

Culture Shock of Indonesian Students from Banten in Process Adaptation in Egypt

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Abstract. The purpose of this study is to investigate the ways in which Indonesian students from Banten are adjusting to life in Egypt. This investigation makes use of a qualitative research strategy, taking a descriptive stance. In this study, there were a total of 5 informants, and they were broken down as follows: there were 3 key informants, and there were 2 supporting informants. These informants were chosen through the use of the purposive sampling technique and the snowball sampling technique. Data collection techniques used a total of 2 techniques: the purposive sampling technique, which included searching the internet and reading various pieces of literature, and the observation, in-depth interviewing, and documentation methods. The researcher made an effort to assess the validity of the data by extending participation, maintaining observer consistency, utilizing triangulation, and conducting member checks in order to guarantee the accuracy of the data that was collected. Within the framework of the data analysis method, the researcher made an effort to collect data, which included data reduction, data presentation, and the formation of conclusions.

According to the findings of this research, the communication patterns that emerge as a result of interaction between different cultures might be useful in the process of adaptation, but their use is contingent on the degree to which crocodiles differ from one another. Researchers also provide new knowledge for Indonesian students from Banten, the community, and also further researchers regarding the adaptation process of Indonesian students from Banten in Egypt. The recommendation that stems from this research is that before entering a new country that has a culture that is different from Indonesia's, it would be better to prepare yourself first. first of all, you need to be in good physical shape, have some familiarity with the nation that you plan to visit, and most significantly, you need to be psychologically robust.

Key words : Cultural adaptation, Adaptation process, Egyptian students, Culture shock

1. Introductions

Everyone's life goal should be to get the best level of education and then thrive in whatever field they choose after graduation. Education is recognized as a force influencing achievement and production in other sectors. Education is an important thing in the existence and life of humans in general, especially in this modern era. Looking for universities to continue their education can be in the country or abroad. It's possible for someone to have a variety of responses, depending on their personal history and what they bring to a new environment. Because of this, every individual in the world has the capacity to choose which behavior to engage in and which to avoid, bearing in mind that an individual's personality

can vary greatly depending on the culture of the nation in which they are raised. The ways in which an individual's culture can influence how they communicate with others, how they behave, and how much respect they have for other people. The way a person interacts or communicates with other people may have a role in the person's level of success in adapting to a new environment.

One of the things that may play a role in whether or not someone experiences culture shock is the way they interact and connect with other people, as well as other people themselves. There are high communication contexts and low communication contexts, and the reason for this is because everyone has a special way of communicating with each other. Communication styles that depend heavily on context and tend to be confusing are known as high-context communication styles. Interpretation of messages in this style is left to the communicant. This style is often practiced in the characteristics of a society that emphasizes collectivity. While the low communication style is a direct communication style. This style is often used in the characteristics of an individualistic society.

2. Method

This study uses a qualitative method approach descriptive. This type of research is basic research that describes the results of research that has been carried out by researchers. There were 5 informants in this study consisting of 3 active students who were currently studying in Egypt and 2 workers who had previously wanted to study in Egypt. In the context of this research, the data collection method is in the form of literature study which includes library research and internet searches, as well as field studies which include interviews, observation, and documentation. In this study, in-depth interviews were interviews that were conducted in a flexible and open manner, were not strictly structured, and were not conducted in a formal setting. Meanwhile, observation is an important component of the qualitative research process. Researchers are able to methodically capture and reflect on the activities and interactions of study participants when they use observation as their primary method. Everything that is seen and heard during the observation can be captured and recorded carefully if it is in accordance with the topic and problem being studied in the research.

3. Results and Discussion

3.1. Optimistic Feelings

The optimistic phase, this is preceded by the feeling of optimism experienced by the actor before going to the place where the new culture has moved. In the optimistic phase, the actor feels very optimistic, full of hope, euphoria or even reaches a very high level of excitement when preparing himself before entering a new culture.

This was also experienced by Indonesian students from Banten before they came to Egypt, starting from having a personal interest in studying in Egypt, to learning its language and culture.

Egypt has an attraction for someone who wants to learn about the Islamic religion and the history of Ancient Egypt. So this is one of the reasons Indonesian students from Banten leave to continue their education to Egypt. So, based on the results of interviews with the five informants who were divided into 2, namely 3 key informants 2 supporting informants found 2 patterns of optimistic feelings that influenced students in Indonesia from Banten in choosing Egypt as a place to continue their education, as follows:

1. Have a personal interest in the country of Egypt, data from 2 informants have an interest in religious knowledge, thus influencing the informants to choose Egypt for study.

2. The motivation of close relatives, by hearing that close relatives wanted to take the test to study in Egypt and invited them to take the test also to study in Egypt, thus influencing the informant to choose Egypt to study in Egypt.

