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Culture Shock and Coping Strategies in International Mobility Program for Indonesian Students in Universiti Selangor Malaysia.

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Abstract: Culture and communication have a reciprocal relationship. When someone comes to a new place, they will of course face cultural changes and several challenges. This research aims to find out what coping strategies are in overcoming the problem of culture shock at Universiti Selangor among migrant students from Indonesia. The theory used is culture shock theory by (Abbasian, F., & Sharifi 2013). The method used is qualitative, a research method that leads to detailed case research and describes the conditions that actually occur in the study field. The results of the research show that the factors that influence culture shock among Indonesian students at Universiti Selangor are differences in language, learning systems and culture. The process of self-adjustment is important to overcome culture shock, which is carried out through coping strategies, namely methods for controlling and overcoming situations or problems that are considered obstacles. All informants experienced culture shock, however they were still able to adapt over time.

Keyword: culture, culture shock, intercultural communication, coping strategies.

INTRODUCTION

Because humans are social creatures and always need other people, humans always interact with each other and need communication, both individually and in groups, in the process of interacting. As a result, social interaction behavior carried out by humans grows naturally in accordance with human nature (Hariyanto 2021).

Communication and culture have a mutually influential relationship; on the one hand, culture can influence the way communication is done, and on the other hand, culture can also influence the way communication is done. Communication and culture are two interrelated concepts, which together determine how society functions (Misnawati 2019).

The self-perception of every member of society is influenced by their cultural identity. The cultural identity they have greatly influences the way they behave, perceive themselves and conduct themselves.

Student mobility programs are programs where students visit countries to gain different learning experiences and broaden their understanding and interact with various cultures. With this space for interaction between students from the University, it will be an important step to encourage students to develop and build cooperative networks at the regional level for the advancement of individual students.

Phenomena that exist at Universiti Selangor, as Indonesian students who are studying in Malaysia there are several phenomena of culture shock, starting from language differences, the language used at Universiti Selangor is Malay but if in class, since Student Mobility students join the International class, the language used in class is English, so there is a little sense of cultural shock to get used to using English in class.

Due to differences in language, cultural values, and educational systems there are barriers in some intercultural communication issues. Indonesian students at Universiti Selangor Malaysia also experienced it several times. One of the ways intercultural communication occurs is self-adjustment. Cultural adjustment means learning and adjusting thoughts and attitudes to the customs, norm systems, and all kinds of rules that exist in one's culture. When an immigrant moves, they will interact with the rules of the new culture. Methods used by immigrants to gain an understanding of a culture.

Indonesian students who are doing Student Mobility at Universiti Selangor Malaysia, who certainly experience cultural changes from their previous culture to the new culture in Malaysia. This cultural adjustment will certainly face several challenges, and one of the challenges that will be encountered by Indonesian students is how they adapt to their new culture. Culture Shock is a feeling of surprise that a person experiences when dealing with a new environment and culture. Feelings of anxiety arise as a result of losing familiar symbols and signs in social interactions, including the usual ways that guide daily life.

Often Indonesian students experience significant cultural differences with Universiti Selangor students, such as cultural differences, language differences, and differences in learning systems. That way one way to overcome it is with Coping Strategies.

Psychology defines coping strategies as a person's ability to cope well with stress, minimize risk, and withstand stress. There are two types of coping strategies, namely problem-centered and emotion-centered. Both are equally important for coping effectively with stress. Coping strategies are specific actions that a person takes, either consciously or unconsciously, with the aim of eliminating or reducing threats from internal or external problems. The goals of coping strategies also include maintaining emotional balance, maintaining satisfying relationships with others, and adjusting to the surrounding conditions and environment.

In this article, we will learn how Indonesian students cope with Culture Shock in Malaysia by using Coping strategies in the International Mobility Program.

THEORETICAL FRAMEWORK

Culture Shock theory was used by the authors in this study (Abbasian, F., & Sharifi, 2013). The emotional reaction to unexpected cultural differences and misunderstandings about different experiences is known as culture shock. It can make you feel helpless, angry, and afraid of being cheated, hurt, or ignored.

Culture shock is a common process that occurs when elements of a living system are not sufficient enough to meet the demands of a new culture. In addition, culture shock is the pressure and anxiety experienced by people when they travel or go to a new social and cultural environment. Social support is very important to reduce cultural trauma in addition to adjusting. Every condition experienced by social beings requires significant energy from their external environment; the encouragement that individuals get from their environment is proof of this. Individuals will feel more accepted in a new place under these circumstances.

Everyone's self-perception in society is influenced by their cultural identity. Their cultural identity greatly influences the way they behave, conduct themselves, and perceive themselves.

