

Papuan Students Cross-Cultural Adaptation in Surabaya State University

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Abstract- Every individual who has just entered a different culture from his origin will experience an adaptation process, the process of self-adjustment that takes place is not easy. Each individual has a different level of adaptation, some are easy to pass but many are also difficult. The adaptation process will be easier if the new culture visited is similar to the culture from which the individual lived before. And vice versa the more the culture is different, the process of adaptation will go through a complicated period, in a difficult period that individuals will experience a culture shock. This research will look at how students from Papua State University of Surabaya are adapting in Surabaya. The city of Surabaya is an area with a majority of Javanese cultured communities, while Papua is a typical eastern part of Indonesia with striking cultural and physical differences. The number of students from Papua studying at Surabaya State University there are 15 people spread across the Faculty of Social Sciences and Law, the Faculty of Sports, the Faculty of Mathematics and Natural Sciences, the Faculty of Engineering. To see this research holistically, the research analyzes the phenomenological method, this method is very possible for researchers to obtain answers to research informants in depth because it is able to explore the personal experience of informants related to the adaptation process they experience. The implication of this research is expected to reveal the experiences of informants about the process of adaptation and finding an approach cross-cultural communication in order to condition the clash of cultures in the process of adaptation experienced by immigrants are not spread too long and can be overcome with good

Keywords:Cross-cultural communication, adaptation, culture shock

I. INTRODUCTION

Universities height becomes a place for intercultural student meetings and even between nations. Intercultural communication will be very possible. Intercultural communication involves communication between people from different cultures [1]. The growth in cross-cultural encounters increases the opportunities for intercultural understanding and the possibilities of miscommunication. [2] Social interaction is

inevitable, because social interaction is a central concept to understanding the nature of social life [3]. Intercultural interaction will always occur between students in tertiary institutions, especially since Indonesia is a multicultural country that is rich in ethnicity, customs and languages. In Indonesia itself consists of 1,340 tribes, spread over various islands totaling 17,504 islands and of course with a variety of languages, there are at least 546 languages with 6 recognized religions in Indonesia [4]. Of course, this diverse community is taking education which is spread all over the country one of them at Surabaya State University. Surabaya State University is one of the universities in the city of Surabaya with a large number of students and the presence of students from various regions. Students from Papua can be found at this tertiary institution, there are interesting things to observe, even though these Papuan students are not foreigners but with their striking language, habits and race as if they have characteristics compared to other students. Being in a new area with a different culture is certainly not an easy process of adaptation needed, individuals must adapt. the term adaptation is employed here to refer to the dynamic process by which individuals, upon relocating to an unfamiliar cultural environment [5]. To avoid the shock of culture, culture shock is anxiety because of the loss of signs and symbols that we normally face in social relations. from this cultural shock someone will experience various reactions such as hostility to the new environment, feelings of disorientation, feeling rejected in the social environment, symptoms of physical discomfort appear including stomach aches or headaches, longing for friends and family in the yard, feelings of loss of status and influence, need more time alone or alone, consider other group members insensitive and indifferent and homesick. The reaction is caused by historical prejudice, discrimination and inferior feelings [6]. Understanding the effects of cross-cultural adaptation on performance and influencing factors expatriate adaptation direct the research in this field [7]. When individuals are in a new social space, skills are needed to manage the differences that are present or

adaptable. Adaptation is an attempt to overcome the social pressures that are found when individuals are present in a new environment or social space. Papuan students at Surabaya State University are spread across several faculties,

II.METHOD

This study uses qualitative research methods, because it emphasizes more attention on processes not results or products [8], with a phenomenological approach. This study is a qualitative research that aims to understand the phenomenon of what is experienced by research subjects [9]. The phenomenological approach uses data mining oriented to research informants. The steps that must be done in a transcendental phenomenology research are: (1) determining the observed object (what?), And informants (who?), (2) data collection, and (3) data analysis. [10] The purpose of this phenomenological approach is to dig deep data related to the experiences of research informants in the adaptation process they experience. Data collection method is done by in-depth interviews and observations. In order to obtain original answers from informants, the researcher did not reveal his identity as a researcher. The researcher was also assisted by students who came from Papua in collecting data, but this student did not become a research informant in this article, so the hope was that informants could freely answer questions from researchers and observations were made throughout the activities and social gatherings of informants in the environment.

