



Communication of middle students from Semarang in adaptation at Telkom University

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ABSTRACT

Overseas students are a group of students who are not limited by the scope of distance, both in the real sense and in terms of differences in cultural background. They are individuals who are foreign to the cultural environment around the campus. Many overseas students are shocked by the culture when they arrive at Telkom University, especially for new students. This condition is psychologically influenced by the distance from the place of origin and far from relatives and family. This study uses a qualitative descriptive method using an interpretive paradigm. The research subjects consisted of primary subjects consisting of Telkom University students from Semarang and secondary subjects who were additional subjects in the form of prior research or related literature. The results of the study showed that the adaptation process experienced by new students from Semarang was caused by differences in the sweet taste which was very distinctive and dominated in their area of origin, while the culinary trend of Sundanese Bandung leaned towards salty taste. Likewise the results formed from the adaptation process for students from Semarang based on the five stages of cultural adaptation, show that the experience of each student at each stage is different than both language, taste of food, city safety, geographical conditions, social styles, and negative thoughts are some variables that cause culture shock. Many challenges are experienced by new students from Semarang themselves. As a result, they must be able to adapt by maintaining good relations with their families, interacting with the surrounding community, both the campus and the boarding house environment, so they can learn and understand the local language, and be open and accept all the differences that occur.

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1. INTRODUCTION

Human communication is a process that involves individuals in a relationship, groups, organizations and communities that respond and create messages to adapt to each other's environment (Syaifullah, 2021). When individuals become part of a society, cultural values have been adopted in their lives. Cultural values and norms are obtained from the environment in which he grew up and the environment in which he lives. Culture that is rooted in the individual occurs because of a communication process (Kim, 2017). The

transition to entering the world of lectures from high school or high school is a normative thing experienced by all new students. However, these transitions can also cause stress because transitions occur simultaneously with other changes, both within the individual, within the family, and at university (Chafsoh, 2020). One form of adaptation related to the changes experienced by new students is adjustment. Many new students are worried and confused about what to do and ask who they don't know. Survive and have faith to get through it, we are treated to learning in the statement that the choice to survive and try to accept the situation is to build a positive perception for ourselves. Build self-confidence, that all events have a time.

Difficulties in adjustment cause culture shock to new students because new students are currently in the early adult development phase. Each stage of development has characteristics, tasks and demands that must be met by individuals (Siregar & Kustanti, 2020). Everyone who is present in a hostile environment has the potential to experience culture shock. Migrants experience culture shock from one month to the first year they live in a new location. Everyone who experiences culture shock can react physically and psychologically (Furnham, 2019). Accepting a new culture is a difficult thing, especially if the cultural values are very contrary to the culture we have. It takes several stages for individuals to be able to accept and adapt to a new culture. In undergoing the process of adaptation to the new culture, individuals certainly experience communication processes to overcome culture shock (Soemantri, 2019).

Overseas students are a group of students who are not limited by the scope of distance, both in the real sense and in terms of differences in cultural background (Knight, 2016). Different cultures make overseas students considered a minority in culture within Telkom University and in the city of Bandung. Differences such as language, culture, customs, habits, and climate affect the adaptation process. One example is a student from Semarang who is used to using Javanese, which is the native language of Semarang. Interim data results or final results obtained were discussed analytically with parties who were considered capable of providing input to this research, namely lecturers. The author did not choose an intercultural communication expert due to limited resources and time so that he did not find a communication expert as an input provider. Based on the background above, the researcher is interested in the communication patterns of students from Semarang in the city of Bandung, especially in the Telkom University environment. Students from Semarang were chosen because Semarang occupied the most areas of origin among students. Therefore the researchers made this phenomenon a topic in their final project research entitled "Communication of Overseas Students from Semarang in Adapting at Telkom University".

