper is addressing an educational issue on how several higher education students experience, process, learn and adapt to their new learning environment during their transitioning period from school to higher education. The concept of organizational socialization which is integrated to educational perspective is used as the conceptual ground of the study. The organizational socialization is borrowed from organizational theories and studies which are contextually transferred to educational or campus orientation for new students. The aim of the study is examining educational asset components for thriving induced by organizational socialization for new students. It is started by understanding the notion of organizational socialization which is subsequently shifted into educational aspects. It is expected that the findings can contribute to transition programs or activities in higher education and promote higher institutions to facilitate new students' smooth transition as many students may not have any clear understanding on skills or competencies required to learn in university [9]. As the consequences, the new students encounter numerous challenges, including time management, friendship and workload management [9].

Many studies define organizational socialization as the entry process of new organizational members. Organizational socialization is defined as a process of new employees to adapt, gain new knowledge on their new environment and acquire social competence [10]. It is the newcomers' learning process [11]–[13] and adjustment process [10], [14], [15]. Organizational socialization relates to the integrating process of individual to their group [16]. Organizational socialization relates to how new individual adapt to new roles, skills, knowledge [17]. Bauer [18] summarizes four stages of organizational socialization, including compliance from which the new employees learn the regulations and procedures; clarification from which the new employees learn their new job and expected outcomes; culture through which they learn new norms; and connection where they build social interrelationship and obtain networked information.

Organizational socialization provides chance for newcomers to understand the new norms/rules and expected performance [19], learn new assigned roles which fit organizational and individual needs [20]. It is reported that organizational socialization has social purposes, as it enables the newcomers to develop new employees' social skills [10], learn social competences, feel welcomed, adapt quickly, smoothly and contribute to organizational mission [19]. Organizational socialization enables newcomers to learn organizations' established ways passed inter-generationally [21], and adjusts to dynamic and complex organizational context [22].

The organizational socialization also fulfils emotional needs of the newcomers. Organizational socialization increases sense of belonging of new employees [23]. It addresses newcomers' psychological issues, such as self-confidence, optimism, exception and resilience [24]. Organization socialization influences employees' commitment and job satisfaction [20], [25]. Organizational socialization provides early experience and affect the personal characteristics of the newcomers [26].

The successful organizational socialization is not only benefiting the newcomers, but also the entered organization. This is as argued by Fogarty and Dirsmith [27] by identifying socialization as one vital element in organizational functioning and Balci *et al.* [28] who mention that successful organizational socialization enhances organizational performance. This is validated by other studies which report some approaches on how organizational socialization supports organizational performance. Successful organizational socialization develops newcomers' organizational commitment [29], loyalty to organization [30], prevents turnover, increases satisfaction, intention to stay, reduce cost for re-employment and re-training and decreases psychological stress of the newcomers [31]. Onboarding newcomers are part of managing talent in organizational strategic management [19]. Moreover, organizational socialization impacts on knowledge sharing [32], [33].

The vital functions of organizational socialization encourage many organizational studies examine key determinants and approaches of organizational socialization. The success and survival of organization depends on its' ability to integrate new members and continuously stimulate organizational change [22]. Thus, organizational studies explore organizational tactics and determinants of success from various domains.

Several studies highlight the role of organization in providing supporting tools. Organizational socialization increases students' readiness to learn [34]. It provides social support and psychological satisfaction needs fulfilment for the newcomers [35], emotional stability, information and resources access [36]. Other studies report different tactics to embed new employees. Organizational socialization can be enhanced through several ways, such as placing them in teams or teach them separately, integrating them with other existing members or providing them special experiences, asking them to do certain tasks leading to final role, providing them tasks with specific deadline, providing them role models or giving them socialization process which is similar or different from previous socialization process [37], providing supportive organizational climate [32], [38], role model [13]. The other approaches are using the context-related socialization executed by providing the newcomers coordinated, formal, collective and structured orientation, content-related socialization performed by providing them opportunities to work sequentially in different task and social-related by providing mentors [39], facilitating information searching, mutual development and changing role/environment [40].

Other scholars view organizational socialization as not only concerning with job, role and information clarity gained through coordinated formal activities, but also relating to new employees' social life. Organizational socialization is not only about learning, but also social assimilation through which the newcomers try to establish social relationship, obtain social acceptance and broaden friendship networks [41]. Thus, informal social interaction can be effective medium for organizational socialization. Organizational socialization can happen through daily interpersonal interaction [15]. It is reported that social support contributes to organizational socialization. Social support enhances the success of organizational socialization [42]. How organizational insiders respond to newcomers also influences organizational socialization success [38].

