



Culture Shock Experienced by Indonesian Students in U.S.

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Abstract

Cultural differences make Indonesian students have the opportunity experienced culture shock. This study aims to find the dimension and the factors that affect of culture shock experienced by Indonesia students in the U.S. This study used a qualitative method with Ward's theory about the dimension of culture shock and Rajasekar's categories of factor caused by culture shock. The finding of this research found that there are three dimensions experienced by Indonesian students, namely affective dimension which the students experienced anxiety or frightness while in the host culture, behavior dimension which the students experienced rules or habits error while in the host culture, and cognitive dimension which the students create their social identification because of different culture. There are 11 categories that affect culture shock experienced, those are communication, language, dress, individualism, food, structure, perceptions, religion, time orientation, tradition, and weather.

Keywords: culture shock, dimension, factors, Indonesian student, United States

Introduction

According to data from UNESCO (2021) about the Global Flow of Tertiary-Degree, the total number of Indonesian Students who study abroad is 49.900 students. Which there are 10 % Indonesian Students who choose the United States as a destination country to study abroad. The causative factor that encourages someone to wander to an area is the hope that they can be even better in reaching their goals or a better future be in terms of education, economy, or culture

(Hadawiah, 2019). But when a person switches from one country to a different country, there are different cultures so the culture shock problem will happen to sojourn.

According to UNESCO (in Institute of International Education, 2020), an individual who physically traverse an international border between two countries with the purpose to get involved in educational activities in the destination country which is different from his country of origin called an international student. But everything people do in their living will experience a stage of life that they will definitely pass through, including the phenomenon of culture shock experienced by individuals who experience confusion when moving from one area to another which then experiences significant differences with the area of origin (Hall,1959). Furnham (2007) said that there are problems often faced by people living in foreign cultures, such as racial discrimination, different languages, difficulty in accommodation, separation, dietary restrictions, financial pressure, misunderstanding, and loneliness.

Culture shock is a condition where a person lives in a new environment in which the culture is different from his environment origin. Being in a different environment, makes a sojourn have to adjust to the culture and habits that exist in that environment. It is a common adjustment process that had an influence on expatriate performance (Rajasekar, 2013).

Ward et all (2001) divides culture shock into several dimension, those are Affective, Behavior, and Cognitive or called as the ABCs dimension of culture shock. *Affective* relates to stress and coping which is a person's feelings or emotions due to confusion and anxiety because they come to a new or unfamiliar environment, *behavior* relates to culture learning and the development of social skills for new cultures such as experience errors about rules/ habits/ assumptions regarding interpersonal interactions, and *cognitive* relates to the social identifications based on the result of the affective and behavior dimensions. Furthermore, Rajasekar (2013) said that cultural flexibility, ethnocentricity, and stress reactions of the expatriates are three things that influenced culture shock. There are 14 categories of causes of culture shock according to Rajasekar (2013), including communications, language, dress, ethics, individualism or collectivism, food, structure, perception, power distance, religion, rules, time orientation, traditions, and weather.

The previous study which related to this study is *The Phenomenon of Culture Shock on Western People in Senggigi*” by Rese (2018) aimed to describe the cause of culture shock on western people in Senggigi and describe the impact of culture shock on western people in Senggigi. The finding of this study is culture shock causes symptoms and responses in the form of mental and physical stress that vary based on the level to which culture shock affects the other's life. Overseas students who begin their lives in new areas with different cultural situations and conditions than their home regions experienced normal culture shock. The impact of culture shock

on western people in Senggigi is in final phases, as shown by the cultural adaptations made by western people in Senggigi as monitoring to the environment.

This research focuses on ABCs (Affective, Behavior, Cognitive) dimensions by Ward's theory and factors that affect culture shock by Rajasekar's categories. Especially culture shock experienced by Indonesian students while staying in the U.S. Which this study expect could give an idea that Indonesian or International students need to be early understanding the different culture and language characters in each country, especially when going to a new country in an order to avoid disorientation due to the culture shock. Furthermore, the research question of this study are: 1. How are the dimensions of culture shock experienced by Indonesian students during their stay in the U.S.? 2. What are factors that affect culture shock experienced by Indonesian students during their stay in the U.S.?