Identity is incorporated in personal, cultural, community, and public contexts, according to Michael Hecht and colleagues' theory of identity communication. Identity is the primary link between individuals and society, according to this theory, and communication is the link that connects the two. Identity is the code that unites people in different groups, consisting of symbols such as clothing and possessions, as well as the meanings that others assign to them.

METHOD

This research uses qualitative research methods, which describe the conditions of the study field in detail through case research. This qualitative approach also uses a phenomenological approach. This method is used to explore and understand the meaning derived from social problems by a number of individuals or groups. In this case, the social problem in question is the obstacles felt by individuals who migrate abroad to study in the process of cultural adaptation.

With a phenomenological approach and qualitative methods, researchers hope to explore what happens and get an overview of culture shock and coping strategies in the adaptation process of self-adjustment of Indonesian students in Malaysia.

According to Neuman (2016), this type of qualitative research describes situations, social arrangements, or interrelationships as a whole. The data collection process began on September 4 to October 1, 2023 and used qualitative data collection methods, which means that researchers must directly see items in the field. to observe everything related to location, people, activities, objects, time, events, and goals.

Based on the explanation above, it can be concluded that observation is an observation and recording activity carried out by researchers. The results of this observation can reveal the phenomenon of culture shock that occurs during the cultural adaptation process and the coping strategies used to overcome it. The purpose of this observation is to improve research so as to achieve the best results.

Table 1. Data of Research Informants

No.	Name	Universitas	Jurusan
1.	Ervina Devi Fahiraningtyas	Universitas Islam Kediri	Akuntansi
2.	Ellora Fauziyyah Hanif	Universitas Negeri Malang	Pendidikan Luar Biasa
3.	Johan	STIH Manokwari Papua	Hukum Pidana
4.	R.A Amareta Rezka	Bina Darma Palembang	Teknik Industri
5.	Lina Fadhila	Bina Darma Palembang	Ilmu Komunikasi

RESULTS AND DISCUSSION

Results of Research on International Mobility Students regarding Culture Shock in Universiti Selangor by interviewing students from various universities in Indonesia who are doing Student Exchange in Malaysia. The research conducted obtained the results that International Mobility students experience Culture Shock, by coming to a

new environment there is a different language, learning system and culture from the previous environment.

Language

In terms of assimilation, Indonesian students minimize by following Malaysian culture by using Malay in everyday language while at Unisel but there is culture shock in the language used. This was conveyed by informant 5 that:

"When I arrived in Malaysia there was a language culture shock where the language used was Malay. There is a slight difference in meaning, for example, the phenomenon that I experienced was when my friend wanted to invite me to hang out using train transportation. What was in my mind was a real train (train) then I asked which station? But my friend was silent and answered what station is this. And it turns out that the train in Malay language is a car, from that incident I was a little denail and digested some language first and then I followed and adjusted the use of Malay language" (interview on May 3, 2024).

Then culture shock in language also occurred in informant 2 he said:

"When I arrived at Kuala Lumpur International airport, I asked the officer there where is the toilet? Then the officer answered the toilet? I was silent for a moment and answered yes, the toilet is right? And the officer said yes, it is. I was a little surprised by the language difference from toilet to tandas" (interview on May 3, 2024).

There are differences in language use between Malaysia and Indonesia, even though both originate from the Malay language. These differences can be found in dialects as well as the use of English in Malaysian. In addition, not all Malaysian vocabulary has the same meaning as Indonesian. There are some words that have similarities but different meanings. For example, in Indonesian, "percuma" means useless, while in Malay, "percuma" means free. This kind of difference in meaning can cause misunderstanding for people who hear it.

The phenomenon in which elements of the first language enter into the use of the second language, or vice versa, and cause language errors, is referred to as interference.In terms of assimilation, Indonesian students re-learn Malay in order to adapt well to live their daily lives. Interacting with native Malay friends is one way to be able to understand and relate to each other.

