# INTERCULTURAL COMMUNICATION
## (STUDY ON STUDENTS OF 17 AUGUST 1945 JAKARTA UNIVERSITY IN THE INDEPENDENT STUDENT EXCHANGE PROGRAM 2)

Nadia Menik Monica Biantoro [a*)], Dinar Ayu Chandra Agustin[a)]

[a)] 2Universitas 17 Agustus 1945 Jakarta, Jakarta, Indonesia

*)Corresponding Author: nadiamonica19@gmail.com

**Abstract.** Independent Campus (MBKM) is one of the policies made by the Ministry of Education and Culture with the aim of supporting the success and quality of students. One of the MBKM programs that provides the opportunity to study outside the home campus and can take cross-study courses for one semester is the Independent Student Exchange (PMM). The purpose of this study is to find out how the process of adaptation to intercultural communication and how to overcome Culture Shock was carried out by students at the University of August 17, 1945 Jakarta in participating in the PMM 2 Program. The research method used was descriptive qualitative. The research subjects were three students from the 17 August 1945 University of Jakarta who took part in PMM at Hasanuddin University, Medan State University, and Mataram University. Data collection methods using interviews and documentation. Data analysis techniques through data collection, data reduction, data presentation, and drawing conclusions. The results of this study are that the adaptation process in the dormitory and campus environment has obstacles such as the local community who are less able to mingle and limit themselves. However, this only happened at the beginning of the meeting. Then, in terms of culture, there are no significant difficulties, it's just that the food is not in accordance with what is usually consumed. Then in communicating, the obstacles are in the differences in language, accent, and vocabulary meanings from each region. Of all the obstacles and efforts made, the way students can adapt to a new environment and overcome Culture Shock is not much different, namely by being open, accepting cultural differences, learning to understand the character and style of community communication, and being directly involved in all forms of activities. culture in that area

**Keywords**: culture shock; adaptation; culture

## I. INTRODUCTION

Students as the nation's next generation are required to have a leadership spirit with the aim of being able to bring Indonesia into a better era. The spirit of leadership is formed through formal and non-formal education such as in the school, family and community environment. There are many things that can be explored outside of lectures to gain knowledge and even experience. For this reason, the Ministry of Education and Culture is trying its best to make policies that can help improve the quality of education in Indonesia. One of the policies formed by Nadiem Makariem as Minister of Education and Culture is Merdeka Learning – Merdeka Campus (MBKM). The purpose of the MBKM is to encourage students to have the ability to master various scientific fields that are diverse and useful in order to prepare themselves to enter the world of work. The opportunities that students get in participating in MBKM are that students can study at different tertiary institutions or outside tertiary institutions for 1 (one) semester equivalent to 20 (twenty) credits and a maximum of 2 (two) semesters or the equivalent of 40 (four twenty) credits **[1]**. Various forms of activities offered in MBKM outside of tertiary institutions include internships, research, entrepreneurial activities, teaching campuses, humanitarian projects, building villages,

independent studies, and student exchanges. All activities that will be chosen by students must be carried out with the guidance and direction of the lecturer. The hope of the MBKM is to provide practical field experience that can improve students' abilities as a whole, prepare them to be ready for work, create new job opportunities, and answer the challenges of higher education in producing graduates who are in line with the times **[2]**.

Currently, one of the programs from MBKM which has only been implemented for two periods, namely in 2021 and 2022 is the Independent Student Exchange (PMM). The Student Exchange Program conducted between islands is carried out for one semester. The aim is to provide diversity experiences through the Archipelago Module, Lectures, and various other activities. Similar to other MBKM programs, student participation in PMM will receive credit recognition of up to 20 credits. Students can experience studying across tertiary institutions and taking courses in different study programs than before. **[3]**. Students' self-readiness to take part in the PMM program is important both physically and mentally because they will be in a new environment and meet people from various different cultural backgrounds. These differences can be from habits, language, and culture. Apart from these three differences, the learning methods at the university of origin and the receiving university are also

different. So that adjustment becomes a common problem that students encounter when they are in a new environment because it is difficult to adapt and experience culture shock. Culture shock is a condition caused by living outside the culture and in the process of adapting to a new environment. Someone who experiences Culture Shock will feel an emotion such as sadness as a result of not being reinforced by their old culture because there is a discrepancy between old and new experiences **[4]**.