Method

The method of research is qualitative. There are two participants in this research. They are Indonesian students who are studying as magister students at the University of United States. The first participant is an Indonesian man from Makassar (South Sulawesi) who studying at University of Utah. While the second participant is an Indonesian woman from Ternate (North Maluku) who studying at Boston University.

The instrument of this research was an interview sheet to collect the data. The research was conducted online (zoom) because of the problem of distance which the researchers are staying in Makassar (Indonesia) and the participants in the United States. The participants interviewed in semi-structured in-depth which focused on ABCs dimensions and the factors that affect of culture shock the participants while staying in the U.S. Interview conducted by digital communication technology, digital recorder, and note taking. The data analysis process was carried out by reading verbatim (transcript form), providing coding, classification of the results of ABCs dimension and the factor that affect of culture shock. The result of the interviews analysis using thematic analysis and triangulation of sources to checked the validity of the data.

Results

Ward et al (2001:267) state that there are three levels of dimensions of culture shock, those are affective, behavior and cognitive. This research reveled all levels of culture shock dimension by Ward's theory about the dimension of culture shock experienced by Indonesian students in the U.S. which are shown in the following

table.

Table 1. Dimension of culture shock experienced by Indonesian students during their stay in the U.S.

No	Dimension	Culture shock
1	Affective	<ul style="list-style-type: none"> - Fear not compatible with taste of Western food - Fear to start conversation - Fear of making mistakes when communicating - Worried about college loud - Worried about family in Indonesia - Worried about housing costs - Fear people in Utah (United States) are Islamphobia - Worried that no one sells equipments for muslim woman (hijab) - Fear of homeless people - Worried that something will hinder the lecture
2	Behavior	<ul style="list-style-type: none"> - Difficult to understand foreign accent - Difficulty managing time - Overuse with the use of language when communicating - Different dress code at campus - Not used to using tissue to clean himself in toilet - Limitation of finding a place to prayer - There is no ablution room - Be careful with non-halal food - Difficulty in conveying the meaning of conversation - Feeling weird about American behavior in public place - American are to keep their private - Do not understand the payment system using e-money (tap-card) in Tram transportation - Shock with LGBTQ (promiscuity)
3	Cognitive	<ul style="list-style-type: none"> - Assuming that American do not like long winded talk - Assuming that the way to clean oneself in United States toilet does not clean after defecation or urination

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- Assuming that most Americans do not know about British accent
 - Assuming American is not strict
 - Assuming downtown in United States has a lot of homeless people
 - Consider many American to be scary
 - Thinking that American are very keep their privacy
 - Assuming that American respect when interlocutors being
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The research also revealed some factors that affect culture shock experienced by Indonesian students in the U.S. by Rajasekar's (2013) categories which are shown in the following table.

Table 2. Factors that affect of culture shock experienced by Indonesian students during their stay in the U.S.

No	Factor	Culture shock experienced
1	Communication	<ul style="list-style-type: none"> - Long winded talk while native is straight to the point - Different accent too fast when speaking
2	Language	<ul style="list-style-type: none"> - Rambling of use the language - Missing the point of conversation - Called the professor by name
3	Dress	<ul style="list-style-type: none"> - Study in class wearing a t-shirts and shorts - The way of dress eccentric and weird
4	individualism	<ul style="list-style-type: none"> - American do everything by themselves
5	Food	<ul style="list-style-type: none"> - Hard to find halal food
6	Structure	<ul style="list-style-type: none"> - Written rule on transportation (prioritizing older, pregnant, children, or disabilities people)
7	Perceptions	<ul style="list-style-type: none"> - Self-perception about future condition in host country - Many scary man

8	Religion	-	Do the ablution (wudhu) in the sink
9	Time orientation	-	Have an online meeting with the colleague in home country
10	Tradition	-	Using tissues in toilet to self-cleaning
11	Weather	-	Cooler temperature

Discussion

Dimension of culture shock experienced by Indonesian students during stay in the U.S.