2. RESEARCH METHOD

This study uses an interpretive paradigm. According to Thorne (2016) interpretive descriptive is a social system that gives a meaning to behavior as a whole and in detail through direct observation (observation). Descriptive interpretive assesses reality as an interesting thing in giving social meaning by describing the problem with a clear explanation according to the researcher's ability to understand, in order to describe the intent that is in the object under study

Research topics are divided into two types, namely the main topic is the core of the research, it can be people, places, and things (Wilcox et al., 2014). The main subject of this study was students from Semarang who experienced culture shock at Telkom University. researched. Secondary subjects are supporters in the form of previous literature, books, and research that has been done before. The research object is the target of the research variable in conducting the research. Therefore the object of this study is the pattern of family communication. Researchers are looking for data relating to students from Semarang at Telkom University, Jl. Telecommunications Jl. Stone Fruit Canal, Sukapura, Kec. Dayeuhkolot, Bandung City, West Java. The researcher determines the units and sub-analyses aiming to make it easier to determine the boundaries that must be disclosed in

the field. In addition, the use of units and sub-analyses aims to make research more focused. The unit of analysis is focused on the process of adaptation and culture shock.

In-depth interviews are a data collection technique by obtaining information from informants in depth, openly and freely with research focus issues and directed by the research center. In this data collection technique, in-depth interviews were conducted in advance to prepare questions related to the research being conducted. Observation is a data collection technique in qualitative research through observing and recording a symptom that is seen in the research object systematically (Margono, 2005: 158). So that observation is an observation made by researchers either directly or indirectly aiming to obtain data in research.

In this study the documentation was in the form of chat, photos, and audio recordings of the speakers' voices. This study used semi-structured interview data collection techniques, observation and documentation. Where the resource person answers questions posed by the researcher regarding the problem being researched and documents it. The data analysis technique in the research is that there are 3 steps namely data reduction, data presentation and verification.

3. RESULTS AND DISCUSSIONS

In order to establish communication and adaptability between individuals and society, the environment, and culture in order to adapt to existing differences, interaction is important as a forum for thinking about thoughts, self, and society. The findings of research that has been carried out specifically on acclimatization to student culture are listed below. Interviews with students born in Semarang from various campuses in Bandung formed the basis of this research. Bandung is a growing city with many leading universities that have diverse cultures and arts. The basic culture of the Sundanese people which consists of manners, manners, and customs is maintained even though there have been many modifications and cultural arts.

For immigrants or students from outside the area, Sundanese culture provides a good and friendly social and cultural environment (Rizha, 2016). The city environment and culture that Bandung has to offer in attracting students from outside the region are quite diverse, as is Sundanese culture which influences Semarang students to choose study locations. Students from outside the area feel at home when they decide to live and study in Bandung because of the local environment and culture. Below is an explanation of the results of the adaptation process in dealing with culture shock for new students from Semarang who are currently studying at Telkom University.

Experience

When he first came to Bandung at the beginning of his college years, Ahmed, who is a Telkom University student from Semarang, admitted that he had various experiences while studying in Bandung. This was because he was away from his family and didn't like Sundanese food at first. He also felt that other students found it difficult to adapt to weather and language. Ahmed feels circumstances made him accustomed to a pluralistic environment. The same thing happened to Nathania who found it difficult the first time you came. He felt that Bandung people would be picky when making friends, but it turned out that his suspicions were wrong. finally he was able to socialize. The obstacles he experienced were actually the same as other overseas students who started to be independent in doing various things such as preparing lectures to their daily needs. The thing that Nathania was afraid of at first was that she was afraid that if she spoke then other people would misunderstand her meaning but gradually she understood how the pattern of communication and the nature of her friends made it easier for her and her friends to communicate. The third informant named Naomi felt very happy when she was given the opportunity to study at Telkom University, but like other freshmen, she felt anxious about overseas. Naomi finds friends who are in the same boat and of the same type as her, making it easier for Naomi to adapt. Naomi feels that there are many real differences between her and her friends, both from language to tastes in food. She also

admits that there are often disagreements between her and her friends, however, from there Naomi learns that there are differences and how to interact with people who come from outside her area. The points above are in line with Risqi's statement that he was very excited waiting for the lecture to begin. He admits that he is having trouble finding a place to eat that suits his tongue. He understands that many overseas children suffer the same fate. At first, Risqi also used Indonesian to communicate, but because he was used to it he understood a little the regional language used by his friends.