Efforts that can be made to overcome culture shock are not enough just to know the environment and local residents, but to learn the language because language is the main symbol in communication. Communication that is carried out because of differences in language and culture is called intercultural communication. Effective intercultural communication must be able to respect members of other cultures, respect other cultures, respect members' rights to act differently, and communicators of different cultures must enjoy living with people from other cultures. Having a good relationship means having an attitude of tolerance, according to Casram that in general the reference for an attitude of tolerance is an attitude of openness, broad-mindedness, volunteering, and gentleness. Meanwhile, according to UNESCO, tolerance is defined as an attitude of mutual respect, mutual respect, mutual acceptance, and respect for cultural and religious differences. Many factors make it difficult for someone to adapt, have difficulty communicating and experience Culture Shock, in the study entitled "Intercultural Communication in the AIESEC Student Exchange Program in Surabaya" that motivation, issues of stereotypes and ethnocentrism, cultural differences and dynamics between EPs (Exchange Participants) and Buddy (local volunteers), as well as how intercultural conflict resolution can affect the communication process carried out by EP and Buddy. Then, the culture shock that they experience when participating in the program can be in the form of misunderstandings and suspicions due to problems or differences in language, communication style, value orientation, and one's personal judgment **[5]**.

In accordance with the theory of culture shock which was first coined by Hall 1959 and first studied by Oberg 1960, namely a situation experienced by someone who feels there is difficulty, discomfort in the new environment and culture so that feelings of frustration and anxiety arise **[6]**. difficulties while in a new environment and culture are reinforced by the results of a study entitled "Adaptation and Culture Shock: Case Studies in Student Exchange Program Participants" where there are two categories of Culture Shock faced by exchange students, namely due to environmental differences and discomfort when communicating in college recipient. The adaptation efforts they make are by increasing interaction between friends or local residents intensely, studying the culture, language, and characteristics of the local community **[7]**. When viewed from the pattern of communication in accordance with the research entitled "Patterns of Intercultural Communication of Batak and Javanese in Yogyakarta" explains that differences in cultural patterns will affect communication patterns between Batak and Javanese students. Besides that, differences in language, views, forms

of non-verbal communication, and social interaction between them also affect the two of them in communicating, but this is not a big problem because they interpret this as a difference that needs to be learned **[8]**. Of the three previous journals, each has its own research focus, namely the implementation of intercultural communication, the category of culture shock that makes it difficult to adapt, and patterns of cross-cultural communication carried out between two different tribes. Therefore, research on the process of adaptation to intercultural communication by students at the University of 17 August 1945 Jakarta is important to do with the aim of knowing how the process of adaptation of intercultural communication works and how students overcome Culture Shock during PMM.

## II. RESEARCH METHODS

The type of research method used is descriptive qualitative. According to Farida in her book, qualitative research methods are a series of research methods that will produce descriptive data in the form of speech, writing from the observed behavior of a person **[9]**. Data collection was obtained from semi-structured interviews and documentation. The reason for choosing this type of semi-structured interview is because in this type the questions are flexible and depend on the direction of the conversation. These two data collection techniques are used because researchers can only obtain data from the results of interviews with informants and articles or documents that support this research. The informants of this study were students at the University of 17 August 1945 Jakarta who took part in the 2nd batch of Independent Student Exchange (PMM 2) program. There were 3 students who took part in the Outbound PMM namely Saiful Halim at Hasanuddin University, Meliana at Medan State University, and Dela Rahayu at Mataram University. In this study, researchers used four data analysis techniques such as data collection where the researcher had to collect the necessary data, data reduction, namely the data and interview results obtained would be classified according to their categories, data presentation, namely the information obtained was arranged to be able to draw conclusions, and drawing conclusions, namely looking for relationships, similarities and differences to draw conclusions as answers to problems and verifying the data that has been processed **[10]**.