In the United States, the two participants made cultural contact with the host culture so that they experienced culture shock. Based on the finding, the researchers found that there were some kinds of the dimension of culture shock according to Ward's theory (2001), those are affective, behavior, and cognitive which indicates that Indonesian students experienced when they come to the United States.

The first dimension of culture shock relates to the individual feelings or emotions when coming to a new environment, either positive or negative. Van der Zee & Van Oudenhoven (2013) said that there are two types of individuals in the affective dimension, those are individuals who will perceive it as a threat or challenge. Most people will feel anxiety, fear, disorientation, and bewilderment because the environment is different from their home culture. Participants feel anxious about their life when they will be there, whether they can live well while in the host culture and their worries about the local host community (Ward, 2001). Both participants have concerns because of cultural differences, whether it is about different languages or because of different social environmental conditions in the host country. Both participants tend to have a fear of communicating in the host country. Anxious about making mistakes and being given bad judgment when speaking or starting the conversation. It happened because they were supposed to native students or not using their mother tongue (Furnham, 2007).

Being in a different culture could be a little uncomfortable, to begin with, so there will be concerns about how a participant's condition will be in future. Moreover, if it is the first time arriving in a country that previously had no experience of traveling or abroad. Such as, both participants were worrying about the tuition burden, or something will hinder the education process in the United States. In addition, both participants have experienced concerns about how to adapt to food in the host country so that they have the initiative to bring a lot of food stock from the home country as food ingredients for the first month in the new country while adapting to food in the host country. Awareness about the need for adjustment

and acceptance of the changes that will occur is a universal feature that participants do as an effort to adapt to a new environment (Winkelman, 1994: 123).

The second participants also shared concerns about social conditions in the host country. Such as, the first participant was worrying about the costs of housing in the host country and worrying about his family in home country, Indonesia because he was a newly husband when he left for the United States and also the oldest brother. So, it's natural to worry about the condition of his family left behind because of responsibilities for his family, especially for the first time staying in a different country. While the worries felt by the second participant are afraid of the state of her surroundings in the host country because of the many homeless people in the environment she is staying in.

Furthermore, as a Muslim comes to the host country, first participant concerns about social issues in Western country about the rise of terrorism issues never ends which is scapegoating the adherent Islam religion because of wrong stereotypes. So that Islamphobia grows, especially in the United States because of misunderstanding about Islam and causing a lot of violence. Religion and tradition being the key issues of culture shock in global (Rajasekar, 2013: 157). But his fear was not lost long because the participant was staying in an environment where religious tolerance was excellent. While the second participants bring many and various kinds of her own hijab because afraid no one sells hijab in host country because majority of the population is non-Muslim or different with her religious.

The different culture causes confusion to participants which will cause problems such as misunderstanding or even causing violations (Ward, 2001). It is called the behavior dimension of culture shock, which relates to cultural learning and social skills experienced by individuals in the host culture. There were some kinds of behavior dimension of culture shock indicating that Indonesian students experienced when they stay in the US

Both participants had difficulty understanding foreign accents because of the transformation phonetic by international students in using English such as Indian accent. In addition, the differences between different cultures make participants have a culture of learning in the host country about the way of sending messages or communicating with natives. When communicating, it should be to the point, not rambling or overuse as was done by the first participant when he was first in the host country when sending an email. It also made it difficult to communicate because he explained a lot but the interlocutors did not get all the points of his conversation. Americans usually tend not to like small talk. Something is missed if too much talk doesn't get to the point.

Time zone differences between home and host country are quite far due to the different astronomical locations in which Indonesia and the United States have time differences of more than ten hours. When first staying in the US, the first participant had difficulty timing in the host country because he had an online meeting with his colleague in home country (Indonesia). Furthermore, the differences in the way of dress in the host country make the first participant feel a different culture. The way of dressing at campus in the host country and home country is very different because people in the host country could freely wear t-shirts and shorts to attend lectures which very Contrary found in home culture. In home culture, wearing t-shirts and shorts to attend lectures is impolite and opposed to campus rules. The first participant also found a different way of cleaning at toilets in the host country that does not use a water such as shower or bidet as in home country, but only uses tissues. This triggers a stress reaction because participants have to try to adapt to the host culture. Then not understanding the social rules of the host country also would be quite overwhelming and offer a lot of disorientation. There is a chance to cause misunderstandings and cause offense if the culture differs from their own (Ward, 2001:268). Such as the payment system for transportation is different in each country. It was overwhelming for the second participant because it was her first time and did not know the rules of public transportation. She experienced an error when wanting to pay for the tram fee using a tap system using a card. This incident got her scolded by the tram driver.