III. RESULT AND DISCUSSION

Research adaptation of students from Papua was conducted at Surabaya State University, this student took undergraduate education from various majors, between FT, FE, FISH and FIO. Most Papuan students are members of a Papuan student association. These Papuan students are also part of affirmation students, while others are purely students who passed the national selection into state universities, or can be abbreviated as SNMPTN.

There are three informants in this study, namely R from the Faculty of Social Sciences and Law, K from the Faculty of Mathematics and Natural Sciences and S from the Faculty of Engineering.

Table 1. Research informant data

No.	Name of	old residence in Surabaya
1.	R	4 years
2.	S	3 years

3.	K	11 months The
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three research informants are active students at Surabaya State University. They said that they were studying at Surabaya State University because they were following the steps of their seniors who had succeeded in studying at Surabaya State University. By looking at the residence time in Surabaya, data mining related to the adaptation process that they experience is very possible. Papuan students studying in Java must have experienced the process of adapting. The adjustment process that they do always happens all the time, as acknowledged by the researcher informant R

"I am always careful in acting because I am afraid of being wrong and not in accordance with the culture in Java" ,

R is a student of the Faculty of Social Sciences and Law, R has spent 4 years in Surabaya but R stressed that the adjustment process was always done even though in a matter of time R has been living in Surabaya for a long time. R maintained his attitude, but R was not able to use Javanese, R admitted that to be more careful in Javanese grammar he chose to use Indonesian, but on the other hand R also admitted that when he was speaking and his interlocutors answered in Javanese, R disturbed, as he stated following

"some of my friends speak Javanese too often and I feel disturbed".

Based on researchers' observations, R interacts more with friends who are not from Java. This is in line with what R said that he chose to make friends with friends who came from outside Java because he felt comfortable using Indonesian. Another way for R to overcome feelings of alienation in a new culture is to start following student activities. R is a member of UK3P which is a Christian spiritual activity unit for Protestant Christians. Although R admitted through the process of adjustment, but he never felt difficulties and obstacles. R has lived several times in other areas in a short time, for R different situations each time he visited so he could avoid cultural shock when adjusting to the environment in Surabaya. As R's statement follows

"I am used to being away from my family, I also previously had lived for a year, participated in training at Lawang Malang, East Java, so it was not too difficult to adjust"

R did not feel the culture shock but R considered adjustment he had to do, by observing friends on campus and the environment around the boarding house. In the process of adaptation, culture shock is usually experienced by individuals who have just entered a new culture. The initial feelings of the person will feel happy because their wishes come true. This happy feeling will

gradually disappear after a few days the individual feels a striking difference in the newly occupied area. This feeling was experienced by the research informant, namely S. Initially when they were declared graduated at Surabaya State University, they felt happy.

"I was happy when I graduated from UNESA but was disappointed because it turned out that UNESA was not a well-known campus."

The displeasure of S in being in a new campus was not because of difficulty adjusting to a new culture but rather being present from other factors that influenced his expectations about a campus considered famous. Adaptation usually someone feel disappointed because it appears the feeling is not acceptable in a new culture, but it is in the case of S an early feeling disappointed because the assumption campus where he is studying is not well known, the statement reaffirmed by S, as follows:

"Never felt like, just because the campus is not well-known so I'm ashamed "

She feels ashamed of his friends in Papua, this feeling of shame doesn't affect him in adjusting to new friends on campus. When in the beginning of the lecture, S did not experience difficulties to interact socially, even though the language difference was very prominent, S's friends who adapted to use Indonesian when interacting with S. The difficulty faced by S originated from lecturing assignments, according to S, the adjustment to understand learning and a way of learning that requires a complicated process. Feelings of difficulty following lessons and college assignments make S feel depressed, S revealed in the following interview