## III. RESULTS AND DISCUSSION

Based on research conducted, difficulties in adapting often occur when in a new environment. Appropriate and good adaptability needs to be done in order to determine the success or failure of a person's socialization process that occurs in a new environment **[11]**. If the adaptation is not going well then the individual will experience Culture Shock. Researchers want to see how PMM students who are in South Sulawesi, North Sumatra and West Nusa Tenggara adapt to a new environment. This can be seen from how students adapt to the dormitory environment, campus environment,

adjustment time, culture and communication that are established while participating in the PMM program.

Table 1. Adaptation in the dormitory environment and surroundings

| Informant | Answer |
|---|---|
| Saiful | *"There is no difficulty adapting because I have been to Sulawesi before. In a dormitory environment, it's actually not that difficult, because I happen to have roommates who are both from Jakarta, except for PMM friends who are from outside Java, right? The character and language are already clearly different, sometimes there are difficulties there."* |
| Meliana | *"There are no difficulties whatsoever, maybe the people weren't very welcome at the beginning with us so we have to be extra just to approach them. Then, some of the local people who greeted us, in my opinion, were too exaggerated so they fell like catcalling, even though they actually knew that their intentions weren't like that. But not all people judge the same. So that's what made it uncomfortable at first. The more you come here, if you are greeted, we will greet you back"* |
| Dela | *"For me, there were no difficulties at all, because from the beginning when I arrived in NTB the people were very friendly, then when we arrived at the hostel the boarding house mother was kind and if anything happened to us, we would definitely be helped. The neighbors there also welcome us and often say hello. Besides that, because I'm originally from Jambi, I happened to have a roommate from Jambi and Lampung. So it's not that hard to adapt to my boarding house environment."* |

From the results of the interviews conducted, it was found that adaptation to the new environment, especially in the student dormitories, was not so difficult because the people around them, some of whom came from the same area. However, for outside the hostel environment such as with neighbors, local people who happen to meet in certain places need steps to get to know them better because at the beginning of the meeting some people were unable to mingle and some were also used to welcoming newcomers. new. Students who are in a new environment must be able to adjust to them and socialize so that good relationships are established. Therefore, as an immigrant, you must be able to filter the innate habits of the local community continuously and gradually in order to be able to accept and blend in with the customs of the surrounding community **[12]**.

Table 2. Adaptation in the Campus Environment

| Informant | Answer |
|---|---|
| Saiful | *"For the first 2 weeks on campus, we were online so we didn't know each other. After going offline, the difficulty was that during college there were several students from other study programs who discriminated against us a little, some still limited themselves to us as exchange students, so we wanted to have a relationship. I'm afraid they won't feel comfortable with them, but from there I try to get closer to them and just communicate more often and from there we finally start to get close and accept each other"* |
| Meliana | *"It's more difficult to adapt on campus than in the dormitory, they are less welcome to us maybe they also see us like that, besides that the learning method on campus is still the old style, it's like if the exam still uses paper it's different from my home campus"* |
| Dela | *"For me there are no difficulties because the people there really welcome newcomers, not in the dormitory or campus environment, the attitude of the people is just as good."* |

PMM students must be able to adapt to fellow students from higher education (PT) recipients because for one semester they will be faced with various assignments and activities that require them to work together, of course they need each other. From the results of interviews with the three informants, two of them experienced difficulties at the beginning of the lecture because students from receiving universities limited themselves to exchange students, so it took time to make adjustments. Not only in association, learning systems and methods are also different from the campus from which the informant came. So that the informants must be able to follow all the methods and learning styles that apply in the receiving university.