Staying in a host country where the majority of the population embraces a different religion also makes participants have difficulties in worshipping. As a Muslim, the first participant difficulty finding a place of worship because it is very limited especially in public place. There is no mosque, in his campus there is only one student union for all students to do their worship. It makes participants do salat (prayers) in the library, corner or in his research room. Moreover, there is no ablution room makes participants difficulty because he has to use the sink specially for wash his feet over the sink or wet the tissue then make his feet wet. As a Muslim also make participant very careful when order food at restaurant in host country because that contained pork (non-halal). It is forbidden in his religion.

Come from a country with a collectivist (group) background who pays attention to the norms and people around them, quite different from people in the individualistic background who would only focus on themselves. In this case, the second participant experienced the behaviour dimension of people in the host country who dance in train or public transportation and the passengers on the train could not care about that. Differences in personality traits of citizens between two countries also make the second participant experience Americans who are very keeping their privacy. It happened when a participant and her friends took a short video by phone and their camera pointed at one of the women. This case made her reprimanded for apparently recording arbitrarily without asking permission first.

Because in many countries, especially in the United States, the people have a strong sense of privacy and believe that everyone is entitled to that.

In some countries, showing affection in public is normal and the norms of the surrounding community consider it normal so that sojourn who have different cultural backgrounds will think it is a strange thing. Culture learning or social skill approach about unfamiliar settings will have difficulty about knowledge to begin and sustaining of host culture (Ward, 2001:268). In this case, the second experienced behavior dimension was about shock with people's relationships that occurred in the host country, especially easily found LGBTQ relationships and the people wearing revealing clothes(sexy) in public places. That is a shocking moment especially for participants who coming from a home country with the background of the norms assumes that Public Display Affection (PDA) is considered not normal, wearing sexy or revealing clothes in public is impolite, and LGBTQ is taboo.

Cultural identity and self-perceptions will consciously perceive culture as a central and salient feature of identity (Ward, 2001:105). After experiencing affective and behavior dimension, the participants create their social identification or experience the cognitive dimension of host culture which affects the self-perception that will be created by participants. Personality, social support, appraisal and copying effect on psychological outcomes (Ward, 2001: 76). For instance, the patterns of communication in each country and intercultural contact influence social identity of the participants (Ward, 2001:110). It makes the first participant assume that Americans are very straight to the point and do not like small talk when communicating. Because Americans typically realize it is confusing when sojourners from different cultures do not say specifically what they want, think or need. Americans typically straight to the point or often say exactly what they think. First participant also assumes that most Americans do not understand British accents. Although English is an international language, it is divided into American and British accents. Even though both are English, the pronunciation is very different. In addition, social identity produces positive or negative self-perceptions depending on the environment of the social participants (Ward, 2001: 115). The second participant identified that Americans had good respect as interlocutors for not interrupting when the interlocutor spoke. Because Americans square measure typically terribly sensitive to being interrupted and will be displeased if this happens repeatedly. So, they do not interrupt while the opposite person is talking.

The United States as a country with a culture that has grown for hundreds of years with the values of life, freedom, and pursuit (Badu:2015), makes the first participant assume that Americans are not strict or do not have many demands or rules. Although there are not many demands because they adhere to the notion of

freedom and being socially equal, generally Americans are very careful about their personal space because they believe that everyone is entitled to that. It makes the second participant assume that they were very protective of their privacy and keep their personal space. In addition to the personal society, every country also has different customs. Especially the difference in using the toilet. The difference between home and host culture in using toilets causes the first participant to identify that the way to clean oneself in host country toilets is not hygienic or weird because they only use tissue, do not use bidet or washer with water like in home country. Personal shock increases with events in a new culture that violates the participant's personal and cultural sense of basic morals and beliefs about normality. Value conflicts contribute to a way of disorientation, increasing a pervasive sense of conflict with participants' surroundings. (Winkelman, 1994:123). The use of tissues in the toilet, which is a home culture has, in a culture shock for newcomers especially from countries with a background in using water when cleaning themselves in the toilet.