2. RESEARCH METHOD

The study adopted qualitative research method, as it aims to examine new students' transitioning experiences from school to higher education. The utilization of qualitative method enables detail exploration of the new student participants' lived experiences. Qualitative research tries to construct a holistic account in which the researcher explores complex interaction among the intervening factors [43]. The study aims to examine both types of organizational socialization: formal and informal. There are two types of onboarding [19]: informal through which the employees learn new knowledge without organizational plan and formal through which the employees learn the new organization through organizational written coordinated policies.

The data are collected from narratives of several new student participants as the authentic data. The narratives articulate new students' voices on their new entry experiences. They are asked to write any experiences they encounter within their first semester in a higher education institution. This is consistent with a qualitative research paradigm stating that qualitative researchers tend to gather data in naturalistic field in which the participants experience the real problem [43].

The collected data are examined by utilizing inductive data analysis. Qualitative researchers analyze their data by building emergent categories and themes from bottom-up [43]. Thus, the data of the study are analyzed by employing several procedures, including reading the data one by one from each participant, noting the emergent themes, categorizing with data from other participants, structuring, describing, interpreting and connecting to the existing/other research findings/studies.

The data structure or classification is shown in Table 1. The table represents the emerging themes by undertaking within and cross inductive analysis. There are three mains identified from the data analysis: knowledge and soft skills, social experiences and emotional experiences. Each theme is followed by several clustered data. The data analysis shows that there are three emerging themes: knowledge and soft skill, social and emotional experiences. The first theme includes several aspects, such as attitudes or character building, academic supporting basic knowledge, soft skills, organizational culture, orientation workshop, management skills, campus environment introduction. The second theme covers making new friends, (social) activities engagement/involvement and daily social interaction. The third theme includes new students' feeling, emotion management, emotional learning, such as shared emotion, emotional support provision and resilience.

Table 1. Data organization

Themes	Data dispersion
Knowledge and soft skills	NS-1; NS-2; NS-6; NS-8; NS-9; NS-10; NS-13; NS-14; NS-15; NS-16; NS-19; NS-20; NS-21
Social experiences	NS-1; NS-2; NS-3; NS-4; NS-6; NS-8; NS-9; NS-12; NS-14; NS-15; NS-16; NS-18; NS-20; NS-22
Emotional experiences	NS-1; NS-2; NS-3; NS-4; NS-5; NS-7; NS-8; NS-9; NS-10; NS-12; NS-13; NS-14; NS-15, NS-16; NS-18; NS-19; NS-20; NS-21; NS-22

NS=New student

3. RESULTS AND DISCUSSION

The data articulate that transition period is critical milestone in new students' life success since it represents stage for learning adaptive learning and thriving in new environment. The learning outcomes are marked by several studies [44], [45] as the predictors of success in the future work career, as work success is rooted from successful learning experience [46]. The study proposes integrative (cognitive, social and emotional) educational-organizational transitioning actions to assist the new students to survive and thrive in their new learning environment. The study finds that new students' thriving is determined by interconnection of several supporting factors. It is not adequate to consider organizational support as the key determinant factor only, instead it needs to be supplemented by other thriving enablers: personal, social and psychological. The presented data are authentic data. The authors do not make any changes and any corrections on the presented data to keep the data originality and avoid meaning distortion.

3.1. Knowledge and soft skills

The data demonstrate that structured, coordinated, scheduled organizational socialization run by university or faculty or department level equip new students with general knowledge and soft skills. The Table 2 presents the related data excerpts. The authenticity of the data is maintained by presenting real data. The table represents data which reveal similarity or in one theme of revealing participants' knowledge and soft skills, including character building, leadership, teamwork learning, organizational culture and expected roles and responsibilities as higher education students.

The data indicate that formal or structured organizational socialization is significant for disseminating organizational information, culture and environment. The new students articulate that during their organizational socialization they get information about organizational functions (NS21-1, NS10-1, NS8-1), facilities, administration (NS10-1). All of this information is significant to smoothen new students' educational administration process. Thriving in formal education needs the students to understand and follow the formal systems. Organizational culture is also introduced to the new members or students. Several new students (NS10-1, NS21-1) report that they learn organizational culture, such as dress code, rules, procedures, organizational hymn. This learning enables the new students to adapt to and integrate themselves to their new institution and existing insiders. Complying and adapting to organizational culture also smoothen their social interaction, enable them to obtain social acceptance, support and become part of community members. Furthermore, the in-group membership enables them to develop identity, perform social learning and develop sense of community, belongingness, commitment and loyalty. This is consistent with studies reporting role of organizational culture understanding on educational success. Some strategies to thrive in higher education: managing time, creative thinking, communication with mentors, advisors,

committee, cultural understanding, professional and personal responsibility balance and being visible [47]. Educational success is determined by understanding on organizational culture, behavior and communication [48]. The in-group sense relates to students' thriving indicator. As mentioned by Cuevas *et al.* [49], psychological sense of community, spirituality, faculty-student interaction, campus involvement, major certainty and characteristics of institution are several predictors of students' thriving.