Table 3. Adjustment time

| Informant | Answer |
|---|---|
| Saiful | *"Adjustment time in a dormitory environment doesn't take long, so 2 days is enough, and to be honest, in a campus environment it takes about 1 month to know the lecturer's language style, how to teach the lecturer, and also with the students. And I took advantage of the first 2 weeks during online lectures to adapt and get to know their characters"* |
| Meliana | *"If I adapt to the dormitory, it's only 2 days because my roommates are both from Jakarta, so if it's on this campus for a long time, it takes me about 2 months because yes, the students are not welcoming to us and not open enough, that's just in the beginning"* |
| Dela | *"When I got there, 2 weeks was enough for me to be able to adjust to everything, both in the dormitory environment, campus, and other things"* |

When in a new environment, everyone has different ways of adjusting, starting from the Culture Shock experience, adaptation efforts, adjustment phases, and adjustment time in going through Culture Shock to successfully adapting. This is also clarified by Lysgaard's Self-Adjustment Theory, where in adaptation there are phases described in the form of a U-curve, namely certain individuals will go through a Honeymoon phase (feeling of pleasure and interest in entering a new environment), Crisis (a feeling of surprise due to a discrepancy with initial expectations). ), Recovery (the process of finding solutions and how to adapt), and adjustment (individual adjustments to circumstances) **[13]**. The three informants certainly experienced these four phases. In addition, individuals who are open-minded and accept cultural differences will adapt very easily and quickly. What made the informants' adjustment time long was that in the first month of entering a new environment, a process was needed to be able to see and adjust to their surroundings. But basically, it didn't take long for the informants to adapt because they didn't face any significant obstacles that made it difficult for them. Some of the common ways that students do are familiarizing themselves with their surroundings, following habits and being open to all new things.

According to the results of the interview, it took Saiful about 1 month to adjust to living in Makassar, Meliana took 2 months especially in the campus environment, and Dela didn't take long because everything there was new things for her to learn. So, to be able to adapt depends not only on the individual but also on how the people or the environment around them accept them. Usually the factor that takes a long time to adapt is a different culture and language. So it is important to be able to accept a new culture and learn the language to make it easier to adapt.

Table 4. Culture

| Informant | Answer |
|---|---|
| **Saiful** | *"Maybe the first one is from the food huh... there's a lot of broth and coconut milk to eat there, I can't eat coconut milk food so I decided to buy the ingredients that I usually buy to cook"* |
| **Meliana** | *"In terms of culture, I don't think there are any difficulties, maybe in terms of food there is. Every dish there is too much seasoning or spices. Then there they eat more processed chicken meat, even the meatballs are made from chicken meat and it is difficult to find ones made from beef even though they are expensive"* |
| **Dela** | *"If you have difficulty accepting culture, it's okay, I like all the cultures there, it's interesting for me to learn, maybe just from the food, if the food is dominantly spicy there, but the spiciness is different from what I'm used to eating, so if I want to eat, I buy the anything else I usually eat* |

Culture is a way of life that includes knowledge, attitudes, morals, laws, beliefs, customs and habits that are owned and passed down by its successor members as a sign of the glory of human life to overcome various life obstacles in order to achieve safety and peace in an orderly manner [14]. According to Parrillo, [15]one of the main factors that influence culture shock is cultural variation that affects the transition from one culture to another where culture shock will accelerate if the culture is increasingly different. Such as social, behavior, customs, religion, norms in society and language. In addition, the attitude of the local community which is shown to be unfavorable can lead to prejudice, stereotypes and intimidation. Some of the cultures in the areas where they carry out the PMM program are acceptable and interesting to learn about. However, the difficulty is in terms of the food, each region has its own characteristics starting from the taste, ingredients, to the way it is processed. The three informants had the same difficulty, namely that it was difficult to accept the taste of food in their area. Makassar (South Sulawesi) tends to cook with coconut milk, Medan (North Sumatra) tends to have a strong spicy taste, Mataram (East Nusa Tenggara) tends to have a spicy taste in every dish. So it takes time to get used to the taste of food, but the efforts made by the three informants usually prefer to make or buy side dishes that are generally consumed.