Furthermore, as a developed country with guaranteed population welfare, the fact is that the host country is one of the countries with a fairly large number of homeless people. Apart from poverty and unemployment reasons, it is also caused by health reasons such as drug abuse. And in this case, the second participant identifies according to the environment she is staying downtown of Boston has a lot of scary homeless people. The dominant attitude and social of the host country population affects the perception pattern of sojourner (Ward, 2001:97). She identifies them as scary homeless because on average they are white people and healthy who had an iPhone, so she is afraid that they also have a gun. In contrast to homeless people in her home country who are generally helpless and sick. In addition, she also assumes that there are many scary men in the town she lived because she had an experience that has been followed by foreign men in the host country and it made her mind go to the worst, such as assault or anything dangerous for her.

Factors affect of culture shock experienced by Indonesian students during stay in the U.S.

Different cultures in the host country caused culture shock experienced by Indonesian students during their stay in the United States. Based on the findings, the researcher found that there are several factors affecting culture shock according to Rajasekar's categories (2013) which indicates that Indonesian students experienced during their stay in the United States.

Cultural differences have the opportunity to limit the communication process if it is not done properly. Because communication is one of the central roles in the process of culture shock by participants. Accent, pronunciation, and way of conveying it must be correct because it affects the way people understand it. This makes both participants experience culture shock because of the dialect problem

with international students, such as Indians when using English. In addition, the different culture makes the first participant have difficulty to convey his point, even make the interlocutors misunderstand because the content of the conversation is overuse or rambling, while the interlocutors(native) typically straight to the point. The first participant when first time came to host country also excessive use of language when sending an email and then relate that is no good or incorrect written because very overuse. The speed factor of the tone when conveying by interlocutors also causes culture shock to the second participant and sometimes, she misses what the interlocutors is saying. Besides, form addresses vary by each culture, especially the use of the first name (Ward, 2001:60). Calling someone's name by their title is an honor in many countries, but not in the United States. A person who according to his perspective is wrong in using the form of addresses, almost notices the error or as an indication of ignorance on the other person (Ward, 2001:61). In this case, the second participant experienced culture shock because her lecturer only wanted to be called by his name even though he was a professor. Different from the home culture which considers it as an impolite thing. The use of the form of addresses on high power distance societies is a form of acceptance or as appreciation (self-esteem) of differences in status (Ward, 2001:60).

Coming from a country which has time zone differences becomes a difficult thing for the first participant. He has to manage time during his stay in the host country. The time difference of about 15 hours between the host and home country made him have to adjust the time in two different countries because he had an online meeting with his colleagues in home country. If the online meeting begins in the morning in the home country, it means it will start at night, even midnight in the host country. The different weather also makes the second participant who is from a country with a tropical climate experiences shock with the very coldest weather in the host country. Even though it is still the fall season, the coldest temperature has already been felt before winter when the participant has to use layers of clothes to warm the body. Besides, the difference about the way of dress in the host country was felt by both participants. Which is very eccentric and casual even in a campus environment. Sometimes things that are considered impolite and abnormal in the home country become things that are considered polite and normal in the host country. This is influenced by several things such as the characteristics of the population, culture, environmental conditions, surrounding norms and other internal factors.