"feeling depressed because of a difficult task, and depressed because it is troublesome to many people" The

feeling of stress experienced by S is one manifestation of the emergence of cultural shock, even though S admits not to have difficulty in adapting socially but in reality from the aspect of the learning process in situations that are different from the S origin area feels difficult. Other social conditions namely cultural differences, S felt no difficulty in understanding East Javanese culture, because S had an open character. S tended to accept and participate in local culture, although S revealed there were still cultural filters, meaning that not all East Javanese cultures he accepted. As the following S statement

"I am more open outside, but still have a filter for myself, I do not find it difficult to accept different cultures"

S said because he has an open character so he feels it is not too difficult to accept cultural differences. This means that in the

process of adaptation to the context of cross-cultural communication, a person will more easily adjust to a new culture if he has an open character and is willing to accept differences.

Each individual has a different process of adjustment to the social environment. Two research informants showed differences in the process of self-adjustment in different cultures, if R felt that he did not experience difficulties because he was accustomed to being far from family and had lived several times outside Papua. Whereas S has difficulty with learning methods that are different from their original place, namely Papua, while adjusting to the social environment is not too difficult to pass.

The third research informant was K, K actually experienced a culture shock at the beginning of the lecture, K missed family and friends

"Initially I missed my family in Papua and then I missed my friends too"

K's longing with family and friends gradually decreased because K tried to mingle with friends on campus, although different cultures K tries to follow the culture that is on campus. K felt it was not too difficult to follow the culture in the campus environment and boarding houses. according to K the most difficult thing is to understand the language, that's why K is difficult to communicate both in social interactions and in the learning process. Lecturers more often use regional languages namely Javanese. K has even asked lecturers to use Indonesian but lecturers often forget and go back to using Javanese, as stated by K, following

"on campus, the lecturer explained using Javanese, even though I warned but I was ignored"

To overcome language differences and lack of understanding the meaning of language, K often asks the meaning and meaning of Javanese that is often used by lecturers. K also started to learn Javanese.

In relationships there are times when K feels friends are bored. In the process of adaptation, sometimes the individual feels hostile, this feeling of hostility is one of the characteristics of experiencing cultural shock. This feeling of hostility reappears because K feels that the lecturer is fierce and his friends don't like him lecturer is fierce and my friends do

"I don't like being on campus because my not seem to like me"

When K experiences this shocking phase of culture, he feels that the social environment is not friendly to him. As stated by K,

"my friends are bored or bored with me almost every day, yes I sometimes just avoid it, and I approach those who want to be friends with me"

Because K felt his social interaction was not always successful, so K had felt like wanting to go home to Papua .

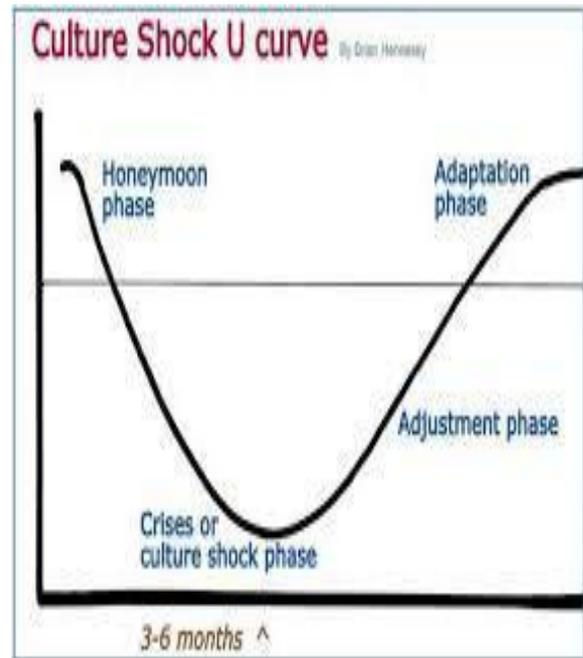
"I thought about going home but because I remember my father, I tried to overcome that thought. Moreover, UNESA is my first choice campus "

K shows that one way to overcome the cultural shock experienced is to recall the original purpose he decided to leave the area of origin. K was motivated to continue his studies at Surabaya State University because the campus was his first choice and K felt he had to take responsibility for his choice so that the feeling of wanting to go home had to be avoided.