Communication is an activity carried out by someone to understand each other through a message conveyed by the sender of the message (communicator) to the recipient of the message (communicant) [16]. The communication process is also included as a process of conveying information from one party to another where a person or various people, groups, organizations and communities create and use information to connect with the surrounding environment

Table 5. Communication

| Informant | Answer |
|---|---|
| **Saiful** | *"That person over there spoke in a loud tone, at first I thought he was angry or speaking casually, it turns out that their accent was indeed like that so it was quite surprising at first. And bonding is the way for us to communicate and adapt, with the lecturers themselves, the majority still use Sulawesi accents. So, at first I needed effort to really understand what he was talking about. But there are also those who use Indonesian as usual and it's easy to understand too. Students also have the same accent or accent, and when they talk to me in their accent and language, I often ask them to repeat themselves and ask me to speak slowly. It's the same with local residents, I admit, they really have to adapt and again, the problem is the accent and word fragments that have a different meaning or meaning from what we mean."* |
| **Meliana** | *"People there use Indonesian to communicate with a Malay accent, students there sometimes speak their local language, sometimes Indonesian"* |
| **Dela** | *"Initially meeting the residents there, they didn't know that I was a foreigner so I used the local language and then I told them if they didn't know the meaning and weren't native here, from there they immediately spoke using Indonesian, then when in class the lecturers and students turned out to still use Indonesian. as usual"* |

According to the Transactional Communication Model where communication emphasizes the importance of the role of the communicator and communicant in the two-way communication process. The transactional communication model links communication with social, relational, and cultural contexts. This model illustrates how communication can be used not only as a medium for exchanging messages, but also as a place for building relationships. According to Lasswell's communication model, the best way to explain the communication process is by answering the question who says what in which channel to whom with what effect. Based on this model, the elements of the communication process must consist of communicators - messages - media - communicants - effects [17].

However, there is another element that becomes important in communication, namely language. Easy-to-understand language is one of the factors that makes communication more effective. When visiting other areas, different languages will be difficult to understand. So that there will be misunderstandings in interpreting the intent, meaning and purpose that is being discussed, it can even become a dispute. In other words, a language that is easy for one another to understand will make it easier to communicate and also adapt to a new environment. According to the answers from the three informants who took part in PMM in different areas, their main obstacle in communicating was language, dialects typical of the area, and the meaning of the lexicon (vocabulary). The way they overcome these obstacles is not much different, namely communicating more often with local residents and students, learning the language, and asking if there are difficulties in understanding what is being conveyed.

In essence, Culture Shock occurs because of cultural differences, the more different, the higher the Culture Shock that a person experiences. The way to deal with Culture Shock is that as a newcomer, you have to be open to new things around you, ask lots of questions and interact, socialize and mingle with the local community or friends who have different cultures, be directly involved with the local culture, such as learning the language, culture, character, special food. and communication style. The form of Culture Shock, the adaptation efforts, the adjustment period, and the results of each informant's adjustment efforts varied greatly. Each individual's ability to communicate, socialize, individual character and cross-cultural experiences greatly impact the Culture Shock experience received. So that the intercultural communication carried out by the informants while participating in the PMM program was different.

## IV. CONCLUSION

Based on the results of the research conducted, it can be concluded that the main factors causing Culture Shock experienced by PMM Outbound students at the University of August 17 1945 Jakarta are cultural and language differences, and how each student adjusts to a new environment. Every individual who enters a new culture has differences in making adjustments. The self-adjustment made by students is seen from how they can adapt to the dormitory, campus, culture and communication environment. The time needed also varies depending on how to accept and overcome obstacles in adjusting. Individuals who are open will more easily accept a new culture than individuals who are closed. However, environmental and societal factors also influence the adaptation process. The three informants' ways of dealing with culture shock are not much different, namely starting to behave and accept a new culture, learning to understand the character of the community, language, local culture, and establishing good relationships.

## REFERENCES

[1]  Kemendikbud, "Buku Panduan Merdeka Belajar - Kampus Merdeka," in Buku Panduan Merdeka Belajar - Kampus Merdeka, 1 ed., Jakarta, Direktorat Jenderal Pendidikan Tinggi Kemdikbud RI, 2020, p. ii.