Table 1. Results of the Experience of Students from Semarang

Informan Name	Experience as a freshman	Obstacles while overseas	Another friend problem	Experience when interacting with outsiders
Ahmed Sofyan Rasid	The weather difference is very drastic than in Semarang	Language Away from family Not suitable with the food here	More or less the same Weather and language adaptation	It was awkward and confusing at first but got used to it
Nathania Christy	I'm scared because I live alone and I don't know anyone at first	Get used to everything being done alone	Fear of not having friends	I was afraid because the language and accent of each region were different
Aulia Naomi Ramadhani	Feeling very happy and very grateful	Lots of negative thoughts and fear of the many obstacles that will come	Hear and share stories with friends	regional language differences
Risqi Ananta Izzulhaq	Very Exited	Looking for a suitable place to eat		Very excited

Culture Shock

a. Optimistic Phase

This first phase is described as excitement, hope, and euphoria as students prepare to welcome a new culture. This can be seen from the statements of the informants that when they first set foot in the realm of lectures, they felt happy, satisfied, and appreciative.

b. Cultural Phase

The second phase, when problems with the new environment begin to emerge, such as language challenges, local regional rules, written or unwritten rules, etc. Usually, disappointment and dissatisfaction characterize this stage. Culture shock is currently experiencing problems. People can become irritated and unpleasant, unfriendly, irritable, impatient, and even incompetent when they are constantly confused by their surroundings. This phase is evident when new students have set foot in the world of lectures. Almost all informants admitted that they had difficulty finding food that suited their taste buds and difficulties in language adaptation due to the diverse lecture environment, which made them confused at first.

c. Recovery Phase

The third phase is marked by students who begin to understand their new culture in Bandung. During this phase, people progressively change their coping mechanisms to suit the new culture. The scope and occurrence of new environments is predictable and less stressful. The informants gradually got used to their new environment. They are able to understand the intentions of friends who come from outside the area, are able to be good listeners for their friends, and they are able to work together in understanding each other so that they feel comfortable.

d. Adjustment Phase

The final stage is when students understand the important components of their new culture (values, special adaptations, communication patterns, beliefs, etc.). Living in two different cultures usually results in a sense of fulfillment and satisfaction. However, a number of characteristics indicate that one must adapt to one's culture of origin in order to exist in both cultures. The new students gradually realized the differences that appeared between them and their friends. They are able to adapt both in terms of environment, language, to the taste of food. This makes them able to adapt to the lecture environment that initially feels foreign to them.

Table 2. Culture Shock Statement

Informan Name	What is Culture Shock	Opinions about friends who experienced Culture Shock
Ahmed Sofyan Rasid	Surprised and confused when in an environment with a new culture.	Ask what is the main cause Try to talk about the problem
Nathania Christy	How do we respond to differences in experience, culture, or habits in a new area	Advise him to quickly adapt to the new environment
Aulia Naomi Ramadhani	Surprise and discomfort from being in a new and unfamiliar environment.	Feeling uncomfortable, restless and like lost direction
Risqi Ananta Izzulhaq	Habits/actions that are not usually done in our area of origin	This is normal because everyone who wanders must experience it

Culture

Culture in society influences the way people behave and behave in ways that make it easier for them to adapt to new situations or make it more difficult for them to adapt (Kummer, 2017). People become strangers in a new environment where immigrants are obliged to adapt to a wide range of cultural origins (Kim, 2017). People in this situation are put in a position where their culture is called into question.

