EASY CULTURE: INTERCULTURAL COMMUNICATION ADAPTATION STRATEGIES AS A CULTURE SHOCK PHENOMENON PREVENTION FOR FOREIGN STUDENTS IN MEDAN

SKRIPSI

Submitted in Partial Pulfilment of the Requirement

for the Degree of Sarjana Pendidikan (S.Pd)

English Education Program

By

<u>M. KHOIRUL FAHMI</u>
NPM. 2002050028

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

MEDAN

2024

BERITA ACARA

Ujian mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata-1 Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْـــــــــــمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari **Kamis**, Tanggal **7 Agustus 2024**, pada pukul **08.30 WIB** sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama   : M. Khoirul Fahmi
NPM   : 2002050028
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Easy Culture: an Intercultural Communivation Adaptation Strategy As a Culture Shock Phenomenon Prevention for Foreign Studen in Medan

  Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).
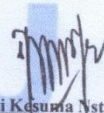
Ditetapkan   : (A) Lulus Yudisium
       (   ) Lulus Bersyarat
       (   ) Memperbaiki Skripsi
       (   ) Tidak Lulus

PANITIA PELAKSANA

Ketua   Sekretaris

Dra. Hj. Syamsuyurnita, M.Pd   Dr. Hj. Dewi Kesuma Nst., M.Hum

ANGGOTA PENGUJI:
1. Dr. Pirman Ginting, S.Pd., M.Hum. 1. _____

==

LEMBAR PENGESAHAN SKRIPSI

Skripsi ini diajukan oleh mahasiswa di bawah ini :

Nama Mahasiswa   : M. Khoirul Fahmi

NPM   : 2002050028

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : Easy Culture: Intercultural Communication Adaptation Strategies as A

Culture Shock Phenomenon Prevention for Foreign Student in Medan.

Sudah layak di sidangkan.

Medan, 30 Juli 2024

Disetujui Oleh :

Dosen Pembimbing

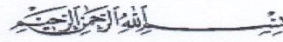**Dr. Pirman Ginting, M.Hum**

Diketahui Oleh :

Dekan FKIP   Ketua Program Studi

Dra. Hj. Syamsuyurnita, M.Pd   **Dr. Pirman Ginting, M.Hum**

ii

==

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Nama Mahasiswa   : M. Khoirul Fahmi

NPM   : 2002050028

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : Easy Culture: Intercultural Communication Adaptation Strategies as A
Culture Shock Phenomenon Prevention for Foreign Student in Medan

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
9/07-2024	Present applicable theories	
06/07-2024	Provide a detailed explanation for the choice of research design	
4/07-2024	Provide a detailed explanation for the method used to analyse the data	
15/07-2024	Clearly present the financing information	
19/07-2024	Expand upon the discussion by incorporating relevant previous research	
23/07-2024	Include more update sources	
27/07-2024	Acc	

Medan, 30 Juli 2024

Diketahui/Disetujui

Ketua Prodi   Dosen Pembimbing

Dr. Pirman Ginting, S.Pd., M.Hum   **Dr. Pirman Ginting, S.Pd., M.Hum**

iii

PERNYATAAN KEASLIAN SKRIPSI

بسم الله الرحمن الرحيم

Saya yang bertanda tangan dibawah ini:

Nama : M. Khoirul Fahmi
NPM : 2002050028
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Easy Culture: an Intercultural Communication Adaptation Strategy As a Culture Shock Phenomenon Prevention for Foreign Students in Medan

Dengan ini menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, maupun di tempat lain.
2. Peneliti ini akan saya lakukan sendiri tanpa ada bantuan dari pihak mana pun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan tidak tergolong **Plagiat**.
3. Apabila poin 1 dan 2 diatas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap peneliti tersebut dan saya bersedia mengulang kembali mengajukan penelitin yang baru dengan catatan seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 30 Juli 2024

M. Khoirul Fahmi
NPM. 2002050028

iv

ABSTRACT

M. Khoirul Fahmi, 2002050028. EASY CULTURE: INTERCULTURAL COMMUNICATION ADAPTATION STRATEGIES AS A CULTURE SHOCK PHENOMENON PREVENTION FOR FOREIGN STUDENTS IN MEDAN. Skripsi: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara.

A significant number of foreign students in Medan City are currently experiencing culture shock. The contributing factors arise from variations in language, misunderstandings in nonverbal cues, preconceived notions, the inclination to assess or interpret communication, and heightened anxiety. Efforts should be made to enhance the effectiveness of intercultural communication. The concept of easy culture is a method aimed at facilitating intercultural communication in order to mitigate the occurrence of culture shock among foreign students in Medan City. Easy culture is a concept that brings together the principles of effective intercultural communication and the integrative communication theory model. The implementation of the Medan culture (M-culture) application and Bank Culture innovation was carefully designed. Next, a thorough analysis was conducted, including an application feasibility test using the SUS (system usability scale) which yielded a score of 83 (grade A, acceptable), regression analysis, and analysis using the SAHABAT concept. The e-Culture strategy has a projected budget of 434,838,000 for its implementation. The implementation of e-Culture involves a series of four stages that span a duration of two years. The stages are described using the PDCA Cycle. This strategy has the potential to contribute towards the achievement of the Sustainable Development Goals (SDGs), specifically goal number 10 which focuses on reducing inequalities. One of the targets under this goal is to facilitate orderly, safe, regular, and responsible migration and mobility of people. This can be achieved through the implementation of well-planned and managed migration policies.

Keywords : *Culture Shock, Easy Culture, Foreign Student, Intercultural Communication Adaptation*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
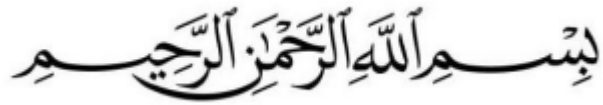
Assalamua'alaikum warahmatullahi wabarakatuh

Praise be to Allah SWT, because of the abundance of His Grace and gifts that have given Health, ease, and smoothness so that the thesis entitled "EASY CULTURE: Intercultural Communication Adaptation Strategy as Prevention of Cultural Shock Phenomenon for Foreign Students in Medan" has been completed. We do not forget to convey prayers and greetings to the role model of the Prophet Muhammad SAW, who has shown the way to all his people from the age of ignorance to the age full of knowledge.

In the journey of higher education, the complexities of intercultural communication and cultural adaptation are increasingly significant. This thesis explores culture shock and adaptation strategies for foreign students in Medan. By examining intercultural interactions and necessary adjustments, it aims to foster an inclusive academic environment that values diverse cultural backgrounds.