Character education is also provided during the organizational socialization. It is reported by several new students (NS2-1, NS9-1, NS10-1) that they learn to develop resilient, caring, loyalty, togetherness, responsible, patriotic characters. This indicates that during the organizational socialization, the new students have chances to know which characters they need to develop to succeed. By understanding the expected behavior, the new students can align their personal character to social-organizational accepted behavior. The new students' consciousness that they are expected to meet the normative expectation, being aware of the college challenges and develop certain strategies (focus, find good mentor, cultivate networks) enhance their educational thriving [50].

Table 2. Knowledge and soft skills

No	Statements	Data categories
1	"... so interesting! I got many new friends from another faculty. Not only new friends from another faculty, but also new knowledge..."	NS1-1/knowledge
2	"... but also, about lessons of life. When the SISTEM was ongoing, we as the new university student had to learn how to be solid generation, adaptive generation, and how you loved your generation. In SISTEM, we knew about SC, IC and OC. Steering Committee as the kind and friendly person, OC or organizing Committee as the person who gave many facilities for us and Insuring Committee as the person who gave many pressures things. From them we could learn.... we had many problems to be solved. And that was the one of advantages. We learned how to took decision..."	NS2-1/character building, learning to thrive under pressures, learning to be care, learning decision making
3	"...in *Gerigi ITS*, we're given many knowledge from alumni, student, lecturer of ITS..."	NS6-1/knowledge
4	"There was a moment in *OK2BK* that I'll never forget. It started, I think in day four of *OK2BK* when there was a senior who gave us a topic about *Mubes*..."	NS7-1/knowledge
5	"...I join *OK2BK*, the goal of *OK2BK* was providing orientation for new student about ITS and build good character of new students..."	NS8-1/organizational introduction and character building
6	"...in OK2BK, we are trained to be a real student who has a leadership, responsibility, teamwork, and active in ourself. We get scolded if we are wrong and we get reward if we are right. I feel we have more solidarity after OK2BK..."	NS9-1/leadership, teamwork, responsibility, solidarity, reward and punishment
7	"...the informant explains about the dress code while on campus, a variety of student organizations and campus life planning regulations. And the second day, the informant explains about student affairs, administration in ITS, Language Centre in ITS and the achievements of the students in ITS. Event such as IPITS is very useful for new students like me, imagine it if there was no such event like IPITS. All students will be blind information about ITS."	NS10-1/organizational culture, rules, procedures, facilities, administration, environment, information dissemination
8	"...full of materials such as the concept of nationalism, the role of function of student etc... iron stock, moral force, social control, agent of change..."	NS10-2/roles, responsibilities of students, sense of nationalism
9	"...to be discipline with time. Almost all of the activity they measure with time..."	NS13-1/time management
10	"...I also learn about managing my money. In the first time I didn't think to save my money. My daily need is fulfilled. But today, I think it is hard to manage my money...	NS14-1/financial management
11	"...I gain a lot of knowledge ..."	NS15-1/knowledge
12	"...compute using binary number, we are also taught how to use the time as best as possible..."	NS16-1/knowledge and time management
13	"The orientation named mental and character building. I was also taught about the importance of soft skills like leadership and social skills	NS19-1/leadership and social skills
14	"...besides that, I first learn about hymne ITS..."	NS20-1/organizational hymn-culture
15	"Second day, we get the lesson about college function and about university history..."	NS21-1/organizational mechanism, history

NS=New student

The data also demonstrate that several new expected roles are introduced to the new students, such as higher education students' roles as iron stock, moral force, social control and agent of change (NS10-1). These new expected roles tend to provide reference and guidelines on what and how the new students can contribute to organizational performance and community development. It is shown that several new members are equipped with (cognitive) knowledge (NS1-1, NS6-1, NS7-1, NS15-1). However, they do not provide clear information on the leant (cognitive) knowledge. Several life-related management skills are introduced to the new students, such as time management (NS13-1, NS16-1) and financial management (NS14-1). This implies that educational thriving needs skills for sustaining life-long learning, instead of just academic learning. This is consistent with the data revealing new students' soft skills. The new students articulate that

they get soft skill learning, such as decision making (NS2-1), leadership (NS9-1, NS19-1), team working, rewarding and punishment (NS9-1), social skills (NS19-1). These soft skills are positively linked to educational thriving by providing basic skills applicable for learning across different situation and environment. This is consistent with Theokas *et al.* [51] who define thrived student as individual who can active across different time and situation for developing his/her self and institution by developing flexible behavior to respond to the dynamic opportunities and challenges. Knowledge and capacity to learn are personal enablers for individuals to thrive [52]. Soft skill management, such as organizational skills and time management [53], leadership [54], teamwork and communication skills [55], [56] help new students to thrive. Some studies explore the supportive functions of leadership in students' learning process. Leadership learning and development contribute to students' improved persistence and positive outcomes [57]. Some soft skills, such as leadership, teamwork, self-management and community building are positively related to students' inter, intrapersonal and academic success [57].