Table 3. Cultural Differences

Informan Name	What do you think of when you hear the word culture?	Cultural differences in lectures
Ahmed Sofyan Rasid	Latar belakang seseorang Seperti bahasanya, kebiasaan, perilaku.	Cultural differences here are unavoidable and must be faced
Nathania Christy	The way of life of a person or a group that has been passed down from generation to generation has become a habit	Must respect each other
Aulia Naomi Ramadhani	Habits way of life that grows in a person or a group in an environment.	diversity that can make people have tolerance and tolerance
Risqi Ananta Izzulhaq	A custom owned by the area	The most prominent cultural difference is in terms of language

Adaptation

Schneiders claims that adjustment is a dynamic process that seeks to change a person's behavior in order to create a more suitable relationship between the person and their environment. In addition, Schneiders describes three ways to view adjustment: as a form of adaptation which is also known as adaptation, adjustment as a form of conformity, and adjustment as an effort of mastery (mastery) (Purba et al., 2021). Psychological adjustment describes the satisfaction and happiness experienced during cross-cultural change.

Table 4. Adaptation

Informan Name	What is adaptation?	How much adaptability	What is the most ideal adaptation
Ahmed Sofyan Rasid	The process of self-survival	Trying hard to adapt	Sering bergaul dengan teman-teman kampus
Nathania Christy	Adjusting to circumstances or conditions, especially the environment	Like or not, you have to adapt quickly and be smart in adjusting yourself to your new environment. Because if you don't, you'll lose	Adaptation doesn't take long and it doesn't get dizzy
Aulia Naomi Ramadhani	Adjustment phase in a new place	The quicker one adapts, the better	Open yourself to new things, try to socialize, have the ability to observe and learn about things around you
Risqi Ananta Izzulhaq	Adapt to the circumstances and conditions of the surrounding environment	Adapt to the circumstances and conditions of the surrounding environment	Mingle with other students and also socialize with local residents

Planning Phase

The period that occurs right before a student enters early college life, or the introductory phase. The beginning of careful financial planning, daily needs (clothing and food), as well as psychological preparation in the form of the courage to start living in a new environment characterizes this stage. Students usually check the climate (situation and conditions) of the scope of the lecture area that they will live in the hope that they are ready to be involved morally and psychologically with people from different cultures. This happened to Ahmed who said he researched the environment around the campus by watching YouTube before he set foot in Bandung. In addition, he also has to prepare mentally as a plan before studying outside his area. The same thing was also expressed by Natasha, who prepared mentally before the lecture started because according to her it was a big loss if she had a lot of money but did not have a strong determination or mentality in facing a world that still felt foreign. Nathania also finds out what the social conditions in Bandung are like, how are the cultural differences between Semarang and Bandung. He is also looking for information related to Telkom University to which supermarkets are close to campuses and boarding houses. Nathania also uses the google earth feature to find out the real conditions of her neighborhood later.

The goal of adjustment is to overcome difficulties and obstacles. Anxiety can result from unfulfilled demands or desires. For Naomi, it is very important to prepare for primary and secondary needs as an effort to prepare for lectures abroad because she will be alone without the help of her family. This was realized by Naomi so she prepared mentally and other needs in order to survive in a land that was foreign to her. The Sundanese environment usually speaks the same language, inevitably at first Semarang students follow Sundanese culinary tastes, and follow other cultural customs to interact with individuals from other cultures. This includes the mental preparation part for living in a foreign territory.

a. Honeymoon phase

This stage is characterized by desire, great curiosity, and ongoing excitement for the new environment to come (Arnone et al., 2011). Even though they still feel foreign, homesick, and alone, the kindness of the local people to students makes them fall asleep. Here personal expectations will emerge as experienced by Ahmed who has an image of enjoying coffee in the morning or late at night because Bandung's conditions are cool and different from Semarang which has hot and humid geographical conditions. Cross-cultural

adaptation is aided by realistic expectations. This is the same as Nathania's statement that she hopes to be able to visit several places in Bandung because according to her there are many tourist attractions and contemporary cafes that have cute and funny concepts. He hoped that by studying in Bandung he would be able to study at the same time as traveling but he realized that his course work also made him a bit dizzy even though in Bandung there are many places that calm his mind.