Compiled by M. Khoirul Fahmi, NPM 2002050028, this work is the culmination of extensive research and careful analysis aimed at overcoming the culture shock experienced by foreign students in Medan. By examining various adaptation strategies, this study seeks to provide practical solutions that can ease cultural transition and foster a more inclusive and understanding academic environment.

Conducted under the auspices of the Faculty of Teacher Training and Education, Muhammadiyah University of North Sumatra, this study is not only an academic requirement but also a personal effort to make a meaningful contribution to the field of intercultural communication. The insights gained from this study are intended to support foreign students in their educational journey and to improve the cultural literacy of the academic community in Medan.

The author is very aware that this thesis will not be completed without the help, input and encouragement from various parties, both directly and indirectly. In particular, the author would like to express his deepest gratitude to Fahmi. Yes Fahmi, M. Khoirul Fahmi. I am very grateful to little Fahmi, a child born into a simple family, a childhood full of struggle, all bullying you make a whip to achieve all dreams in the future. Keep fighting Fahmi, look at your parents and gain their pleasure, because Allah's pleasure lies in the pleasure of both parents.

Also, my deepest gratitude to my father and mother who have been the main reason why I have to survive until now, may Allah always protect you, mother and father, until you can see Fahmi succeed and have a family. And the abundance of affection that will not be priced with anything and to my beloved sister Nurul Awaliyah, Wahyu Amalia, Ardila Sari, brothers and sisters-in-law and my beloved niece 'ammu who has become one of the encouragements for the author. I love youuu gessss.

I express my deepest gratitude to:

1. **Prof. Dr. Agussani, M.AP** as the Rector of the Universitas Muhammadiyah Sumatera Utara

2. **Assoc. Prof. Dra. Hj. Syamsuyurnita, M.Pd**. as the Dean of the Faculty of Teacher Training and Education.

3. **Assoc. Prof. Dr. Hj. Dewi Kesuma Nasution, M.Hum** as the Vice Dean I of the Faculty of Teacher Training and Education.

4. **Assoc. Prof. Dr. Mandra Saragih, S.Pd, M.Hum** as the Vice Dean III of the Faculty of Teacher Training and Education. Thank you for being a second father to me on campus. Thank you for all the dedication that you have always given me, so that I can reach this point now, and also for all the support, delegation, and full support for me in the process and progress in realizing my dream carvings while on campus. I will never forget your services. Stay healthy, sir, may Allah repay your kindness, aamiin. Don't forget me sir, hehe.

5. **Mr. Assoc. Prof. Dr. Pirman Ginting, S.Pd., M.Hum**. as the Head of the English Language Education Study Program, Muhammadiyah University of North Sumatra. Thank you very much, sir, for being my second father on campus, who always gives me full attention, guidance, advice, and a warm touch for all the knowledge and experience that has been given to me. Stay healthy sir, may Allah repay all your kindness, aamiin. Don't forget me sir, hehe.

6. **Mam Rita Harisma, S.Pd., M.Hum**. as the Secretary of the English Language Education Study Program, Muhammadiyah University of North Sumatra. Thank you very much mam for all your guidance so far. May Allah repay your kindness mam, aamiin.

7. **Sir Adib Jasni Kharisma, S.Pd., M.Hum**. as the Quality Assurance Unit of the English Language Education Study Program, Muhammadiyah University

of North Sumatra. Thank you very much sir for being the warmest friend during our study program, as if we had an older brother who always cared about his younger siblings, who was always there for us in times of joy and sorrow. Stay healthy sir, may Allah repay all your kindness sir, amen. Don't forget me, sir, hehe.

8.   **Sir Dr. Edy Suprayetno, S.Pd., M.Pd**. as the Gemastik Supervisor who guided me and the team at the GEMASTIK event so that we entered the National, and became the intermediary for Free Thesis. In the beautiful year 2023, we carved so many memories, sir, starting from PKM 2 titles, Gemastik, and Guidance during my PILMAPRES process. I will never forget your good services, sir, your gentleness and soothing words are so imprinted in my heart, sir. So is the typical nickname 'Mas Fahmi' which initially felt foreign to me but in the end I think is unique. Stay healthy sir, may Allah repay all your kindness sir, amen. Don't forget me, sir, hehe.

9.   **Sir Arief Aulia Rahman, S.Pd., M.Pd., CISHR** as my Supervisor and team at LIDM 2024. What an impressive experience sir! How we started and ended this LIDM process so beautifully, with all the kindness, warmth, and advice from you at home, so that if I may say, no strand of sand can repay all your kindness, and also the knowledge that has left a deep impression on me. Stay healthy sir, may Allah repay all your kindness sir, aamiin. Don't forget me, sir, hehe.

10. Thank you to my besties, Wahyuni and Romi Disman. Hey,,, it doesn't feel like our time is almost over. In a few months, we will be apart. You know, I am very grateful to have friends like you. I have learned a lot from you, you

are my motivation, guyss. I hope our friendship doesn't end here, the 4 years we've been through with all the memories, joys and sorrows, all the obstacles of our ambitions, we've been through together. I hope we'll be successful people in the future, but promise not to forget me, and don't forget that we were together!

11. Also my little brother who I love like my brother, Vickri Febrian. You have to be a great person, I'm proud to know and have a brother like you. Don't leave your prayers, little brother, keep being a good person, and if you become a great person later, don't forget your brother.

12. To my friends who have given encouragement and input to the author in completing this thesis. Especially for my lovely bestie Olel, who graduates soon next year, and Topik, who graduates in this yearr, insyaallah yooo wak, so after that, I can get a wedding invitation from you. Hahaha.

13. The foreign students who participated in this study, shared their experiences and perspectives, which were invaluable to this research.

14. To all comrades, namely classmates of English Education UMSU batch 2020, especially class A afternoon who have always been a trigger for the author's enthusiasm in completing this thesis.

15. Friends and juniors of HMJ EEDSA UMSU, the place where I grew up, formed myself and forged my leadership spirit. Thank you to Mrs. Meysha Fadilla as my secretary who has accompanied me through the ups and downs in HMJ, and who always supports and listens to all my complaints in HMJ, I don't know what to say about you, Mei, thank you very much. I'm sure Mei, you will be a great person in the future, please don't forget me.

16. Thank you to all parties who have helped until the thesis is completed.

I hope that this thesis will serve as a valuable resource for educators, students, and researchers, promoting greater awareness and understanding of the importance of effective intercultural communication and adaptation.

May Allah SWT. always gives His grace and guidance to all of us so that we are always on the path of truth. Aamiin Ya Rabbal Alamin.