Basically every individual when entering a new culture will go through the process of adapting. This process of adjustment in all aspects of life is because the situation is very different from the condition of their place of origin. both psychologically, communication and social interaction [11]. The three research informants showed different adaptation phases.

As the adaptation phase below illustrates, initially individuals will feel happy to enter a new culture, especially if it is because of their own choice or their own desires. This pleasant or happy condition is called the honeymoon phase of the adaptation process. However, this honeymoon phase did not last long, like the informant S when he learned that the campus was not well known he immediately felt ashamed, a feeling of shame not because of cultural, linguistic and even physical differences but because of the social label about his campus.

Figure 1. Culture shock U curve



The phases of Cross -Cultural Adjustment [12]

In the curve picture above, it can be seen that the line between the happy phase and the thin crisis phase means that it is true that the happy phase is only for a moment. However, it is different from individuals who are accustomed to visiting several different areas with their original place as experienced by R, when moving to Surabaya to study, R felt happy in a long phase and did not feel into the crisis phase. He felt this condition because he was accustomed to interacting with other people with different cultures and R had enough experience interacting with Javanese people before.

conditions Crisis for Papuan students are more due to differences in the way they learn and the language of the teaching staff. Their expectation is that lecturers use Indonesian, a language that is understood by all regions in Indonesia, but in reality lecturers use more local languages that they do not understand. The most difficult adjustment process for students lies not in the adaptation with new friends but in the different ways of learning and the language of instruction in the learning process in class. Although informants experience a crisis phase, but they can get through it in various ways. Here are researchers for the adaptation process in four categories, namely the honeymoon phase, the crisis period, the recovery period and the adjustment period.

1. The honeymoon phase. This phase is happy. All research informants mentioned that this phase arose when they learned that graduating at the desired university in the city of Surabaya. this phase arises a feeling of happiness because the dream

of going to university can be realized. All research informants admitted that they were happy just because they graduated at the university of their own choosing. But for other reasons they don't convey happiness. Because the next phase immediately changes when it follows the learning process at Surabaya State University. they enter the crisis phase Crisis

2. phase

Generally the crisis they experience because of differences in language when in class, lecturers tend to use local languages that are difficult for them to understand. From the process of understanding by asking friends comes the feeling that friends are tired of the individual concerned. As K experienced, he felt like going home because his lecturer was fierce and his friends got bored with him. Similarly, the RR admitted that they felt disturbed when they were communicating with friends, and their friends used Javanese more often.

3. Recovery

This phase arises from the efforts of the informants to learn the local culture. They learn Javanese little by little, although R is still disturbed when meeting friends who more often use Javanese but R tries to learn Javanese. S tried to participate in social activities on campus because S has an open character. While K overcame the crisis by recalling his original goal of studying in Surabaya, and the family became his motivation to study well in Surabaya.

4. Phase adjustment

In this phase the informant had adapted by trying to adapt to local conditions. This condition is characterized by no more feelings of hostility or distance from friends. They are also not too homesick. R even plans to live outside Papua after graduating from college. While S and K are still in college, they can follow the habits of lecturers who often use regional languages.

IV. CONCLUSION

every individual when entering a new culture will experience a process of adaptation. In the process of adaptation, individuals will experience culture shock with different reactions. This reaction will be smaller if the individual has more experience meeting people with different cultures or often lives in different areas, the culture shock in the adaptation process will undergo 4 phases, namely the happy phase, the critical phase, the recovery phase and the adjustment phase. These phases differ for each person, for Papuan students a crisis phase occurs in understanding language differences, language becomes a major obstacle in their adaptation process. lecturers or teaching staff at a University should not use regional

languages to help students of different cultures adapt easily to the learning process.

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