Learning System

The learning system in Indonesia and Malaysia has several differences, both in education structure, curriculum, teaching, assessment, access to education, education costs and education quality. In Unisel there are 2 campuses, the first in Selanggor and Shah Alam. In learning there are also two classes International Class and Regular, in this case Indonesian students enter the International class. Culture Shock experienced by Indonesian students as conveyed by informant 3, namely:

> *"The learning that I get in Papua and Unisel is very different, the first is in terms of facilities, as it is known that facilities in Papua are still very inadequate, perhaps in contrast to other campuses in Indonesia such as the University of Indonesia (UI) which may have reached a very high quality standard. I was surprised when the lecturer explained and then on the projector screen there was like a translator, the point is that if the student does not hear or is disturbed by his hearing he can read back on the projector screen, it is very sophisticated and has not been applied on my campus "(In interview October 1, 2023).*

From the above statement, it can be concluded that there is a slight lag in terms of facilities. Culture Shock in the learning system was also conveyed by informant 1, namely:

"Learning at Unisel is very comfortable for me, but the culture shock I experience is when learning is very intensive, due to the focus on high academic standards. There is a lot of project-based learning, collaborative learning, and the use of digital technology. When we are learning we are not only learning about theory but also applying it in a project to determine academic grades, this is very interesting and relevant to the needs of the times". (In an interview on May 4, 2024).

On the whole, learning at Unisel requires students to be fully committed to their studies and develop the skills necessary to succeed in the future. This level of intensity is intended to prepare students to face global challenges and compete in the international job market.

Culture

Malaysian art and culture reflects a diversity of ethnicities and historical heritage, as Malaysia includes Malay, Chinese and Indian influences. Some culture shock in terms of culture was conveyed by informant 5, namely:

"Unisel students really love Malaysian culture, in terms of dress not a few students who use Malay clothes, during class learning. It has become a culture that is commonly used in daily lectures but traditional Malay clothes on men are usually used on certain occasions only, not used during lectures. The difference with Indonesia, Indonesia itself has batik clothes but not all students use batik clothes during lectures, maybe there are but not as many Malaysian students who use Malay clothes during lectures. This really caught my attention as a student who really loves culture." (interview on May 3, 2024).

Culture shock about culture was also conveyed by informant 4:

"At Unisel, the most popular art is dance, not a few Unisel students follow dance, the interest and interest of Unisel students is very strong both from native Malay, Chinese and Indian students. During the Festival Convo event, they performed dances according to their respective ethnicities. Surprisingly, Unisel students also knew a lot about Indonesian culture such as dances and pop songs. They show high tolerance and respect for differences" (interview on May 3, 2024).

In the description above, it can be concluded that differences and diverse cultures are not a barrier even though they may cause cultural upheavals such as during the Festival Convo event ethnic Malay students performed Indonesian dances, it is one form of tolerance and respect for each other's culture. As Indonesian students, of course, we are proud to have a culture that other countries like and are interested in.

Culture Shock in the Adaptation Process

Culture shock, or culture shock, is when a person enters a new life with different environments, places, and customs than they had before. Slowly, these differences in the socio-cultural environment affect one's mental health. This includes language use, socialization, and cultural habits.

During the process of adaptation and adjustment, culture shock occurs. When a person or group of people communicates with others who have different cultures, the issue that needs to be addressed is adaptation. In intercultural communication research, adaptation is usually associated with adaptive change, where individuals tend to be very aware of the expectations and needs of their environment and are ready to change their behavior.

In the interview process informant 4 stated that:

"the desire of each person in adaptation is different, the ability of individuals to communicate in accordance with the norms and values of the new culture depends on

the adaptation adjustment process, and faces different problems" (interview on May 3, 2024).

Then it is further clarified according to informant 2's response, namely:

"Even though experiencing culture shock, everyone must face the challenge of adapting where the level of change that occurs when individuals move to a new environment in order to benefit their new environment". (interview on May 7, 2024).

In research (Utami 2015) found that there are two stages of adaptation, namely cultural adaptation and cross-cuntural adaptation.

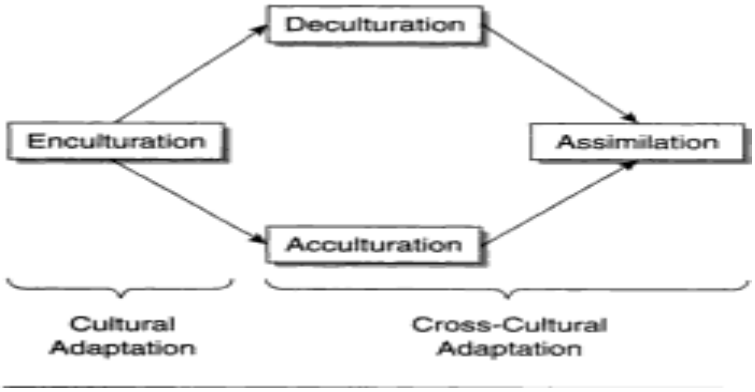


Figure 1 Relationship between key terms in intercultural adaptation (Source: kim, 2001)

Cultural adaptation is a key process of communication, where the messenger, medium, and receiver participate in the encoding and decoding process. The level of change that occurs when someone moves to a new environment is the process of enculturation, where locals send messages to migrants who can understand them.