Assalamua'alaikum warahmatullahi Wabarakatuh.

Medan, 06 August 2024

Writer,

M. Khoirul Fahmi

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

1.1. Background of The Problem

Pluralism is a phenomenon that exists in human life, highlighting the interactions and communication that arise from encounters between different cultures (Zinaida, et al: 2022; 247). In the realm of education, intercultural communication plays a significant role. Based on data from the UNESCO Institute of Statistics, a significant number of Indonesian students pursued their education overseas in 2021, as reported by Dinata (2022). In 2021, As for the nation with the most students studying abroad in 2021, Indonesia came in at number 22 (Rossa, 2022).

In 2017, a significant number of study permit recommendations were made for foreign students in Indonesia. The percentage of foreign students in the diploma III and IV programs is 14.66%, in the undergraduate programs is 49.01%, in the master's programs is 8.78%, and in the doctoral programs is 1.59%. The percentages for course programs, student exchanges, and internships are 13.24%, 10.24%, and 2.29% respectively (Rizalfani, 2017).

It is evident from the data that intercultural communication significantly impacts the field of education. However, in reality, the challenges that frequently arise during intercultural communication in the field of education are cultural shocks, also referred to as culture shock. Experiencing culture shock is a common phenomenon when individuals find themselves in a new cultural environment. It

can be challenging and even emotionally taxing as they navigate unfamiliar surroundings and customs. Indications of culture shock include a sense of fear and hesitation towards unfamiliar circumstances and social interactions. This can stem from a lack of familiarity with the characteristics and icons associated with these situations (Ridwan, 2016: 197).

One of the regions that is home to foreign students and students from outside the region is Medan City, North Sumatra Province. Medan City, being one of the metropolitan cities in Indonesia, possesses its own unique charm when it comes to education and culture. Foreign students often encounter various challenges while pursuing their studies. These challenges often arise from variations in language, misunderstandings in nonverbal communication, preconceived notions and biases, inclinations to make judgments or assessments, and heightened anxiety (Barna in Moulita 2018: 36). Having a strong understanding of different cultures, being socially adept, and possessing effective intercultural skills can greatly enhance one's ability to adapt more efficiently. Furthermore, the environment plays a crucial role in facilitating the adjustment of students during their time in the host country (Mumpuni, 2015: 8).

In order to mitigate the impact of culture shock on foreign students in Medan City, it is essential to possess strong intercultural communication skills. This is because culture is an integral component of effective communication (Deddy, 2012: 29). The interaction between culture and communication is closely intertwined and constantly evolving. Effective communication is at the heart of any thriving culture,

as it is through communication that culture is shaped and developed. Intercultural communication involves the exchange of ideas and information between individuals from diverse backgrounds, acknowledging that culture is not fixed or universal. On the other hand, the culture that is established also shapes the way individuals within that culture communicate. It follows that a diverse society will have a diversified set of communication behaviors.

The author is interested in providing a strategy using Easy Culture (e-Culture) in Medan City to optimize the adaption of intercultural communication for foreign students. Integrative Communication Theory (ICT) and the idea of Intercultural Communication Competence (ICC) form the basis of E-Culture, a strategy. Next, the Medan Culture (M-Culture) app is designed to maximize this e-Culture strategy. It generates multiple feature designs, including M-Info, M-Hello, M-Dictionary, and M-Discussion. This application is tied to the idea of Bank Culture, which will provide a platform for international students from different parts of the world to learn about and immerse themselves in Medan City's culture. This strategy aspires to contribute to the achievement of the Sustainable Development Goals (SDGs) on target 10.7, which pertains to goal number 10 (Reduced inequality).

1.2. Problem Identification

Based on the background of the problems that have been described, several problems that can be identified are:

1. Cultural shock among international students due to cross-cultural

communication challenges in education.

2. Significant cultural exchange with a large number of Indonesian and international students studying abroad.

3. International students face mental stress and difficulty adapting to new social norms and symbols.

4. Language barriers, nonverbal communication issues, prejudice, and anxiety hinder international students' adaptation.

5. Effective intercultural communication skills are essential to support international students' adaptation in Medan.

1.3. Problem Limitation

To make this research more focused, several problem limitations are determine are:

1. Data limitation from UNESCO Institute of Statistics and reports on international students in Indonesia up to 2021.

2. Study focuses solely on intercultural communication adaptation of international students in Medan, North Sumatra.

3. Research is limited to international students at diploma, undergraduate, master's, and doctoral levels, including exchange programs and internships.

4. Limited access and availability of the M-Culture application for all international students.

5. Study period constraints may not reflect long-term changes or developments in

intercultural communication adaptation.

1.4. Problem Formulation

The formulation of the research problem is based on the background description that has been explained as follows:

1. How is the description of the culture shock phenomenon for foreign students in Medan City?

2. How is the regression analysis of the culture shock phenomenon with the cultural quality of foreign students in Medan City?

3. How is e-Culture's strategy in optimizing the adaptation of intercultural communication for foreign students in Medan City?

4. How is the analysis of the feasibility of ideas, SMART analysis and visualization of the SAHABAT concept in the e-Culture strategy?

1.5. Research Objectives

Based on the description of the research problem that has been explained, the research objectives are as follows:

1. Analyzing the cultural shock phenomenon experienced by foreign students in Medan City.

2. Performing a regression analysis on the relationship between the culture shock phenomena and the cultural quality of international students in Medan City.

3. The objective is to develop the Easy Culture technique to enhance intercultural

communication for foreign students in Medan City.

4. Performing a feasibility examination of ideas, utilizing SMART analysis and visualizing ideas using the SAHABAT concept inside the Easy Culture strategy.

1.6. Benefits of Research

This research is expected to provide various benefits, both theoretically and practically. These benefits are as follows::

1.6.1. Theoretical Benefits

1. **Advancement of Knowledge**

   This research will enrich the literature on intercultural communication, particularly in the context of international students experiencing culture shock in Indonesia. Identifying key factors influencing cross-cultural communication adaptation can provide new insights for the development of communication and social interaction theories.

2. **Reference for Future Research**

   The findings of this study can serve as a foundation for further research in the field of intercultural communication, particularly concerning the adaptation of international students in various cities in Indonesia or other countries. This research may inspire subsequent studies to explore the use of technology in facilitating cultural adaptation and cross-cultural communication.

1.6.2. Practical Benefits

1. **Enhancing International Students' Adaptation**

Developing the Easy Culture (e-Culture) strategy and the M-Culture application will assist international students in Medan in adapting more quickly and effectively to the new cultural environment. This application can serve as a practical tool for international students to overcome communication barriers and better understand local cultural norms.