Being in foreign country is a great learning experience, but is also challenging, it makes both participants have self-perceptions about staying in the host country. Worry about their future condition in the host country, especially the burden of

study. Normal thing to have a self-perception about their life in a host country which is far from family and friends. The environment of the host country also made the second participant have a perception about a creepy man because had an experience being followed by a stranger. Social environment of the host country was a factor that participants felt the culture shock. As a newcomer who comes from a collectivist background to a host country with an individualistic culture, the second participant has culture shock because Americans only focus and prioritize their personal space because they believe that everyone is their person, not representative of a community or group. The difference in culture background caused shock to participants which collectivists consider themselves to be part of a group while individualist consider themselves to be separate from the group. Due to different cultures, participants needed much effort to make adjustments in the host country for continuing new learning and trying to comprehend new things in a new country. Such as the first participant who culture shock about the tradition of the way of cleaning after defecation in a toilet using tissues, no water. He needed to adapt using tissues at the toilet because toilets in the host country generally are dry toilets, and do not use water (washer or bidet) like in home country. Moreover, something new for participants in the host country will cause culture shock. Such as every transportation in the host country has written rules to prioritize older people, pregnant, disabilities, and children for chairs. Personal shock increases with something new in a culture that is new for participant's personal and surroundings (Winkelman, 1994:123). This structure of public service becomes something new for the second participant even though it has been available in the home country but not fully implemented in all regions.

Differences in tastes and types of food allow culture shock for participants. The main problem for newcomers is food because of different tastes and types which lead to frustration and shock (Rese, 2018:49). Personal's taste and types of food are closely related to their home culture and are inherent in themselves. So, food being one of the main problems for sojourn when coming to foreign culture. Especially for participants as muslims who are staying in a country with a majority of different religions with them, is the biggest challenge because they have to be careful when taking food to avoid the contents it contains. In this case, both participants find it difficult to find halal food at restaurants in the host country. They do not dare to order food containing meat. They often cook by themselves in their apartment, and eat vegetarian or pure meat-free food if they are in a restaurant to avoid non-halal food. Not only about food, the facilities to carry out their worship in the host country also is the problem because it is very limited. Including there is no ablution room which makes first participants have to do ablution in the wastafel. Automatically makes him need to lift his feet the wastafel for washing or wet the tissue then wet his feet if there is someone looking at him.

Culture shock experienced by participants occurs because there is concern for

them because they are far from the environment that has made them grow. There are also differences in habits and rules between home and host countries that cause participants to learn culture and need effort to adapt to the new environment. In addition, culture shock is also caused by things that are considered taboo in the home country, which is normal in the host country. Vice versa, things that are considered taboo in the host country are considered normal in the home country. Cultural differences can give participants the opportunity to experience culture shock, especially if it is the first time they come to a foreign country and do not have the skills and experience to blend in with the social environment. Culture shock experienced by participants was not purely because they were native, but because of the intervention of foreign sojourners such as international students from other countries who brought their culture to the host country, so participants or other sojourners were shocked and experienced the culture shock. Being in a foreign country is a great learning experience but also challenging. There are two types of people who will face it, some consider it a threat or challenge to learning (Van der Zee & Van Oudenhoven, 2013). To minimize the culture shock that occurs in sojourners or students who want to study abroad or come to different cultures, it requires skills and willingness to adapt or culture learning with host culture.

Conclusion

Based on the data analysis that has been done, this research concluded that there are three dimension of culture shock experienced by Indonesian students in the U.S. through Ward theory those are, *Affective* which the students experienced anxious or frightened ness while in the host culture because different culture with home culture, *Behavior* which the students experienced rules or habit error while in the host culture and this make the participants have to try survive by accepting these cultural differences and as their culture learning, and *Cognitive* dimension which the students create their social identification where cultural differences make them think about social condition in the host culture, both positive and negative response or identifications. Furthermore, there are also 11 categories of the factor affect of culture shock experienced by Indonesian students in the U.S. through Rajasekar categories, such as communication, language, dress, individualism, food, structure, perceptions, religion, time orientation, tradition, and weather. To minimize the culture shock that occurs in sojourners or students who want to study abroad or come to different cultures, it requires skills and willingness to adapt or culture learning with host culture. Need to be early in understanding the different culture, language characters, and do-taboos in each country. So, the researcher hoped that there is more research about culture shock or cross-cultural understanding.

The researchers recommended for future studies are needed to evaluate more

the Indonesian student's experience abroad which the finding will help in bridging the gap between the current findings and previous research to effectively address related research needs.

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