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The Analysis Of Student Adaptation In Overcoming Culture Shock In Lectures Universitas Muslim Nusantara Al-Washliyah Medan

Sanita Fitri^{1*}, Muliawan Prayuda Putra², Zulfitri³

Faculty of Teacher Training and Education, English Education Study Program, Muslim Nusantara
Al-Washliyah University Medan, Indonesia

Email: ^{1*}sanitafitri@umnaw.ac.id, ²muliawanprayudaputra@umnaw.ac.id, ³zulfitri@umnaw.ac.id

Email Corresponding Author: sanitafitri@umnaw.ac.id

Abstract- Culture shock is a psychological reaction commonly experienced by new students entering a multicultural campus environment. This study analyzes how students at Universitas Muslim Nusantara Al-Washliyah Medan (UMN) face and overcome culture shock. Using a qualitative case study approach, data were collected through interviews, observations, and document analysis. The findings show that students encounter challenges such as language barriers, social norms, and differences in the education system. Successful adaptation is influenced by an open attitude, social support, and language skills. Students who manage culture shock tend to be proactive by taking language courses, joining study groups, and participating in campus activities. Social support from peers and lecturers plays a key role in easing the adaptation process. UMN also provides facilities such as orientation programs and language courses, though improvements and more structured support systems are needed. In conclusion, students can overcome culture shock through personal efforts and campus support, and the university is encouraged to enhance its adaptation programs to foster an inclusive academic environment.

Keywords: Culture Shock, Student Adaptation, Social Support, Language Barriers, Inclusive Campus Environment.

1. INTRODUCTION

College is a learning process that not only focuses on the intellectual development of students, but also on their ability to adapt to new environments, both in social, academic, and cultural contexts. One of the major challenges often faced by students, especially those from outside the region or even abroad, is culture shock. Culture shock refers to the experience of discomfort that arises when someone faces major differences in culture, customs, and norms that they encounter in a new environment. This phenomenon is often experienced by students who have to adapt to a social and cultural campus environment that is different from their home culture, whether in terms of how to interact, mindset, or way of life.



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Universitas Muslim Nusantara Al-Washliyah Medan (UMN)) is a university that has students from various cultural and regional backgrounds in Indonesia, even from abroad. This diversity presents its own challenges, both for students who come from outside the region and for students who come from their home regions but still feel the differences in the context of campus culture. The phenomenon of culture shock is not only felt by international students, but also by domestic students who come from areas with different cultures. For example, students from outside Banten who enter Universitas Muslim Nusantara Al-Washliyah Medan (UMN) often have to adjust to social norms, interaction patterns, and even ways of thinking that are different from those they encounter in their home environment. Likewise for international students who come with greater cultural differences, both in how to communicate, how to dress, to eating patterns and social interactions.

The experience of culture shock can affect various aspects of a student's life, including psychological well-being, quality of social interactions, and academic performance. The process of adapting to a new culture takes time and effort, and is highly dependent on internal and external factors. Without adequate support, students experiencing culture shock are at risk of feeling isolated, stressed, and struggling with their academic life. Therefore, it is important to understand how students can overcome these challenges and what strategies they can employ to adapt more quickly and effectively to campus culture.

This study aims to analyze how Universitas Muslim Nusantara Al-Washliyah Medan (UMN) students face and overcome culture shock in their lectures, as well as explore the factors that influence their success in adapting. In addition, this study also attempts to identify solutions or strategies that can be implemented by students and the campus to facilitate the cultural adaptation process, so that students can achieve optimal academic and social success. By understanding this adaptation process, it is hoped that ways can be found to create a more inclusive and supportive academic environment for students from various cultural backgrounds.

The phenomenon of culture shock is one of the main challenges faced by students entering the world of college, especially for those who come from different cultural backgrounds. At Universitas Muslim Nusantara Al-Washliyah Medan (UMN), which has a diversity of students from various regions in Indonesia and from abroad, this phenomenon is a problem that cannot be ignored. Students who come from areas with very different cultures or international students often face difficulties in adapting to the new campus environment. Differences in mindset, social habits, learning styles, and ways of interacting between individuals are the main sources of culture shock they experience.

In the context of Universitas Muslim Nusantara Al-Washliyah Medan (UMN), students who come from outside the region, such as students from outside Banten or from more remote areas in Indonesia, often find it difficult to adjust to the dynamic and diverse campus culture. These domestic students may face challenges in understanding how to communicate on a more global campus and connect with students from different regions



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and backgrounds. Differences in daily habits, language, dress, and social norms that apply in the campus environment are often the main causes of this discomfort.