2. **Supporting Educational Institutions**

Educational institutions in Medan can utilize the findings of this research to design more effective orientation and support programs for international students. With a better understanding of the challenges faced by international students, institutions can develop more inclusive and supportive policies and services.

3. **Promoting SDGs Implementation**

The proposed strategy in this research can contribute to achieving Sustainable Development Goals (SDGs) target 10.7, which relates to reducing inequality and promoting safe, orderly, and well-managed migration. The M-Culture application can promote safe, orderly, and responsible migration through policies and programs designed to support international students.

1.7. Product Specifications

The Easy Culture (e-Culture) strategy and M-Culture application are designed to facilitate the adaptation of international students to the cultural environment of Medan, North Sumatra. The product specifications are as follows:

1. General Description

Product Name : *M-Culture*

Product Type : Cultural learning application

Platfrom : Android dan iOS

Target Users : Foreign Student in Medan City

The "M-Culture" application has a menu display as follows:

1. M-Info

This feature provides valuable information and the latest news about the vibrant culture in Medan City. Users have the freedom to select their preferred areas of interest within culture, including food, fashion, places, and nature.

2. M-Event

This feature aims to enhance the involvement of international students in cultural events, festivals, and workshops organized both on campus and in the local community. This opportunity allows foreign students and migrants to engage directly with the host culture, enhancing their appreciation for cultural diversity and broadening their social connections.

3. M-Hello

Every foreign student and migrant will have access to a dedicated cultural mentor who will assist them in adjusting to the local culture. Our mentors are students from different universities in Medan City who are dedicated to establishing effective communication and offering valuable advice, guidance, and resources tailored to the specific needs and interests of international students. In addition, they

offer assistance to foreign students and migrants in navigating cultural obstacles and offer a source of emotional support. Naturally, the interaction that is established is conducted using a compelling and informative communication model.

4. M-Dictionary

This feature offers language learning modules specifically designed for international students. International students have the opportunity to utilize interactive language lessons, exercises, and tests to enhance their language skills. Furthermore, there are cross-cultural communication resources available to assist with navigating variations in verbal and nonverbal communication. This language learning application utilizes the Medan dialect and serves as an introduction to the language culture in Medan City.

5. M-Discussion

This feature offers an online platform where international students and migrants can connect and engage with others in Medan City. In this community, members can share their experiences, exchange cultural knowledge, and build strong social relationships. Engaging in group discussions, online forums, and other virtual activities fosters a sense of intercultural understanding and encourages mutual support.

6. M-Tour Video

This feature offers a virtual immersive experience that enables international students to familiarize themselves with and gain insights into the local culture prior to their arrival. By utilizing virtual tours, documentary videos, and interviews with

local residents, international students can enhance their understanding of the norms,

customs, and traditions of the culture they encounter.

Figure 1. Splash Screen and Home View of M-Culture Application

CHAPTER II

THEORITIQUE BASIS

2.1. Theoretical Framework

2.1.1. Culture

Culture plays a vital role in human life as it forms a key aspect of being accepted within a society (Melatiza, 2019). In communal life, a regional culture emerges when members share commonalities in thought and social life, which in turn give rise to practices that mark them apart from other communities (Apriadi, 2024: 3). The community's identity is shaped by the culture that evolves from inside it. One way in which people show their cultural identity is by being a part of a specific ethnic group or tribe (Liliweri, 2004). Distinctive features of a culture's identity include its language, rituals, and traditions.

Liliweri (2004) identifies several key aspects of cultural identity, including:

a. A person's conduct will conform to the standards established by their own culture because cultural identification is at the core of how individuals express their personalities.

b. Cultural identity as a strategy for coping with growing social issues.

c. Cultural identification as a formidable adversary in social life, suggesting that social inequality will worsen as the number of cultures grows as a result of interactions between them.

2.1.2. Culture Shock

Indonesia is a diverse country with many different kinds of people, each with their own unique racial and ethnic background, language, culture, habits, and customs (Rifana and Yuliani, 2023). Culture shock, defined as feelings of unfamiliarity and confusion upon seeing a different way of life, can be brought on by such variety, which is rich in its own right.

One common outcome of communicating across cultural boundaries is what is commonly known as "culture shock" (Apriadi, 2024: 5). People go through this when they relocate from one area to another because of the drastic changes in language, customs, and clothing that they see (Littlejohn, 2004; Kingsley and Dakhari, 2006; Balmer, 2009). (Ningtias, et al., 2024) The Canadian anthropologist Calervo Oberg used this word in 1960. Culture shock, according to Oberg (cited in Intan, 2019), is a common sensation for people who are thrust into a new cultural milieu and are unable to readily assimilate. Depending on the person, this pain may be mental or bodily (Hadawiah, 2019).

To make sure that communication flows well across cultures, cultural adaptation is crucial in the context of intercultural communication. When a person's home culture is drastically different from their new one, they may experience culture shock (Intan, 2019: 7). The individual's mental health and their ability to communicate are both impacted by this phenomenon.

Culture shock can cause a variety of negative emotions, including fear, insecurity, depression, and frustration (Lestari, 2013). This occurrence symbolizes how a person's mental health changes in response to various cultural and societal

factors (Sulaeman, 1995: 32). In order to lessen the impact of culture shock, travelers should familiarize themselves with the destination's culture, learn the language, and observe local customs before they go. Embracing a new culture might be challenging, but this cultural provision is here to help ease that transition. As a result, cultural adaptation serves to both ease cross-cultural contact and assist individuals in overcoming obstacles to better assimilate into their new surroundings.

2.1.3. Foreign Student

International students are individuals who are pursuing their education abroad. Assimilation is a challenging process due to the disparities in language, culture, education, and daily routines. The academic and social environment can be altered by international students.

Language barriers are a significant concern for international students. Language facilitates our ability to communicate, comprehend academic material, interact with others, and adapt to daily life. Misunderstandings, academic difficulties, and social isolation may result from an individual's inability to communicate in the language of the host country.

In addition to language barriers, international students must adjust to cultural disparities. Unfamiliarity with local norms, values, and customs can lead to culture shock. Individuals experience feelings of confusion, frustration, and discomfort when they adjust to a new culture. Cultural adaptation necessitates intellectual and social support, as well as time and effort.

The education systems of the host country and the native countries of international students may differ significantly. Assessments, instructional methodologies, and academic objectives may necessitate substantial modifications. Learning approaches of international students must be adjusted to accommodate the new framework. This challenge can be further exacerbated by variations in curriculum, teaching methodologies, and learning styles.

