

Description of Culture Shock among Papuan Students and Implications for Guidance and Counseling Services

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Abstract

Feelings of anxiety and restlessness in students result in an inability to adapt, resulting in culture shock. The inability to adapt affects a person's psychology in problem solving, learning and the individual's habits. This research aims to describe culture shock in the affective, behavioral and cognitive dimensions. This research method uses descriptive quantitative with numbers subject 25 active students from Papua at Padang State University. The results of the research show that the culture shock picture of students from Papua at UNP is in the medium category with an overall percentage of 96%. Based on the research results, the implications that can be provided are, orientation services, information services, individual counseling services, group counseling services using relevant counseling approaches.

Keywords: *Culture Shock, Student, Guidance and Counseling*



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Introduction

The university environment is a gathering place for students with various different cultural backgrounds. The process of interaction between different students is no longer something new in Indonesia. Differences in ethnicity, race, religion and culture become unique but also become a threat to the individual. The low quality of education in remote areas, especially the eastern part of Indonesia, which includes inadequate facilities and infrastructure, the quality of human resources and teaching staff who are still not yet competent, is one of the reasons why students migrate to Java and other islands to get a decent education. (Kompasiana, 2016). Students who migrate experience cultural shock when entering the initial stages of life in a new environment which is a reaction to discovering cultural differences that have the potential to cause chaos (Handayani and Yuca, 2018). The manifestation of this chaos is in the form of lack of interaction, vulnerability to

stereotype (bad images) towards new cultures and the emergence of ethnocentrism in individual migrant students who then look down on the culture where they have migrated,

this gives rise to conflict in the socialization process of cultural adaptation and adjustment. did not run smoothly (Marshall and Mathias, 2016).

Feelings of anxiety and restlessness in students result in an inability to adapt, resulting in culture shock, which is a term used to analyze the negative consequences of students in a new environment. Lin and Yi (Supriyadi, 2013) say the causes are the inability to adapt which is caused by racial discrimination, language problems, difficulty communicating, dietary restrictions, financial difficulties, differences in perception, and feeling lonely.

Culture shock can have negative impacts if not fully addressed. *Culture shock* can cause symptoms such as depression, anxiety, and decreased self-esteem (Furham, 1986; Handayani and Yuca, 2018). It can also affect relationships and cause feelings of isolation and loneliness. Therefore, it is important for individuals experiencing culture shock to seek support and guidance to minimize its effects and successfully overcome their cultural transition. In conclusion, this data causes individuals to experience mental and physical disorders, for an unspecified period of time.

Research conducted by Handayani and Yuca (2018) found that the average culture shock received by students outside West Sumatra experienced moderate culture shock with a percentage of 57%, with this percentage stating that students from outside West Sumatra still experienced culture shock. quite high shock. Another culture shock research conducted by Irianto (2020) found that the results of the study showed that the culture shock that occurred among Papuan students in Yogyakarta included weather, food, language, character, friendship, environment, emotions and time factors. From these factors, culture shock was experienced by students from Papua in Yogyakarta.

Then, the research conducted observations and obtained the results that one of the problems seen being faced by Papuan students at UNP was adjustment. Seeing the conditions in the field, the author conducted observations and interviews on November 23 2022 with one of the students from Papua. From observations and interviews conducted by the author, the results were that Papuan students did not seem confident, so they were often seen alone, and tended to gather only with fellow students from Papua, making their social environment tend to be limited. Furthermore, in observations and interviews, researchers also found that the most common obstacle experienced by students from Papua was language. Indonesian remains the language of instruction in the realm of education, however in daily life people around the UNP campus mostly use Minang, this is an obstacle for Papuan students in interacting when talking with friends from the Minang area, during lectures lecturers often Sometimes Minang language is used as the second language of instruction, and in the surrounding environment Minang language becomes everyday language such as greetings, saying hello and communicating. . For this reason, the author tries to raise this problem in research entitled "Illustration of Culture Shock in Students from Papua at UNP".

Method

This research uses a quantitative descriptive approach. This research focuses more on displaying and interpreting numbers accompanied by pictures, tables, graphs or other displays. This research was conducted to see a picture of the level of culture shock among

students from Papua at UNP. Subject In this research there were 25 active students from Papua in the UNP environment. Consisting of :

Year	Student
2017	2
2018	4
2019	4
2020	5
2021	3
2022	7
Total	25

The tools used to collect data in this research are culture shock scale with a calculated or Likert rating method.

$$P = f / n \times 100$$

Information :

P = Percentage Level of Answers

f = Answer Frequency

n = Number of Respondents

After processing using statistics, the assessment category for each data obtained is then determined, the classification of the data obtained is described by calculating the data range or interval obtained from the formula stated:

$$Interval_k = \frac{\text{data tertinggi} - \text{data terendah}}{\text{jumlah kelompok}}$$

$$Interval_k = \frac{170 - 34}{5}$$

$$= 27.2 \text{ becomes } 27$$

Interval_k

Results and Discussion

The research results have been processed and analyzed in accordance with the research objective, namely to be able to describe the picture of culture shock in students from Papua. This research was conducted at UNP with 25 students from Papua as respondents.