On the other hand, international students who come to Universitas Muslim Nusantara Al-Washliyah Medan (UMN) from abroad, especially those from countries with very different cultures, face greater challenges. They not only have to adjust to differences in the way they think and learn, but also to differences in language, interaction, and social norms that are very different from their home culture. This culture shock often causes feelings of isolation, difficulty in interacting with classmates, and a decrease in the quality of their social and academic lives.

As a result of this culture shock experience, many students find it difficult to function optimally in their academic lives. Some students even experience a decline in academic performance, difficulty participating in class activities, and feel unable to follow the lecture material properly. In addition, students who experience culture shock also tend to be more susceptible to stress, anxiety, and feelings of depression, which in turn can affect their mental health. All of these problems certainly have a negative impact on the quality of students' learning experiences at Universitas Muslim Nusantara Al-Washliyah Medan (UMN), as well as reducing their ability to interact productively in campus social life.

Therefore, the problem that arises in this study is how Universitas Muslim Nusantara Al-Washliyah Medan (UMN) students, both those from different regions in Indonesia and international students, overcome the culture shock they experience in campus life. What are the main challenges they face in adapting to diverse campus cultures, and what strategies do they use to overcome feelings of isolation or disorientation? In addition, this study also wants to explore the extent to which support from classmates, lecturers, and the university can play a role in accelerating the process of student adaptation.

In addition, it is important to understand the role of external factors in helping this adaptation process, such as the existence of orientation programs, the diversity of social activities on campus, and the psychological support provided by the university. The existence of various programs that can help students feel more accepted and more comfortable in the campus environment can be an effective solution to reduce the negative impact of culture shock and speed up the adaptation process. However, to date, there has been little research that specifically analyzes how Universitas Muslim Nusantara Al-Washliyah Medan (UMN) students face and overcome this culture shock, and how the campus can play a role in facilitating their adaptation process.

Thus, the main problem that needs to be studied is how Universitas Muslim Nusantara Al-Washliyah Medan (UMN) students overcome culture shock in their college life and what factors influence their success in adapting to the new social and academic environment. In addition, this study also aims to find solutions or recommendations that can help the university in supporting students in facing cultural challenges, so that they can achieve better academic and social success.



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Ward et al. (2001) developed an understanding of culture shock by identifying several factors that influence how quickly and effectively individuals can adapt to a new culture. They stated that culture shock is influenced not only by the level of cultural differences, but also by individual factors such as openness to new experiences, ability to adapt socially, and previous experience interacting with other cultures. Ward et al. also emphasized the importance of social support in helping individuals cope with culture shock. Students who have supportive friends or mentors tend to adapt more quickly to the campus social environment, reduce feelings of loneliness, and increase their confidence in interacting with others.

Research by Li (2017) specifically highlights the experience of culture shock experienced by international students in college. Li shows that students who come from countries with large cultural differences tend to experience feelings of isolation, anxiety, and even depression at first. Factors that influence the severity of culture shock include differences in language, lifestyle, way of thinking, and differences in social norms. However, Li also shows that students who have the skills to adapt and are open to new experiences, as well as who receive social support from the campus and classmates, can overcome these obstacles more quickly. Li also highlights the importance of cultural orientation and psychological support from the university to help international students feel more accepted and understand their academic environment.

From this study, it is expected to gain a deeper understanding of how Universitas Muslim Nusantara Al-Washliyah Medan (UMN) students face and overcome culture shock in the context of lectures. Thus, the results of this study are expected to provide useful recommendations for the campus, be it lecturers, university administrators, or students themselves. This will not only help students overcome the challenges they face, but will also create a more inclusive, supportive, and diverse academic environment, which in turn can improve the quality of the learning experience at Universitas Muslim Nusantara Al-Washliyah Medan (UMN).

Thus, this research not only contributes to the development of knowledge in the field of educational psychology and human resource management, but can also have a positive impact on the development of university policies that are more friendly to students from various cultural backgrounds.

This study aims to analyze how Universitas Muslim Nusantara Al-Washliyah Medan (UMN) students face and overcome culture shock in their lectures, as well as explore the factors that influence their success in adapting. In addition, this study also attempts to identify solutions or strategies that can be implemented by students and the campus to facilitate the cultural adaptation process, so that students can achieve optimal academic and social success. By understanding this adaptation process, it is hoped that ways can be found to create a more inclusive and supportive academic environment for students from various cultural backgrounds.