3.2. Cultural Issues

Discussing again about cultural problems, this occurs when the optimistic feelings felt by Indonesian students from Banten change when they have to face life in Egypt, even though before departure Indonesian students from Banten have prepared themselves first, in fact when they were in Egypt they felt a different experience. different when it comes to Egyptian language and culture. The cultural problems experienced by the informants tend to have similarities, namely because the direct impression of Arabic culture and language is very different from what was learned while in Indonesia. Learning Arabic culture and language while in Indonesia does not guarantee that the informants will not experience culture shock. This happens as stated by Schneiders (1964: 455) in (Agustiani. H. 2009: 147) The ability or ability possessed by every human being to be able to respond successfully and benefit the world around him is referred to as social adjustment. situations, as well as social bonds, so that they can fulfill the requirements met in their social life in a way that is acceptable and fulfilled by them. Some of the obstacles experienced by informants occurred due to the lack of effectiveness of intercultural communication, these obstacles occurred due to differences in the rhythms of daily life, which varied greatly from one culture to another, Indonesia and Egypt. Based on the results of the analysis, it was found that there were 3 main factors that caused the informants to experience culture shock towards the Egyptian state.

1. Language Limitations
2. Differences in Community Norms
3. Differences in Government Regulations These three things caused the informant to experience a culture shock to the Egyptian language and culture. Broadly speaking, these three factors show that Indonesia and Egypt have cultural differences

3.3. Recovery

In this process, the informant tries to understand the culture where he lives, namely Egypt, this is done so that the experience of culture shock can be overcome so that the informant can adapt well and live well in Egypt. The efforts made by this informant were marked by having the courage to communicate more often with Egyptian people even though there was still a fear of saying something wrong, by taking walks to more quickly understand the rules and norms that exist in Egypt, and having the courage to ask questions about something they wanted to know. . Each informant has their own way of understanding language and culture. When viewed in the context of interpersonal communication, we personally can choose and control the messages that we will convey so that we can choose to which messages will be communicated. The most important thing that the informant conveyed in an effort to understand Egyptian culture was to accept the entrenched norms of Egyptian society, even though these were very trivial things, such as the habit of communicating with high pitched voices, bland food, not liking to beat around the bush, not allowed to just take photos and videos, and other daily things. So that it is easier for informants to understand culture, the following is done by all informants in making efforts to understand culture.

1. Eliminate feelings of loneliness, things that can be done to get rid of feelings of loneliness with Egyptian culture are by having the courage to communicate more often with friends or the Egyptian community and being more courageous to ask questions if there is something the informant doesn't know. Even though in the process of being brave the informant acknowledged that there were many obstacles such as the pronunciation of the language that was still wrong to misunderstandings in receiving messages, the informant admitted that this was common when learning a new language and culture so that informants understood Egyptian language and culture more quickly.
2. Study the norms and regulations in Egypt, what is meant is the norms that are inherent in Egyptian society and regulations from the government, such as the Egyptian style of communication, as well as regulations that do not allow taking photos or videos in any place to traffic regulations in Egypt.
3. And the last thing is that you have to be able to accept a new culture, this is done to make it easier for informants to deal with life in Egypt, because the attitude of accepting and appreciating culture is a very wise attitude in learning a new culture.

3.4. Adjustment

The final stage of the adaptation process for Indonesian students from Banten in Egypt is the adjustment for Indonesian students from Banten in Egypt to go through so that they already feel comfortable in their daily life while studying in college or their life in Egypt. Every informant eventually warmed up to the Egyptian way of life, with its values, traditions and communication patterns. In this phase, Indonesian students from Banten experience no difficulties in their lives in Egypt, because they have successfully gone through a very long adaptation phase. Informants experienced different times in adapting, some half a year and some even up to a year. Because this adaptability is characterized by satisfaction and being able to enjoy life without any problems in daily life.

Based on the results of the interviews that the researchers conducted, the informants experienced the same thing in adjusting to using their new language and culture, the adjustment efforts they experienced were:

1. Can use Arabic fluently, this is to support life in Egypt and during lectures, so that later there will be no.
2. Misunderstanding of the message conveyed.
3. Being able to adapt attitudes to societal norms and regulations in Egypt, this is always applied by informants so that they can respect the norms and regulations in Egypt, so that later they can live life in Egypt comfortably.
4. Can be self-motivated and productive in college, the last adjustment that was liked by informants because they can be more enthusiastic and productive in carrying out life or studying in Egypt.

4. Conclusion

1. Optimistic feelings felt by Indonesian students from Banten are feelings of joy, positive feelings, full of hope before coming to Egypt. This is because Indonesian students from Banten will study in a country that has the oldest university in the world. There are 2 patterns in the optimistic phase of Indonesian students. First, because of personal interest in religious knowledge and learning in Egypt. Both get motivation and encouragement from relatives and family.
2. Cultural problems occur when the optimistic feelings of Indonesian students from Banten change when facing real life in Egypt. Informants found obstacles – inside in living their lives in Egypt. These constraints such as language limitations. Language limitations lead to self-doubt resulting in misunderstandings. Differences in norms and regulations caused Indonesian students from Banten to experience a culture shock. This is caused by cultural differences between the norms and regulations in Egypt and those in Indonesia.
3. Recovery. This is done through first, efforts to eliminate feelings of loneliness by having the courage to do interactions with Egyptian society. Second learn the norms and regulations that apply in Egypt. Third, accept and appreciate the new culture.
4. The final stage of the adaptation process for Indonesian students from Banten in Egypt is the adjustment for Indonesian students from Banten in Egypt. Indonesian students from Banten have practiced the cultural symbols in Egypt, so they feel comfortable in carrying out their daily lives in Egypt. This was marked by the fact that the informant was able to communicate using Arabic without any fear and mistakes. Already understand the norms and regulations that exist in Egypt as well as self-motivated and more productive in college.

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