Social networking is a challenge for international students. These social networks are essential for the emotional and academic well-being of individuals. The learning and well-being of international students can be negatively impacted by their inability to socialize or isolation. Consequently, in order to facilitate the integration of international students, educational institutions must provide orientation, support, and social activities.

There are numerous advantages associated with international students. They provide academia with novel perspectives and cultural diversity. The interaction between local and foreign students can enhance global readiness, tolerance, and cross-cultural understanding.

To facilitate the success of international students, educational institutions must provide a variety of services and support. Assimilation is facilitated by orientation, academic advice, counseling, and extracurricular activities. An inclusive environment that fosters a sense of acceptance, support, and respect among international students is also essential.

International students face numerous obstacles; however, educational institutions and local communities may provide them with the support they need to achieve academic and personal success. Their presence benefits the academic and social community and enhances their study.

2.1.4. Intercultural Communication

Intercultural communication refers to the exchange of information and ideas between people who come from diverse cultural backgrounds (Apriadi, 2024: 5). Ginting (2022: 22) explains that intercultural communication encompasses the exchange of messages between individuals who possess distinct cultural backgrounds, as described by Samovar and Porter. This approach involves the utilization of common language, traditional principles, and regular routines (Daryanto, 2016). Cultural adaptation is necessary to facilitate adjustment and comprehension between communicative parties, hence mitigating the potential for cultural conflict (Ningtias, et al., 2024).

Culture significantly influences communication as it is a decisive aspect in the effectiveness of interactions. Individuals from diverse cultural backgrounds contribute the distinct traits and qualities of their own cultures. Sumatrans are recognized for their stringent and resolute accents, whilst Javanese typically communicate with a more subdued and tender tone. The variation in language is a contributing factor that hinders the process of students adapting (Kevinzky, 2011: 3). Migrant students frequently encounter challenges in assimilating and

acclimating to diverse cultural settings, primarily stemming from disparities in customs and social norms (Salwa Tsana Shabira & Rini Rinawati, 2023).

Students residing in unfamiliar regions must acclimate themselves to the local conventions and habits, frequently encountering culture shock, wherein they must acknowledge and conform to a novel culture. Culture shock refers to the experience of individuals when they encounter significant variations between the customs of their own country and those they encounter in a new location (Intan, 2019: 7). Nevertheless, certain pupils possess the ability to harmonize their own culture with the culture of their environment (Julyyanti, 2017: 2). The process of adaptation is crucial in order to facilitate effective communication and prevent problems arising from misinterpretation or misconceptions.

Intercultural communication plays a crucial role in fostering cultural understanding, shaping cultural identity, and promoting social cohesion within a multicultural society (Suryani, 2013). Intercultural communication encompasses the transmission of messages, values, norms, and cultural significances that facilitate individuals in comprehending and valuing the cultures of others. Through the comprehension and admiration of cultural disparities, individuals can diminish unease and promote more seamless adjustment. Furthermore, intercultural communication has the potential to reinforce or weaken established cultural stereotypes, while also influencing perceptions of "us" and "them," ultimately leading to improved social cohesion and integration.

2.1.5. M-Culture Application

To get optimal results, the idea of easy culture is optimized through an application design that the author named Medan culture (M-culture). M-culture is an application design that is informative and applicable in providing information and mitigation of culture shock problems for foreign students and migrants. The application design consists of 6 features:

1. M-Info

This feature offers valuable information and the most recent news about the dynamic culture in Medan City. Users are able to choose their preferred areas of interest within culture, such as food, fashion, places, and nature.

Fig 2. M-Info Feature

2. M-Event

This feature is designed to increase the participation of international students in cultural events, festivals, and workshops held both on campus and in the local community. This opportunity provides foreign students and migrants with a chance

to directly engage with the host culture, which can help them develop a deeper appreciation for cultural diversity and expand their social connections.

Figure M-Culture

3. M-Hello

Every foreign student and migrant will have the privilege of having a dedicated cultural mentor who will provide valuable assistance in adapting to the local culture. Our mentors are students from various universities in Medan City who are committed to fostering effective communication and providing valuable advice, guidance, and resources that are customized to meet the specific needs and interests of international students. Furthermore, they provide aid to international students and migrants in overcoming cultural barriers and serve as a valuable source of emotional guidance. Of course, the interaction that is established is conducted using a compelling and informative communication model.

Fig 4. M-Hello Feature

4. M-Dictionary

This feature provides language learning modules tailored for international students. International students can take advantage of interactive language lessons, exercises, and tests to improve their language skills. In addition, there are resources available to help with navigating differences in verbal and nonverbal communication across cultures. This language learning application is designed to provide an introduction to the language and culture of Medan City, specifically focusing on the Medan dialect.

Fig 5. M-Dictionary Feature

5. Discussion

This feature provides an online platform that facilitates connections and engagement among international students and migrants in Medan City. In this community, members can engage in meaningful discussions, share their valuable insights, and foster genuine connections with one another. Participating in group discussions, online forums, and other virtual activities promotes a sense of intercultural understanding and fosters mutual support.

Fig 6. M-Discussion Feature

6. M-Tour Video

This feature provides a virtual immersive experience that allows international students to become acquainted with and gain valuable insights into the local culture before they arrive. Through the use of virtual tours, documentary videos, and interviews with local residents, international students can deepen their knowledge of the norms, customs, and traditions of the culture they come across.