Next is intercultural adaptation.

There are three components in intercultural adaptation. The first is acculturation. When migrants have gone through the socialization process, they begin to interact with the culture they have just encountered. With time, migrants begin to understand the new culture and choose local rules and principles.

But previous cultural patterns also affect the adaptation process, which is called "deculturation". Deculturation is the second phase of adaptation, where the previous cultural patterns affect the social behavior and psychology of the immigrant, resulting in resistance to the new culture, which eventually results in isolation from the local population.

Assimilation, the most perfect stage of adaptation, occurs when the immigrant reduces the use of culture so that they appear to be like the locals. Perfect assimilation is theoretically very difficult to achieve.

Factors affecting Culture Shock

In the process of their adaptation to a new environment, such as continuing their studies abroad, there are many problems. Culture shock is one of the main problems faced. In addition, immigrant students also usually face problems in establishing relationships with local students, who should be able to provide informational support, such as help with language and academic difficulties. Here are the problems that incoming students face:

1.Differences in teaching/learning methods
2.Interaction with local students related to language differences
3. Time difference
4.Cost of living

5.Social life

Migrant students perceive limited language skills as a significant source of problems in their academics. Inadequate language skills are considered to be closely linked to poor academic performance. As stated by informant 5:

"Language is a problem because when at Unisel learning uses English, as an international language, of course students are required to understand, especially since it is an International Class, this is certainly a challenge for immigrant students". (In an interview on May 3, 2024).

Individual differences affect students' learning styles and academic performance. Other factors such as motivation, levels of dependence and freedom, and competitive and individualistic styles also come into play, as well as perceptions of learning intelligence. From this explanation, it can be concluded that immigrant students face problems related to inadequate language skills and cultural background.

Here are some factors that cause Culture Shock:

1. The existence of an identity crisis, moving from home to another place causes individuals to re-evaluate their own self-image, physical characteristics such as appearance, age, health, socialization skills also affect so that sometimes they feel insecure about showing their true self-image.
2. Cultural Variations: Behavior, customs, religion, education, societal norms, and language are examples of cultural variations that affect the transition from one culture to another. The more different one's culture is, the more difficult it is to build and maintain relationships.
3. Perception, a challenge caused by the different perceptions each person has of something, leading to differing opinions on the way a particular culture is interpreted.

1.1.1. *In addition to the factors above, there are many other factors that can cause culture shock, ranging from the environment, socialization, geographical location, or location, to the personal aspects of the individual. This can be felt by individuals by feeling always afraid, anxious, confused, and other unfamiliar feelings that can make it difficult for them to communicate and express themselves.*

Stages of Culture Shock

The process of culture shock is usually experienced by people who move into a different cultural environment. These stages can vary depending on the person and the situation they are in.

1. Honeymoon stage-a person goes through the honeymoon stage, where they are happy and enthusiastic about their new place.
2. Crisis stage-a person feels anxiety, confusion, and fear due to the huge cultural differences.
3. Adjustment stage-or adjustment phase-where they will learn to adapt to the new environment and interact with others.
4. The bi-cultural stage, where people feel comfortable and able to function well in the new environment.
5. The integration stage, where people are fully integrated and able to participate effectively in daily life.

During the process of socialization and one's interaction with the environment and society in a new place, they also learn daily habits. Initially, they feel unsure of what they are doing there, but eventually they are able to overcome the uncertainty by learning their new habits.

Coping Strategies in Overcoming Culture Shock

The purpose of this study is to find out how Indonesian students handle culture shock by using coping strategies in the International Mobility Program. The author interviewed five people from State University of Malang, STIH Manokwari Papua, Kediri Islamic University, and Bina Darma University. Everyone knows that coping strategies are efforts or efforts made by a person to face, manage, and overcome situations, demands, threats, or problems. According to Rudolf H. Moos, there are two types of control. The first is focal control. Moos clarified this type of coping consists of four: logical analysis, positive replication, seeking guidance and support, and problem solving.

1. Logical Analysis is a cognitive attempt to understand and mentally prepare for stress and its consequences.
2. Positive Reevaluation is a cognitive attempt to explain and rebuild a problem positively while still in the process of accepting the reality of the situation.
3. Seeking Guidance and Support is a behavioral attempt to seek information, help, or support.
4. Problem Solving is a cognitive attempt to understand and mentally prepare for the stress and its consequences.

Second, emoticon-focused coping emphasizes attempts to relieve or reduce negative emotions felt when facing problems by escaping or avoiding the problem.