The study also finds that there is no single dominant aspect in facilitating new students' thriving in new institution. Instead, students' educational survival and thriving requires the collaboration of integrated organizational technical information, organizational culture, value, system, communities, expected behavior and competencies. This is inherent with several studies which find that educational thriving is the outcomes of interplaying supporting factors. Thus, instead of overwhelmingly emphasizes on academic learning, educational scholars suggest the need to balance between academic learning or cognitive capacity and other factors. As suggested by Cuevas *et al.* [49], there are five factors determining students' thriving: engaged learning, academic determination, positive view, social relationship and diverse citizenship. This is inherent with other studies' findings stated that academic determination and engaged learning encourages educational thriving [58] since academic determination enables new students to develop self-efforts to accomplish their study, character strength and self-regulation [48]. Some existing studies note the role of activities involvement or participation in promoting new students' learning. Joining campus activities is significant for gaining membership of campus communities and educating new students through various co-curricular program [54]. Academic activity, such as transition seminar for students at their first year is providing support for new student through targeted and personalized learning [59]. Supporting services provided by organization, such as assistantships, social activities, counselling, financing and course option [60], and students engagement are several predictors of educational thriving [61].

3.2. Social experiences

The new students articulate that during their transitional learning, friendship and social networks which they establish along the process of organizational socialization formally, informally and daily natural interaction. This is validated by the following data represented in Table 3. The table shows data on diverse social lessons or learning which are experienced by the students-participants during their orientation process. The social experiences range from starting new friendship, sharing bonding moments, caring, self-isolated feeling, developing shared identity, accepting differences and building friendship circle.

The data show that during their informal organizational socialization, they obtain various social experiences. They articulate the significant roles of building friendship and social relationship with their peers/new member. They voice different functions of friendships and social dimensions of organizational socialization for supporting their learning success. People around new students are their social environment who contributes to new students' learning success. Social environment (family, peers, teachers) is part of students' ecology who can influence their thriving process [62]. The data show that various social dimensions and new students' social learning are positively linked to their educational success.

Their first learning is how to work in teams. Some new students articulate that their department/organization provide structured, coordinated activities to allow them to learn how to work with other people and contribute to team development (NS1-2, NS6-2, NS14-2-2, NS16-2-1, NS16-2-2, NS22-2). Team learning may potentially contribute to their self and group development as through group learning they learn to develop caring character, interrelationship communication, align/identify their individual self to social self, build social cohesion, perform in-group/membership behavior and group (emotional and social) sharing. Social attachment and trust are needed for human's thriving [52].

The second aspect is the new students are aware of the meaning of friendship and social life both during formal organizational socialization and daily social interaction. The data demonstrate that their new friends are source of vital information. They help the new student participants analyze environment condition. For example, NS12 (in data NS12-2) knows information about unhealthy food sellers from his/her friends, while NS4 (in data NS4-2) gets information about his/her seniors from his/her friend. Daily information, such as unhealthy and nutritious food determines students' success. Physical health, including diet and nutrition, physical activity, sleep quality, influences students wellbeing [9].