Fig 7. M-Tour Video Feature

2.1.6. Bank Culture

The idea of easy culture is integrated with the Bank culture innovation and correlated with the design of the M-culture application. Bank culture integrates the development of cognitive, affective and psychomotor domains. In its implementation, students from other countries and foreign students can gather at one meeting point (through the cultural register house) and carry out cultural learning. The cognitive aspect in this innovation includes teaching about knowledge, understanding, application, analysis and evaluation. Then, in the affective domain, it includes aspects of acceptance, responding and giving assessments, while the psychomotor domain can be optimized through imitation activities, applying the culture that has been learned. The following is a flow chart of the Bank culture innovation.
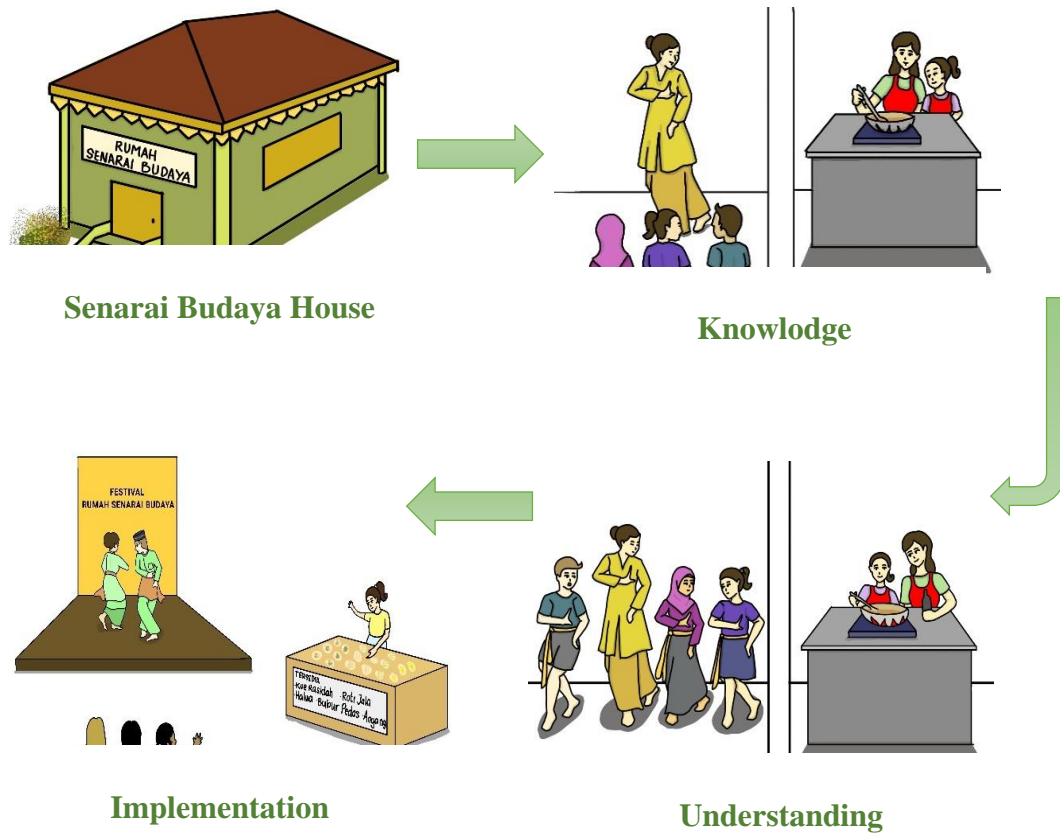
Senarai Budaya House

Knowlodge

Implementation

Understanding

Fig 8. Bank Culture Innovation

The innovation of Bank Culture comprises three stages of activities: knowledge, understanding, and implementation. Initially, this process begins with acquiring knowledge about various cultural aspects such as traditional clothing, regional dances, and local cuisines. Subsequently, it involves comprehending and attempting to learn these cultural elements in depth. Finally, the process culminates in the application and implementation of this knowledge through local cultural performances both domestically and internationally.

1. Knowledge Stage

The first stage involves the dissemination of information about Medan's diverse cultural heritage. This includes detailed descriptions and visual representations of traditional attire, regional dances, and authentic culinary practices. Educational workshops, seminars, and digital resources will be utilized to impart this knowledge to both local and international students.

2. Understanding Stage

The second stage focuses on deepening the participants' comprehension of the cultural elements introduced in the first stage. This includes interactive learning sessions, hands-on practice, and immersive experiences. Participants will engage in activities such as dance rehearsals, culinary workshops, and traditional garment fitting sessions to gain a practical understanding of the cultural nuances.

3. Implementation Stage

The final stage emphasizes the practical application of the acquired knowledge and understanding. Participants will showcase their learning through cultural performances and exhibitions. These events will be organized both within Medan and on international platforms to promote cultural exchange and appreciation. By actively participating in these performances, participants will not only demonstrate their understanding but also contribute to the preservation and promotion of Medan's cultural heritage.

This innovative approach serves as a preventive measure against culture shock for international students in Medan City. By systematically guiding participants through the stages of knowledge, understanding, and implementation,

the Bank Culture initiative ensures that they are well-prepared to navigate the cultural landscape of Medan. This comprehensive preparation helps mitigate the disorientation and anxiety typically associated with culture shock, thereby facilitating a smoother and more enriching intercultural experience.

2.1.7. Integration of the ICC (Intercultural Communication Competence) and the ICT (Integrative Communication Theory) in Realizing Intercultural Communication Adaptation

Being able to effectively communicate across cultural boundaries, think critically, and collaborate with others from diverse cultural origins are all components of intercultural communication competence (ICC) (Rahmawanti, et al., 2023: 45). According to Marrone (2005), Müllejans (2021), Marginson (2009), and Gourvès-Hayward (2004), intercultural communication competency is the ability to effectively engage with persons from diverse cultural backgrounds.

With the ability to effectively communicate across cultural boundaries, students of languages other than their own can better navigate the complex web of information that is the world's spoken languages (Aldosari, & Mekheimer, 2018; Kramsch, 2013). According to Mekheimer, Amin (2019) and Bennett and Bennett (2003), intercultural communication competence is the capacity to communicate successfully in varied cross-cultural contexts.

The ICT (Integrative Communication Theory) paradigm is applicable to the ability to communicate effectively across cultural boundaries. In his proposal of ICT, Young Yun Kim expanded upon the ideas put out by Milton Gordon (1954)

and Robert (William) Park (1964) as an integrative theory of communication for cross-cultural adaption. The goal of developing integrative communication theory for cross-cultural adaptation was to provide a unified framework for understanding how to adjust to a new culture while simultaneously establishing and maintaining meaningful relationships with locals there (Kim, 2017: 2). According to Kim (2001: 31), cross-cultural adaptation is the multi-stage process through which people adapt to new environments and subsequently form and sustain relationships that are stable, mutually beneficial, and functional. The combination of ICC and ICT influences the adaptability of intercultural communication.

2.2. Previous Research

Some previous studies that support the development and are related to this research are:

1. Ward, C. (2001). The Impact of Culture on Communication and Adaptation: Cross-Cultural Challenges for International Students. This study examines the psychological and sociocultural adaptation challenges faced by international students. Ward highlights the concept of culture shock, identifying key stressors such as language barriers, social isolation, and unfamiliar cultural norms. The research underscores the importance of cultural training and support systems in mitigating these challenges. Ward's findings on the psychological aspects of culture shock provide a foundational understanding for developing features within the M-Culture application, such as M-Hello and M-Discussion, which

aim to offer emotional support and foster community among international students.