There are four issues that arise in the phenomenon of culture shock: language adaptation, learning system, culture, and cuisine. To ensure that International Mobility Program students can follow their education smoothly, they must overcome problems or challenges. If they face problems or difficulties, only some students who have weak coping manage to solve them, so the problems or difficulties cannot be resolved. In contrast to some other students, he has a high tendency to survive, where he tries his best to solve the problem or obstacle.

After the research, we found that all five informants showed stress coping strategies for the International Mobility Program:

1. Seeking the support of others
   The five informants try to seek the support of others, when faced with various culture shock problems and feel stress this can be reduced if they get support from each other either from friends, family, or just telling their problems to colleagues or by discussing until they get a solution.
2. Positive Thinking
   The five informants in this study used strategies to control themselves. According to some informants, positive thinking helps them to be more patient when facing stressful situations, so that things do not get worse. Some informants also said that positive thinking helps them to be more relaxed when facing problems and understand that every problem must have a solution. By thinking positively, informants have hope of finding ways to solve their problems.
3. Religiosity: The interview results show that informants use positive thinking strategies and do religious-related things, such as praying and saying thank you. All five informants believed that they would not be able to face the problem without God's help and guidance. They believe that only God can give them the wisdom to control their emotions and reduce stress when they face problems.

In this study, International Mobility Students who are studying at Unisel and experiencing Culture Shock, coping strategies are divided into two, namely Problem focused from coping and emotion focused of coping. Two informants handled culture

shock with emotion focused of coping where both informants faced denial which is one of the characteristics of emotion-focused coping, they need time to color one of the culture shock factors.

And the other three informants handled the problem of culture shock with problem focused from coping where they immediately took action to learn more, for example learning with friends around and adjusting to the environment.

CONCLUSION

The results of research on culture shock and coping strategies in the International Mobility Program for Indonesian students at Universiti Selangor can be concluded as follows:

Indonesian students at Universiti Selangor experience difficulties in intercultural communication due to differences in language, cultural values, and education system, according to the interview results. They experience what is referred to as "culture shock". The feeling of surprise when one is confronted with a new environment and culture is called culture shock. It is also a feeling that arises due to the loss of familiar symbols and signs in social relationships, including the way that directs them in their daily lives. The results showed that the factors that influence the culture shock of Indonesian students while at Unisel Malaysia are:

1. Differences in teaching/learning methods
2. Interaction with local students related to language differences
3. Time difference
4. Cost of living
5. Social life

Intercultural communication occurs through a process of adjustment. To achieve this, people must learn and adjust their thoughts and attitudes about the customs, norm systems, and all the rules that exist in a culture. In addition, overcoming problems using coping strategies, which is how a person overcomes and controls the situation or problem they face.

The mechanism of coping strategies carried out by individuals consists of problem-centered coping (problem focused from coping mechanism/directaction) and emotion-centered coping (emotion focused of coping). A problem-focused coping strategy, where a person believes that the problem they face will take action directed at solving the problem. Meanwhile, emotion-focused coping is an effort that aims to modify or regulate emotions without making direct efforts to change the source of stress. Emotion-focused coping behavior tends to be carried out when individuals feel unable to change stressful situations, and can only accept these circumstances.

In the results of interviews and research, in overcoming culture shock by using coping strategies, there are 3 informants who use problem-focused coping strategies, namely informants 1, 3, and 4 (Ervina, Johan, and Amareta). Where the characteristics that occur are compromise, when someone wants to change the situation, ask for help from peers and family, by taking action hoping that there will be changes to the problems faced.

Then 2 other informants use coping strategies that focus on emotions, namely informants 2 and 5 (Ellora and Lina) where they are denial, which is rejecting the problem by saying that it is not happening to them. But they need time to learn with the end that can adjust to the surrounding environment. Coping strategies are very helpful, in solving culture shock problems that occur in International Mobility students at Universiti Selangor Malaysia.

The results showed that culture shock has a relationship with the social life of students who are studying at Universiti Selangor Malaysia. Informants who are overseas students from Indonesia consist of 5 people experiencing 5 phases of culture shock namely Honeymoon phase, crisis phase, adjustment phase, bi-cultural phase, integration phase, with different cultural backgrounds from several factors such as differences in teaching/learning methods, language, time differences, cost of living and social life. The form of culture shock

experienced by all informants in general will certainly be experienced by every human being in each phase. However, all informants despite experiencing culture shock, they can still adjust themselves over time. It can also be seen from the analysis of interviews with all informants that they have begun to get used to adapting to culture or the learning system at Universiti Selangor.

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