2. METHODS



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This study uses a qualitative approach to explore patterns of bilingual language use in interactions at Universitas Muslim Nusantara Al-Washliyah Medan (UMN) Al-Washliyah University. The methods used include direct observation, in-depth interviews, and analysis of related documents.

Observations will be conducted in various campus environments, such as classrooms, libraries, and informal meeting places, to record language use in academic and social interactions. In these observations, researchers will record how students, lecturers, and administrative staff use language, as well as the communication situations that occur, both in formal and informal contexts.

In-depth interviews will be conducted involving students, lecturers, and administrative staff to explore factors that influence the use of bilingualism and its impact on communication effectiveness. These interviews aim to gain deeper insight into their experiences in using two languages, as well as the challenges and benefits they perceive in the context of communication on campus.

Data analysis will be conducted using a descriptive-analytical approach to identify patterns, factors, and impacts of the use of bilingualism in interactions at Universitas Muslim Nusantara Al-Washliyah Medan (UMN). The collected data will be categorized based on the context of the interaction, such as formal or informal situations, and the type of language used in each interaction. This analysis aims to provide a comprehensive picture of how bilingualism affects the dynamics of communication at Universitas Muslim Nusantara Al-Washliyah Medan (UMN) Al-Washliyah.

3. RESULT

This study aims to analyze how students of Universitas Muslim Nusantara Al-Washliyah Medan (UMN) face and overcome culture shock in their lectures, and explore the factors that influence their success in adapting. In addition, this study also attempts to identify solutions or strategies that can be applied by students and the campus to facilitate the process of cultural adaptation, so that students can achieve optimal academic and social success. Based on data obtained through in-depth interviews, direct observation, and analysis of related documents, the following are the results and discussions of this study.

3.1 Universitas Muslim Nusantara Al-Washliyah Medan (UMN) Students Face and Overcome Culture Shock in Lectures



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Most of the students involved in this study revealed that they experienced culture shock at the beginning of their studies at Universitas Muslim Nusantara Al-Washliyah Medan (UMN). The students came from various regions in Indonesia, as well as several international students, who faced challenges in adapting to a campus culture that was different from what they had experienced before. Based on interviews and observations, there are several aspects that are the main focus in dealing with and overcoming culture shock among Universitas Muslim Nusantara Al-Washliyah Medan (UMN) students.

3.1.1 Differences Between Language and Communication

One of the main challenges faced by Universitas Muslim Nusantara Al-Washliyah Medan (UMN) students in overcoming culture shock is the difference in language use. Students who come from outside Jakarta or areas with very different regional languages find it difficult to adapt to the more formal Indonesian language and the English language often used in lectures. Although most students already understand Indonesian, mastery of the language in an academic context is often an obstacle. The Indonesian language used in Universitas Muslim Nusantara Al-Washliyah Medan (UMN) classrooms tends to be more formal and technical, different from the everyday language they use at home or in their hometowns.

International students also expressed similar difficulties in adapting to the Indonesian language, in addition to English, which is the main language of instruction in some courses. Several students mentioned that they felt very burdened when they had to speak in front of the class in a language that they considered foreign or difficult to understand. This became an obstacle in their social interactions with classmates, because they were worried about being judged negatively if they spoke with an unfamiliar accent or used the wrong vocabulary. As a solution, many students tried to practice independently or find friends who were more fluent in communicating in the right language.

However, over time, some students have managed to overcome this language challenge by taking language courses provided by the campus or joining informal study groups. Through direct interaction with friends from various backgrounds, they eventually feel more confident and open in speaking, both in Indonesian and English.

3.1.2 Differences between Social and Cultural Norms

Differences in social and cultural norms are also a big challenge for Universitas Muslim Nusantara Al-Washliyah Medan (UMN) students in dealing with culture shock. Students who come from more conservative areas with rigid social norms are surprised by the more



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free and open customs on campus. For example, students who come from areas with a more closed culture feel awkward with the more relaxed customs of students on campus, both in terms of dress, socializing, and how to interact with lecturers and classmates.

Some students expressed that they felt alienated by the social freedoms on campus. Most of them were accustomed to more conservative values and considered some of the behavior of Universitas Muslim Nusantara Al-Washliyah Medan (UMN) students to be too free or contrary to the teachings they received in their hometowns. For example, students who were accustomed to norms that regulated behavior outside of class hours felt awkward with the more open habits of students, such as gathering outside of class hours without clear rules, and more informal socializing habits. However, over time, many students began to adapt to the social norms on campus, although they still maintained the original values they brought from their hometowns.