2. Rizalfani, R. (2017). Intercultural Competence and Its Role in Education: A Study on Foreign Students in Indonesia. Rizalfani explores the role of intercultural competence (ICC) in the educational experiences of foreign students in Indonesia. The study identifies critical components of ICC, including cultural empathy, adaptability, and effective communication. It also highlights the role of educational institutions in facilitating the development of ICC among students. This research supports the incorporation of ICC principles into the M-Culture application, particularly through features like M-Info and M-Dictionary, which aim to enhance cultural knowledge and communication skills.

3. Mumpuni, R. (2015). Adaptation Strategies of International Students: Case Studies from Indonesian Universities. Mumpuni's research focuses on the adaptation strategies employed by international students in Indonesian universities. The study outlines various coping mechanisms, including seeking support from peers, engaging in cultural exchange activities, and utilizing language learning resources. The effectiveness of these strategies is analyzed through qualitative case studies. Insights from Mumpuni's study inform the design of adaptive features within the M-Culture application, such as M-Event and M-Tour Video, which facilitate cultural immersion and provide practical resources for adaptation.

4. Dinata, E. (2022). Enhancing Intercultural Communication through Technology: A Case Study of E-Learning Platforms. This research investigates the role of technology in enhancing intercultural communication among students. Dinata evaluates various e-learning platforms that integrate cultural content and communication tools to support international students. The study emphasizes the potential of technology to bridge cultural gaps and provide accessible learning resources. Dinata's findings highlight the importance of integrating technology in intercultural communication strategies, reinforcing the development of the M-Culture application as a comprehensive digital platform for cultural adaptation.

5. Zinaida, et al. (2022). Cross-Cultural Communication in Education: Challenges and Solutions. Zinaida and colleagues analyze the challenges faced by international students in cross-cultural communication within educational settings. The research identifies common issues such as linguistic differences, nonverbal communication misunderstandings, and cultural biases. The study proposes solutions including cultural sensitivity training and interactive communication workshops. The challenges and solutions identified by Zinaida et al. guide the development of features in the M-Culture application aimed at overcoming communication barriers, such as M-Hello and M-Discussion, which provide practical tools and platforms for interactive engagement. efektif.

2.3. Conceptual Framework

The conceptual framework for the Easy Culture (e-Culture) strategy and the M-Culture application is structured around two main theoretical foundations:

Integrative Communication Theory (ICT) and Intercultural Communication Competence (ICC). This framework aims to enhance the cultural adaptation process of international students in Medan through a technology-driven approach.

The following are the main elements that form the conceptual framework of this research:

1) **Integrative Communication Theory (ICT)**

   a) ICT posits that effective communication integrates various components, including linguistic skills, nonverbal cues, and contextual understanding, to facilitate meaningful exchanges.

   b) The e-Culture strategy leverages ICT to create an integrated communication platform (M-Culture) that addresses language barriers, provides cultural context, and fosters social interaction among international students and local residents.

2) **Intercultural Communication Competence (ICC)**

   a) ICC involves the ability to communicate effectively and appropriately in intercultural contexts, which requires cultural knowledge, empathy, and adaptability.

   b) The M-Culture application is designed to enhance ICC by offering resources that build cultural knowledge (M-Info), practical communication tools (M-Hello and M-Dictionary), and platforms for interactive engagement (M-Discussion).

3) **Key Components of the M-Culture Application**

a) M-Info Provides users with comprehensive information about Medan's culture, history, and daily life, enhancing their cultural knowledge and contextual understanding.

b) M-Hello Offers basic communication tools, including common phrases and greetings, to help users navigate everyday interactions.

c) M-Dictionary Functions as a multilingual dictionary, aiding in the translation of words and phrases, and facilitating better communication.

d) M-Discussion Serves as a forum for discussion and social interaction, allowing users to share experiences and seek advice from peers and locals

4) Integration with Bank Culture

a) Concept Bank Culture acts as a repository of cultural resources and activities, promoting immersive cultural experiences..

b) The integration with Bank Culture enables users to access event calendars, sign up for cultural activities, and participate in virtual tours, thereby enhancing their cultural immersion and engagement.

5) Outcomes and Goals:

a) By addressing communication barriers and providing cultural insights, the e-Culture strategy aims to reduce culture shock and facilitate smoother adaptation for international students.

b) The tools and resources offered by the M-Culture application are designed to build intercultural competence, enabling users to communicate more effectively and appropriately in the new cultural context.

c) The strategy supports Sustainable Development Goals (SDGs) target 10.7, promoting safe, orderly, and well-managed migration by providing a structured and supportive environment for international students.
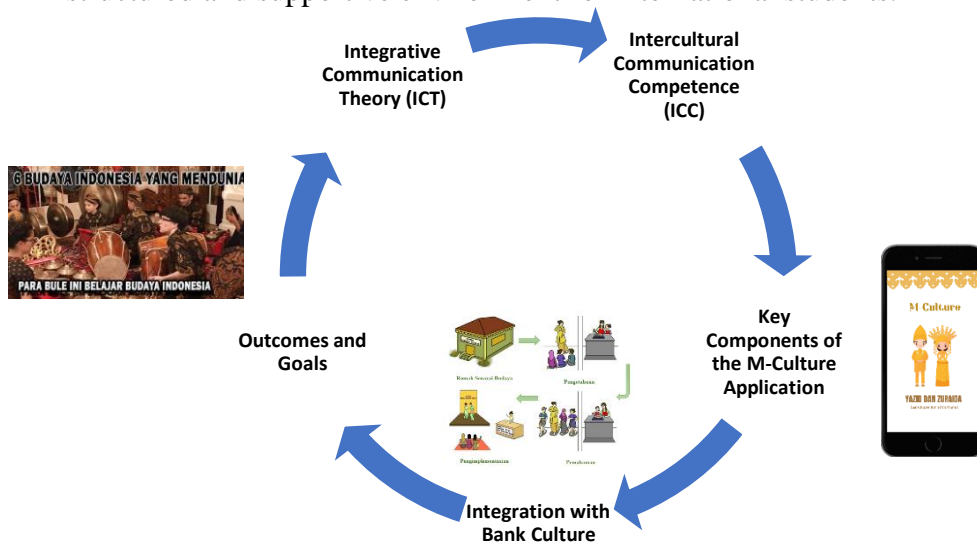

Fig 9. Conceptual Framework

With this conceptual framework, this research aims to provide a comprehensive solution to the identified problems, as well as improve the quality of cultural learning to prevent the culture shock phenomenon through innovation.