Table 3. Social experiences

No	Statements	Data categories
1	"...the survey was one of the new student university's tasks...I didn't survey the location by myself, but I worked in a group with seven others. We started the survey at 3.00 pm. We walked along the street and analyzed its condition..."	NS1-2/academic experience in teamwork
2	"...as TI-29, I learned how to care each other. And do you know? I love my TI-29. I love my generation..."	NS2-2/learning caring character
3	"...at the second day, it was time to spiritual exercise in Graha Sepuluh Nopember. I went there on foot with friends next door. It was a nice day. I could have any new friends, more experience and I could meet some lecturer..."	NS3-2/sharing daily experience with peers
4	"...we talked much about elder student, who beautiful senior and new students..."	NS4-2-1/sharing feeling about other students, learning social environment
5	"...I start felt lonely. There was something missing in life. I missed my brother and sister. I missed the joke of my sister. I cried a long day in my room. I share my feeling with my best friend..."	NS4-2-2/sharing lonely feeling with peer, getting emotional support
6	"...some of us introduced ourselves in front of our new friends and also new family...then we've had lunch together in across of that empty terrain and we took some photographs of us together..."	NS6-2/building new family facilitated by formal organizational socialization
7	"...at the middle of session, I realized that I lost my training clothes. I was very anxious because of that. Fortunately, my friend, *Zikrul Ihsan*, found my training clothes. So, I was very happy and I said thanks to him..."	NS8-2/receiving help from new friends
8	"...I learn about how important to have friends and how important to join an organization...we can't live alone..."	NS9-2-1/Generating self-consciousness of friendship roles
9	"...I am not very good talking with girls, but now little by little I can remember their name. I really glad to meet them because they are a good person and I can earn new knowledge about how their life in their place and how important to have friends beside you	NS9-2-2/Improving communication/social interaction/socialization skill
10	"...I was surprised that the food was very cheap. Unfortunately, one of my friends said that the place didn't use health ingredients. They used spoiled food. My friends ever found larva in the food. So, from that experience, I should be more careful to choose place to eat. It's bad for our health..."	NS12-2/getting information about environment from friends
11	"...for several days, I did my activity in ITS without transportation. I still felt tired, but I has a new friend. She is *Dwiyanti* (from environment engineering). So, I didn't think it's too far away anymore. I learned that if I have a lot of friends in here the severe problems could feel lighter..."	NS14-2-1/sharing times with new friend, relieving tiredness and psychological exhaustion, sharing problems with peer
12	The best teacher of life, when OK2BK. I learned about friendship, about family and everything...I should have 187 biographies of my friends in informatics engineering. And the hardest is, I should know all of the informatics engineering...but all of new student's informatics engineering agreed to make a routine event for getting together. So, we can get closer each other. The routine events keep running today..."	NS14-2-2/building new community, developing new gathering culture
13	"...I don't only gain experience, but I gain a lot of knowledge and also new friends from different department..."	NS15-2/having new friends
14	"...all of new students from various majors gathered into one, using a blue suit *almamater*, we all become one..."	NS16-2-1/wearing uniform as organizational membership identity
15	"...we were introduced to the department by the senior campus, but in a unique way..."	NS16-2-2/establishing new friendship
16	"...in class we can not only listen but we can ask and share with lecturer. And I can work together with a friend when we don't understand..."	NS18-2-1/support from lecturer, sharing activity with peer
17	"...my special experience....to go to "Adijasa" to give my friend, Fajar, support. His mother died after four hours my friends came to Adi Husada hospital to visit and look Fajar's mother condition. We shock to hear the news. And yesterday, we wear black clothes in the morning until night and go to Adijasa together by car and by motorcycle..."	NS18-2-2/developing empathetic feeling, doing social activities together
18	"...besides that, I first learn about hymne ITS..."	NS20-2-1/organizational hymn-culture
19	"...I acquainted with my first friends in same department in this event day. Besides that, I acquainted with friends in another department. He said everything about his purpose to choose ITS. It's so interesting, because my purpose is so different..."	NS20-2-2/Accepting differences
20	"...all of students didn't lose their spirits and keep marching and yelling to support their own communal. The experience that I've got from this event is about togetherness and willingness to become the best in part of team works..."	NS22-2/doing activities together as a group

NS=New student

Friends can provide social and emotional support. Living far away from their family may make the new students feel lonely and less supported which may lead to stress, reduce their capacity to survive and increase the turnover probability. Having good friends are valuable social assets and long-term investment. Good friends may provide emergency spontaneous help (NS8-2), emotional support/resilience (NS4-2, NS14-2-1) and authentic communication/socialization skill learning and social awareness (NS9-2-1, NS9-2-2). Caring and emphatic behavior can also be developed from friendship and direct social experience (NS2-2, NS18-2-2). The data also indicate that through friendship they can share their experiences and feeling together (NS3-2, NS4-2-1, NS4-2-2, NS14-2-1). Establishing close relationship [53] and gaining

social support [9] can help newcomers to thrive. This can potentially emerge strong social cohesion, especially when they have to face external challenges, including accomplishing tasks together. Thus, friendship is reported as providing social support for individuals [63], students' increased affiliation, support which produce increased commitment and retention [48]. Interpersonal exchange provides personal enabler for individual to thrive [52]. Vital roles of social support and friendship are also addressed by other studies. Social relationship, support or good quality friendship can grow students' psychological resilience and reduce the potential of disengagement [64], [65]. Supported friendship tends to lead to students' life satisfaction [66]. Moreover, students' retention tends to be affected by their close relationship with their peers [67].

The third aspect is building interrelationship with existing organizational members or insiders, such as staff, lecturers and senior members (NS16-2-2, NS18-2-1). The organizational insiders are vital mentors and elder friends who can guide the new students to learn new environment and adapt to their new environment, role, responsibility and community. Tutors or mentors provide information on know-how to thrive and continue studies in higher education, even career paths [63]. Interpersonal supporting factors from community, peer, family, supervisors and faculty staff or members can enhance thriving efforts of the new students [60].