[2]  Kemendikbud, "Buku Panduan Merdeka Belajar - Kampus Merdeka," in Buku Panduan Merdeka Belajar - Kampus Merdeka, 1 ed., Jakarta, Direktorat Jenderal Pendidikan Tinggi Kemdikbud RI, 2020, p. 3.

[3]  kemendikbud, "Panduan Program PMM 2," in Panduan Program PMM 2, Jakarta, Direktorat Jenderal Pendidikan Tinggi Kemdikbud RI, 2022, p. 1.

[4]  A. Ridwan, Komunikasi Antarbudaya: Mengubah Persepsi dan Sikap dalam Meningkatkan Kreativitas Manusia, 1 ed., Bandung: Pustaka Setia: Bandung, 2016.

[5]  F. Khoirunnisa, "Komunikasi Antar Budaya Pada Program Pertukaran Pelajar AIESEC di Surabaya," Repository Unair, Surabaya, 2017.

[6]  M. H. N. Huda and A. I. Mahendra, "Pola Komunikasi Antarbudaya Mahasiswa Perantauan Suku Banjar Dalam Menghadapi Gegar Budaya di Daerah Istimewah Yogyakarta," Mutakallimin: Jurnal Ilmu Komunikasi, Vols. 5, No.2, pp. 51-56, 2022.

[7]  V. Nurul and N. Nurli, "Adaptasi dan Culture Shock: Studi Kasus pada Peserta," MUQODDIMA Jurnal Pemikiran dan Riset Sosiologi, vol. 3, no. 1, pp. 61-70, 2022.

[8]  A. Bagus, P. Lestari and Ida, "Pola Komunikasi Antarbudaya Batak dan Jawa," Jurnal Aspikom, vol. 1, 2012.

[9]  F. Nugrahani, Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa, Surakarta, 2014.

[10]  A. Suradika, "Bagian Kedelapan Pengolahan Dan Analisis Data," April 2020. [Online]. Available: https://www.researchgate.net/publication/340654541_Teknik_Analisis_Data.

[11]  R. Aldino, "Gegar Budaya dan Kecemasan: StudiEmpiris pada Mahasiswa Bengkuludan Maluku di UniversitasGunadarma dalam Beradaptasi diLingkungan Baru," kanal : Jurnal Ilmu Komunikasi, vol. 8, no. 2, p. 89, 1 Maret 2020.

[12]  M. Yunus, "Adaptasi budaya pada mahasiswa pendatang di kampus Universitas," Jurnal Manajemen Komunikasi, Vols. 4, No.2, p. 121, April 2020.

[13]  Ellya and &. Yanti, "Penyesuaian Diri Terhadap Fenomena Gegar Budaya di Lingkungan Kerja," Wacana: Jurnal Ilmiah Ilmu Komunikasi, Vols. 19, No.2, pp. 253 - 254, Desember 2020.

[14]  M. Riadi, "Budaya dan Kebudayaan (Pengertian, Wujud, Unsur dan Perubahan)," 03 Agustus 2020. [Online]. Available: https://www.kajianpustaka.com/2020/08/budaya-dan-kebudayaan.html. [Accessed 15 4 2023].

[15]  Nova, Salsabila, furi and dkk, "Penerapan Culture Intelligence Pada Mahasiswa Rantau yang Mengalami Culture Shock Dalam Pembelajaran," Khazanah, vol. 14, p. 51, Agustus 2022.

[16]  Y. Oktarina and Y. Abdullah, Komunikasi Dalam Perspektif Teori dan Praktik, 1 ed., Y. Wiguno, Ed., Yogyakarta: Deepublish, 2017, p. 1.

[17]  Fatma, Dionesia, Nia and dkk, Komunikasi dan Konseling dalam Praktik Kebidanan, Y. Sabila, Ed., Bandung: Media Sains Indonesia, 2021.