3.1.3 Challenges in Different Education and Learning Systems

The educational system implemented at Universitas Muslim Nusantara Al-Washliyah Medan (UMN), which prioritizes discussion, active participation, and a more flexible approach to learning, is also a challenge for students in overcoming culture shock. Students who come from more conventional educational backgrounds or are dominated by lectures find it difficult to adapt to learning methods that require them to participate more actively, speak in front of the class, and work in groups. Some students feel less confident when asked to speak or express their opinions in class, because they are used to a more structured learning system that does not involve many students actively.

This obstacle is often found in students who come from schools with an education system that emphasizes theory-based learning and written exams. For them, the more interactive education system at Universitas Muslim Nusantara Al-Washliyah Medan (UMN) that emphasizes discussion and collaboration feels foreign and difficult to follow. However, many of them are finally able to overcome this by practicing speaking in front of their friends or participating in extracurricular activities that support the development of public speaking skills, such as debate clubs or student organizations.



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3.2 Factors Influencing the Success of Universitas Muslim Nusantara Al-Washliyah Medan (UMN) Students' Adaptation in Facing Culture Shock

Based on the research results, there are a number of factors that influence the success of Universitas Muslim Nusantara Al-Washliyah Medan (UMN) students in overcoming culture shock and adapting to academic and social life on campus. These factors can come from the student's personal attitude, social support from the surrounding environment, and policies or facilities provided by the campus to support the adaptation process.

3.2.1 Open and Flexible Attitude Towards Differences

Openness to cultural differences is a key factor that influences how Universitas Muslim Nusantara Al-Washliyah Medan (UMN) students can successfully overcome culture shock. Students who have a positive attitude toward cultural differences are more likely to adapt to a multicultural and diverse campus environment. They see differences as opportunities to learn and grow, rather than as obstacles to be avoided. Students who are open to new experiences tend to be more proactive in interacting with classmates and lecturers, and are more likely to accept values and social norms that are different from those they previously held.

Flexible and adaptive attitudes are also very important in dealing with cultural challenges that arise in the campus environment. Students who have the ability to adapt quickly to new norms on campus tend to be more likely to build positive social relationships with friends from various backgrounds. This also has an impact on their success in living a more inclusive and dynamic academic life.

3.2.2 Social Support from Friends and Lecturers

Social support from classmates and lecturers has a big influence on the process of student adaptation. Students who feel supported by friends who have a similar cultural background or other students who are more experienced in adapting tend to feel more accepted and more comfortable on campus. Supportive friends can help students understand the various social norms that apply, provide advice on how to interact in class, and invite them to participate in various social activities.

Lecturers who are sensitive to the challenges students face in adapting also play a very important role. Lecturers who understand the dynamics of a multicultural classroom and who provide space for students to speak and express their opinions freely can help reduce anxiety and increase students' confidence in interacting in class. Students who feel



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supported by lecturers who understand their challenges are more likely to actively participate in academic activities and achieve success in their studies.

3.2.3 Campus Facilities and Programs that Support the Adaptation Process

The facilities provided by Universitas Muslim Nusantara Al-Washliyah Medan (UMN) campus also play an important role in helping students overcome culture shock. The new student orientation program introduced at the beginning of the semester, for example, provides an opportunity for students to get to know the campus environment and their classmates. In addition, the existence of various student organizations and social activity clubs that can be joined, helps students to build relationships with friends from various cultural backgrounds. Through these activities, students can more easily adjust to a more inclusive and dynamic campus culture.

Universitas Muslim Nusantara Al-Washliyah Medan (UMN) campus also provides additional learning facilities, such as language classes and communication skills classes, which can help students overcome language difficulties. These facilities allow students to improve their language skills, both in Indonesian and English, so that they feel more confident in communicating with fellow students and lecturers.

4. CONCLUSION

Based on the research results, it can be concluded that Universitas Muslim Nusantara Al-Washliyah Medan (UMN) students face various challenges in dealing with culture shock, including language differences, social norms, and the education system on campus. Factors that influence their success in adapting include an open attitude towards cultural differences, social support from friends and lecturers, and facilities provided by the campus. To help students overcome culture shock and accelerate their adaptation process, the campus needs to continue to develop orientation programs, strengthen social support, and provide facilities that support the improvement of students' language and communication skills.

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