The fourth aspect is becoming members of the present organization. The data indicate that the new students are integrating themselves to other existing members. They are undertaking activities and rituals together (NS1-2, NS22-2, NS16-2-2). This social togetherness with existing organizational members is vital for the newcomers since it stimulates the feeling of being accepted in their new family. This in-group sense of community/becoming part of community is heightened by using or wearing organizational symbols (NS16-2-1, NS20-2-1). These symbols communicate social identity and membership. Successful social integration can be an indicator of educational success in new environment [48].

The fifth aspect is the new students are building their own community. Their new community tends to be developed based on similar status as new members, entry experiences, history, organizational symbols and generational characteristics. They build their own community culture, including rituals, identity and symbols. Developing peer networks and gaining peer support represent vital strategy for thriving in education [68]. Social connectedness influences thriving [58]. Identity which is developed through culture socialization enhances students' thriving [50].

3.3. Emotional experiences

The organizational socialization presents emotional experiences which potentially strengthen their learning mentality. The engaged learnt students are psychologically thriving [69]. Thus, emotion determines educational success. The data on how the new students work with their emotional issues and coaster roller during their organizational socialization is presented in Table 4. The table presents how the students-participants experience emotional roller-coaster, what emotion they feel is highly impactful, the ups and downs of emotion and how they manage their emotion to survive.

Informal and formal organizational socialization provides emotional experiences which may potentially promote new students' learning thriving. The new students articulate that they experience the emotional roller coaster of happiness and sadness. The new students are developing and maintaining positive feeling, such as happiness (NS1-3, NS3-3), self-confidence (NS4-3, NS12-3), self-commitment, motivation (NS12-3, NS16-3), self-reflection (NS16-3), feeling of grateful (NS17-3), satisfaction, motivation, happiness, and excitement (NS18-3), excitement and enjoyment (NS21-3). They also manage their negative emotion and turn it into more positive affection (NS10-3, NS13-3). New students' capacity to think positively and perceive their adverse condition in a positive light may influence how they learn. Emotions, such as expectation, pride, anxiety, shame and hopelessness and emotion regulation are positively linked to learning success and failure [70]. Negative emotional states increases disengaged learning behavior [71]. Meanwhile, positive emotional states enhance students' motivation, interest [72], increase students' success to adjust through interpersonal relationship [73], increase students' self-efficacy and engagement [74]. How the new students perceive their under-tension situation positively affects their thriving process. This is inherent with several studies reporting the contributing factors of positive perspective and spirituality [58], [75]; positive psychology and well-being [76]; and mental health [9] on students' thriving.

New students manage their individual emotion and undertake emotional resilience. Several students' voices their stress and lonely feeling when they have to live independently from their parents and migrate to other area. However, they manage their negative emotion and develop their self-efficacy (NS4-3, NS12-3) by finding and engaging in social interaction with their friends (NS4-3) or remembering his or her parent's advice (NS14-3). Stress can potentially affect students' wellbeing [77]. It causes anxiety, sleeping problems and substance use [78] leading to low learning achievement [79]. To thrive, students need both psychological need or safety where they feel emotionally safe, happy and no harm and development need where the students can focus on their learning and development [80]. Psychologically successful learners incorporate self-efficacy, persistence, motivation, determination [48].