Based on the criteria that have been determined in processing research data, culture shock can be described in Asak Papuan students as follows:

Table 1. Distribution and Percentage of Culture Shock (N=25)

Category	Intervals	f	%
Very high	≥142	0	0
Tall	115-141	1	4
Currently	88-114	24	96
Low	61-87	0	0
Very low	≤60	0	0

Amount	25	100
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Based on the table above, it can be seen that culture shock among Papuan students at UNP is generally in the moderate category, as many as 24 people with a percentage of 96%. Meanwhile, there is still 1 student in the high category with a percentage of 4%. So, it can be concluded that the culture shock of Papuan students at UNP is in the medium category.

The results of the culture shock research on students from Papua at UNP based on each aspect can be seen as follows.

1. Culture shock Papuan students viewed from the Affective aspect

The results of the descriptive analysis of culture shock among Papuan students based on the affective aspect can be seen as follows.

Table 2. Frequency Distribution and Percentage of Culture Shock for Papuan Students

Based on Affective Aspects

Category	Intervals	f	%
Very high	≥63	0	0
Tall	51-62	6	24
Currently	39-50	19	76
Low	27-38	0	0
Very low	≤26	0	0
Amount		25	100

Based on the table above, it can be seen that culture shock in Papuan students, viewed from the affective aspect, are generally at in the medium category there are 19 people with a percentage of 76%. Meanwhile, there are still 6 students in the high category with a percentage of 24%. So it can be concluded that in general culture shock in students in terms of the affective aspect is in the moderate category. This is in line with what Santrock (2012) said: This is due to structural changes and interactions between people from different and diverse backgrounds. Having good interaction and adjustment skills by understanding and always implementing the new culture in daily life is able to overcome culture shock in individuals (Winkelman, 1994).

2. Culture shock Papuan students viewed from the Behavior aspect

The results of the descriptive analysis of culture shock in Papuan students based on behavioral aspects can be seen as follows.

Table 3. Frequency Distribution and Percentage of Culture Shock for Papuan Students

Based on Behavioral Aspects

Category	Intervals	f	%
Very high	≥ 32	0	0
Tall	26-31	5	20
Currently	20-25	17	68
Low	14-19	3	12
Very low	≤ 13	0	0
Amount		25	100

Based on the table above, it can be seen that culture shock among Papuan students in terms of behavioral aspects is generally in the moderate category, there are 17 people with a percentage of 68%. Meanwhile, there are also 5 students in the high category with a percentage of 20%. and also, there is a low category of 3 people with a percentage of 12%. So it can be concluded that in general culture shock in students in terms of behavioral aspects is in the moderate category. This is in line with (Dayaksini, 2004) Lack of direction, feeling like you don't know what to do or how to do things in a new environment, and not knowing what is inappropriate or inappropriate. Sihite (2013) The more different the culture between two interacting individuals, the more difficult it is for the two individuals to build and maintain a good relationship.

3. *Culture shock* Papuan students viewed from the cognitive aspect

The results of the descriptive analysis of culture shock in Papuan students based on cognitive aspects can be seen as follows.

Table 4. Frequency Distribution and Percentage of Student Culture Shock Papua Based on Cognitive Aspects

Category	Intervals	f	%
Very high	≥ 47	0	0
Tall	38-46	3	12
Currently	29-37	18	72
Low	20-28	4	16
Very low	≤ 19	0	0
Amount		25	100

Based on the table above, it can be seen that culture shock among Papuan students in terms of the cognitive aspect is generally in the moderate category, there are 18 people with a percentage of 72%. Meanwhile, there are also 3 students in the high category with a percentage of 12%. and also, there is a low category of 4 people

with a percentage of 16%. So it can be concluded that in general culture shock in students in terms of the cognitive aspect is in the moderate category.

Based on the results of research that researchers have conducted, there are several services that can be provided by counselors related to culture shock to students, namely as follows:

1. Individual Counseling Services

According to Prayitno and Amti (2004) individual counseling services are the process of providing assistance carried out through counseling interviews by an expert (counselor) to individuals (clients) who are experiencing a problem. In providing individual counseling services to clients, it can be carried out using the Cognitive Behavioral Therapy (CBT) approach. CBT is an approach that focuses on thought processes related to emotional, behavioral and psychological states (Fitria, L., Neviyarni, Netrawati, Karneli, Y. 2020).

2. Group Counseling Services

Wulandari, et al (2022) state that group counseling is a process of helping individuals in group situations that is preventive and healing in nature, and is directed at facilitating development and growth. Aprilia (2020) stated that group counseling services using the REBT approach were quite influential in reducing the level of culture shock in migrant students. REBT has a theoretical basis, namely changing irrational beliefs into more beliefs flexible and rational (Handayani, PG, Hidayat, H., Saputra, R. 2019).

Conclusion

Based on the results of research and data analysis carried out regarding culture shock among Papuan students at UNP, the results showed that Papuan students who had experienced culture shock were generally in the moderate category (96%). Viewed from each aspect, they are as follows:

1. *Culture shock* Papuan students based on the affective aspect are in the medium category.
2. *Culture shock* Papuan students based on behavioral aspects are in the medium category.
3. *Culture shock* Papuan students based on cognitive aspects are in the medium category.

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