As a result of the environment that feels foreign and full of pressure that new students experience, it is very important for student life regarding friendships to start as early as possible. Therefore, Naomi carried out various lecture activities while in Bandung. He feels the world of lectures is fun like doing assignments with friends. Nathania was preoccupied with the tight organization she was involved in. He enjoys being in college and he has visions of exploring the city of Bandung with his friends. Even having a little knowledge when you first arrive also helps people to adopt certain customs or habits, such as eating, drinking, dressing, walking around, chatting, sitting, and other similar endeavors.

b. Frustration phase

As reality sometimes doesn't turn out as expected, the initial excitement has been replaced with dissatisfaction, frustration, and a lack of adaptability (Crewe, 2012). One of the phases that Ahmed went through was food that was different from in Semarang where most of the food in Bandung was processed chicken. Even so, as a social being, Ahmad adapts himself to the current environment. Those who are in a pluralistic and diverse community who are trying to integrate into society in the Bandung area. In terms of food, Nathania thinks Bandung's cuisine is less diverse than Semarang's, which offers a wide variety of food tastes. He added, the sweet taste of Semarang cuisine is inversely proportional to the salty taste of Bandung cuisine. This creates a problem for their taste preferences because they prefer sweet foods over salty ones. Sometimes, Nathania also still complains about the taste of food that is different from where she comes from. This is understandable considering that when she lived with her parents in the past, she often felt better. The life of a new student who lives independently and far from parents, who cannot accompany or directly provide guidance, inspiration, or hope, is different from this. Thus, these new students face sociocultural differences as well as other problems or disturbances in adjusting to their new life. However, Nathania did not experience any obstacles in the environment where she lives or in the lecture environment.

c. Readjustment phase

People begin to learn new adaptation strategies when they are in the readjustment stage. When one perceives, gives meaning to, and reacts to other environmental factors, such as other people and objects, personal communication occurs. It's normal for students to experience culture shock when visiting a new place. This process, usually associated with very different foods (Soemantri, 2019). The tendency of Bandung people to like salty food, but not absolutely for all Bandung people. Meanwhile, Semarang people tend to have an appetite for sweet food or dishes. As a reaction to moving to a new environment, living or learning in a socially and culturally different society has certain physical and emotional effects. Every nomad struggles with adaptation because of their slow rate of adaptation. Students from abroad have to adapt in order to study more effectively. Overseas students must force themselves to adapt in order to adjust to their new environment which has different customs, norms and culture.

d. Resolution phase

Experience adjusting to several changes in everyday life, including those related to geography, climate, cuisine, language, attitudes and beliefs, interpersonal connections, and the educational system (Moser, 2014). Foreign students studying on campus must also adjust to the lecture schedule and teaching methods. Foreign students' relationships with friends on campus and in their surroundings will be affected if they have difficulty adjusting to their new environment. Interaction and social skills are very important to

adapt to a new environment. Everyone who moves to a new environment must go through a period of adaptation. The effort in question is an effort to adapt to the environment, including the local culture. Risqi believes that solving cultural differences is following the rules that apply both written and unwritten and avoiding problems that impact lectures. Someone communicates, interacts, and carries out their social responsibilities in a communal environment.

4. CONCLUSION

According to interviews conducted by researchers, the problem of inappropriate food taste is the biggest problem faced by students from Semarang in the city of Bandung. This is caused by the sweet taste which is very distinctive and dominates in its area of origin and the culinary trend of Sundanese Bandung leaning towards salty taste. Likewise the results formed from the adaptation process for students from Semarang based on the five stages of cultural adaptation, show that the experience of each student at each stage is different then both language, taste of food, city safety, geographical conditions, social styles, and negative thoughts are some variables that cause culture shock to students during the adaptation phase abroad. The choice of students to survive and continue to face all the challenges in the new environment is then indicated by the resolution phase, which is the last phase they go through. So that all students are able to adapt to the ever-changing cultural environment of Bandung.

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