Table 4. Emotional experiences

No	Statements	Data categories
1	"...so interesting! I got many new friends from another faculty...because it was too many fun activities that I'll never forget! If it can be repeated, I'll repeat it..."	NS1-3/positive feelings of happiness, memorable feeling and experiences
2	"...and do you know? I love my TI-29. I love my generation..."	NS2-3/positive feeling of loving
3	"...I could have many new friends, more experience...although I felt so tired, but I enjoyed that moment..."	NS3-3/positive feeling of social happiness, positive feeling beats the negative one
4	"Firstly, I don't feel anything. I felt I was ready for this life. I spent my time to go around and met new friend in department. Something was going wrong in the second day, I live alone in my new room. I start feeling lonely. There was something missing in my life. I missed my brother and my sister...I cried along day in my room. I share my feeling with my best friend..."	NS4-3/self-efficacy and Emotion management through social interaction, self-resilience
5	"...I feel very happy to be one of the members who participated to the event..."	NS5-3/positive feeling of happiness to participate
6	"There was a moment in OK2BK that I'll never forget...we understood and forgave him. No anger, no hard feeling, no revenge, we are all calm here..."	NS7-3/Managing anger and potential conflict by forgiveness
7	"...most few students, so our sound couldn't fight with other faculty. It made sick our neck, but we were very happy..."	NS8-3/social (shared) affection
8	"...We get scolded if we are wrong and we get reward if we are right. I feel we have more solidarity..."	NS9-3/Social feeling generating solidarity
9	"...the event takes place crowded and lively although at the time students are tired and thirsty, but their spirit beats the feeling of it..."	NS10-3/positive social feeling beats the negative social feeling
10	"The third experience is about the food. I know when I am far from my parents, I have to support myself to take care about the food schedule..."	NS12-3/self-efficacy, self-commitment, self-motivation
11	"...overall, it's really tiring. But, the knowledge we had there really priceless..."	NS13-3/developing positive emotion
12	"...I called my dad and told him that I felt tired because the ways to my campus from my hostel so far away. I cried and my dad told me to be strong. I shouldn't be grumble. It just the beginning-he told me. He gave me advice to had some exercise in order to be stronger..."	NS14-3/managing negative feeling, developing self-resilience
13	"… in the first week, I already get a lot of tasks, at first I was shock, but I try to adapt myself in this situation so I can survive learning here. I feel so different from high school...so I promise myself to change and become a great college student..."	NS15-3/self-commitment and motivation
14	"...many new friend and new life, as freshman, must be good at setting time, because college is not like high school, memorable things during my college years, student indirectly learn how to adapt to the rigors of life as an adult."	NS16-3/self-reflection, motivation and commitment
15	"...I am very grateful for having a roommate that from the same origin and he is he is very kind..."	NS17-3/feeling of thankful
16	" In the past I confused about lecture's schedule, which every hour or change subject, we must moved place. But now, I'm so exciting to do. When I moved place, I am not alone to move, always with my friends..."	NS18-3/feeling of satisfaction, motivation, happiness, excitement, managing disrupted feeling
17	"There are also unforgettable moments since I got here. When mental and character building started, the seniors gave my batch a task to wear the exact same long sleeves t-shirt and cap for almost 180 people. We were given a night to prepare it and that really forced us to think clearly and creatively under pressure..."	NS19-3/resilience, survive and thrive under pressure, social feeling
18	"...in the event, my first time to see my department building. That's so amazing. We can see a *laboratorium* and other facilities in this building...that's so interfere me and my friend too. But I must be positive about what senior student command to us."	NS20-3/Managing emotion of annoyance, develop positive thinking
19	"...it was very cool opening ceremony...I enjoy every moment when I arrive at Surabaya..."	NS21-3/Feeling of excitement and enjoyment
20	"The most impressive thing that happened on this event in my opinion is about when the new students altogether giving their best thing that they can do to the best..."	NS22-3/feeling of excitement and impression, social efficacy

NS=New student

The study finds that organizational socialization is potentially strengthen social emotion. The new students articulate their group's shared feeling when they are working in group and facing external challenges. They experience positive social feelings (NS2-3, NS3-3, NS4-3, NS5-3, NS8-3, NS9-3, NS10-3, NS19-3, NS22-3). These social emotions strengthen group ties, solidarity, efficacy and performance, such as withstanding and resilient capacity in working under pressure (NS19-3). Managing and mitigating inter-group conflict, such as represented in NS7-3 is also part of social emotion experienced by the new students. This study reports that how the new students feel about their group, their participation in group and shared feeling with other members in group define their educational success. Psychological sense of community is one of adaptive element in college student thriving [48].

The data also reveal that the new students develop positive emotion which impacts on the development of self-commitment, reflection, motivation, efficacy, commitment (NS4-3, NS12-3, NS14-3, NS15-3, NS16-3). Thus, the emotional management, regulation and experience also occur at the individual/self-level. New students' capacity to regulate their adverse emotion produces positive impacts on their learning. Learners' ability to implement emotion coping strategies promotes their cognitive flexibility,

generates new ideas and possibilities [71]. Social interaction, involvement in organization activity, self-reflection and support from family strengthen their resilient capacity. Resilient capacity, coping with stressful situation, is the determinant of educational thriving [61], [81]. Resilience needs to be defined by incorporating the feature of wellness in which human condition is flourished by love, appreciation, confidence and contribution [82]. The finding of the study is also consistent with Brown et al. [52] who highlight that several psychological factors enabling individuals to thrive include resilience, positive thinking, religiosity, proactive personality and motivation and. Resilience, mindfulness, mental well-being and imposter syndrome are several intrapersonal factors contributing to educational success [60].

3.4. Reconstruction of educational thriving

The study provides a new way in understanding educational socialization and orientation. The past educational socialization orients to show the new rules, systems and procedures of the entered institution to the new students through stressful and frightening activities. This phenomenon frequently occurs in Indonesia university orientation programs, which may victimize new students who fail to understand the new rules, unfollow or ignore the new procedures by punishing them. These students may experience bitter experience during their transitioning period which may destroy their learning enthusiasm and emerge trauma. Different from the past educational socialization or orientation paradigm, the study presents a new way of thinking by regarding educational organizational socialization as new vital entrance for new students to learn new soft skills, organizational culture, friendship, shared or collective emotion, group membership, institutionalized characters. All of these factors need to be introduced during the socialization and reinforced during the new students' study.

The study also presents the need to develop new concept on new students' educational thriving by revising and reconstructing the previous concept which emphasizes on academic rigor. Traditional paradigm of the educational success is rooted in high GPA or high academic scores. However, today it is shifted into new definition of educational success embodying academic, sociological and psychological success [49]. The data confirm that record that the over-dependence on academic knowledge building only may create isolated and psychologically fragile learners. Thus, social and emotional experiences need to be considered and incorporated into new students' organizational socialization process to furnish the development of well-being learners. Students' academic success notion needs to be redefined by incorporating students' well-being [48]. These collaborated impacts signify the significant functions of social and emotional knowledge incorporated into cognitive domain.

The study reports that positive social experiences encourage the new students to build meaningful social life in their new place. They develop new friendship, peer community, new membership, social identity, social character, organizational understanding, community culture and social affiliation. This is relevant to social concept in education that the essence of education is learning to live together [83]. Thriving is beyond than just achieving academic skills [60].

The study marks that the new students' well-being can be potentially achieved by presenting emotional positive and adverse experiences. During the organizational socialization, the new students experience positive feeling, negative emotion which need to be transformed into more constructive feeling, individual emotion sharing, group emotion, social-individual emotion transfer, group and individual emotion regulation and self-character building, such as self-commitment, motivation, efficacy and reflection. Thriving associates with both energizing and learning [45]. Psychological well-being may rejoice the new students' learning process. Positive thinking, engaged learning, academic determination, social relationship and diversity tolerance determine students' thriving [49].

This study suggests the new way in understanding educational survival and thriving, especially through formal and informal organizational socialization in education field. This study also agrees with, confirms and validates some existing studies which also find roles of academic, social and emotional experiences in promoting students' learning growth. As noted by Miller [48] who finds that students' success needs to be reviewed in a new light by incorporating organizational, social and psychological success. Providing academic knowledge only is not adequate. It needs interplay among social skills, coping skills, clear norms and expectation, reward, chances for participation and family participation [80], interplay among interpersonal, intrapersonal and institutional support [60]. To thrive, new students need individual assets which are supported by ecological assets [51]. The findings of the study are encapsulated in following triangle model as shown in Figure 1. It presents the analysis of empirical data and how the data relate to the existing educational concepts.

Different from the previous studies, this study suggests that it is also vital to understand the concept of this educational thriving from the perspective of wellbeing rooted from individual, group levels and how the individual and social domains operate to contribute to the new students' educational success. The other adding knowledge is the significant role of organizational socialization since it provides information for newcomers how to behave, respect rules and integrate themselves to new community. To thrive, human being

needs both personal and contextual enablers [52], [84]. Organization contributes to students' learning success [85], [86] by providing place for the learning occurs. Thus, it is also highlighted in this study that organization shapes how the new students grow and prepare them to thrive. Preparation, encounter, adjustment and stabilization are several stages in thriving cycles [87]. Students' thriving needs collaboration of organization system, social agents (parents, teachers, tutors, peers) and technology [58]. Students' adjustment and learning success determine students' future career. Educational success tends to ensure success at career or workplace [44], [45]. Work success is rooted from learning experience [46].

Figure 1. The reconstructed educational thriving triangle model

4. CONCLUSION

Transition from senior high school to higher education is critical learning period for new students. During their first semester, they should adapt to their new environment: new friends, roles, system and organizational culture. Organizational socialization is a strategy to facilitate the adjustment process of the newcomers. It is expected that the new students can adapt to their new learning place and thrive. This study aims to examine several factors contributing to new students' potential educational survival and thriving moderated by organizational socialization. The study revealed that the new students' potential academic thriving needs to be viewed from the concept of well-being. Thriving students are those who are cognitively, psychologically and socially successful learners. Different from other existing studies which highlight the rigorous role of academic, this study suggests the significant role of soft skills as the key determinants. The study also reports that it is vital to incorporate meaningful social and emotional experiences in new students' learning success. The positive social experiences enable the newcomers to become members of their institution, integrate themselves to the present campus community, develop social identity, social sharing, social norms and communication. The emotional experiences offer chance to learn manage self-emotion, feel the social emotion, undertake self-group emotional identification and develop sense of community. The study also addresses the vital role of organization which provides determinant systems, rules, social, physical environment and culture for growing.

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