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the research methodology used to evaluate the M-Culture application in preventing culture shock among foreign students in Medan. The research employs both quantitative and qualitative approaches to measure the effectiveness and usability of the application. The study combines the System Usability Scale (SUS), in-depth interviews, and direct observations to gather comprehensive data on the usage of the M-Culture application.

3.1. Research Design

3.1.1. Research Approach

The research approach used in this study is mixed methods. This approach combines quantitative and qualitative data to provide a more comprehensive understanding of the usage and effectiveness of the M-Culture application.

3.1.2. Type of Research

The type of research conducted is evaluative. Evaluative research aims to assess the effectiveness and efficiency of a program or product. In the context of this research, the evaluation is carried out to assess how effective the M-Culture application is in preventing culture shock among foreign students in Medan.

3.2. Research Procedure

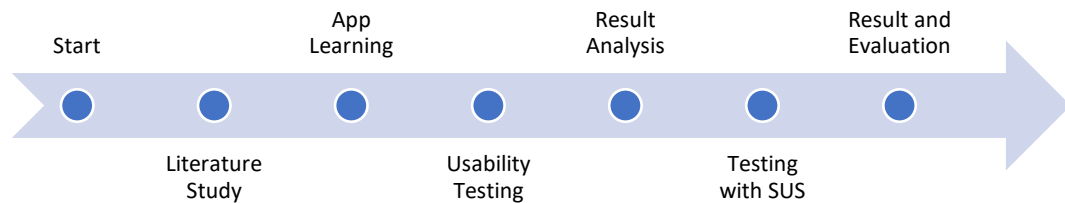The stages used in the research are shown in the Figure below:

Fig 10. Research Procedure

The research methodology employed in this study consists of several crucial steps. First, the problem or objectives of the research are identified. This is followed by a literature review to gather information and previous research relevant to the field.

Next, the development of the M-Culture application begins. This involves designing features and functionalities tailored to help foreign students in Medan adapt to the local culture. The application is designed to provide information about cultural norms, local customs, language assistance, and social integration.

After developing the application, a usability testing phase is implemented. This testing aims to evaluate how comfortably and effectively foreign students can use the M-Culture application. In this phase, users are assigned specific tasks and asked to provide feedback on their experience using the application. The results of the usability testing are then analyzed to gain a deeper understanding of the application's strengths and weaknesses. This analysis may include identifying encountered issues, potential improvements, and recommendations to enhance the user experience.

Subsequently, the System Usability Scale (SUS) testing method is employed to measure the satisfaction and usability of the M-Culture application more quantitatively. The SUS testing provides statistical data that can be processed to evaluate the overall user experience. Statistics serve as an essential tool in data analysis for drawing conclusions based on empirical evidence.

Finally, upon completion of all research stages, the study concludes, and the findings can serve as a foundation for further development or improvement of the M-Culture application.

3.3. Research Subjects

3.3.1. Population and Sample

The population of this study comprises all foreign students currently studying in Medan. The sample is selected using purposive sampling, where the sample is chosen based on specific criteria relevant to the research objectives. The criteria used are foreign students who have used the M-Culture application for at least one month.

3.3.2. Sampling Technique

The sampling technique used is purposive sampling. This technique is chosen because it allows the researcher to select the most relevant and appropriate sample according to the research criteria. The sample size for this study is 30 foreign students who meet the criteria.

3.4. Research Instruments

3.4.1. System Usability Scale (SUS)

The System Usability Scale (SUS) is an instrument used to measure the usability of the application. SUS consists of 10 questions with a Likert scale from 1 to 5, where 1 means strongly disagree and 5 means strongly agree. SUS provides a score that reflects the users' subjective views on the application's usability.

3.4.2. In-Depth Interviews

In-depth interviews are conducted to gather qualitative data about users' experiences with the M-Culture application. The interviews are guided by a structured interview guide that includes questions about users' experiences, difficulties, and satisfaction.

3.4.3. Direct Observations

Direct observations are conducted to see how users interact with the M-Culture application in real-life situations. This observation aims to identify issues that may not be revealed through questionnaires or interviews.

3.5. Research Procedure

3.5.1. Data Collection

Data collection is conducted in three stages: distributing SUS questionnaires, conducting in-depth interviews, and direct observations.

3.5.1.1. Distributing SUS Questionnaires

The SUS questionnaires are distributed to 30 foreign students who have used the M-Culture application. These questionnaires are used to collect quantitative data on the application's usability.

3.5.1.2. In-Depth Interviews

In-depth interviews were conducted with 10 out of the 30 foreign students, randomly selected. These interviews are conducted face-to-face and recorded for further analysis.

3.5.1.3. Direct Observations

Direct observations are carried out with 5 out of the 30 foreign students while they are using the M-Culture application. This aims to see firsthand how users interact with the application.

3.5.2. Data Analysis

Data analysis is carried out using mixed method approaches.

3.5.2.1. Quantitative Analysis

Quantitative data from the SUS questionnaires are analyzed using descriptive statistics. SUS scores are calculated and analyzed to provide an overview of the usability level of the M-Culture application.

3.5.2.2. Qualitative Analysis

Qualitative data from in-depth interviews are analyzed using thematic analysis. Interview transcripts are read and analyzed to identify key themes emerging from users' experiences. Data from direct

observations are also analyzed to identify issues that may not be revealed through questionnaires or interviews.

3.5.3. Validity and Reliability

To ensure the validity and reliability of the data, triangulation is conducted by comparing the results from the SUS questionnaires, in-depth interviews, and direct observations. Additionally, a pilot test of the instruments is conducted before the main research to ensure that the instruments measure what they are intended to measure.

3.5.4. Research Ethics

This research is conducted with attention to research ethics. All participants are provided with complete information about the research objectives and their rights as participants. Participants are required to sign an informed consent form before participating in the research. The collected data are kept confidential and used only for the purposes of this research.

3.6. Conclusion

This chapter has described the research methodology used to evaluate the M-Culture application. The mixed methods approach, combining quantitative and qualitative data, is expected to provide a comprehensive picture of the usage and effectiveness of the M-Culture application in preventing culture shock among foreign students in Medan. Using the SUS, in-depth interviews, and direct observations, this research aims to produce valid and reliable findings.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

4.1. Research Results

4.1.1. Simple Linear Regression Analysis

The final result of this study is a new innovation in the form of an application called M-Culture. To determine the effectiveness of the media, the author conducted a regression analysis of the relationship between the two variables to determine the effect of culture shock on quality culture on foreign students in Medan City. The data in this study were obtained from respondents consisting of foreign students and migrants from within and outside the country, using google.form with a total of 40 respondents as follows:
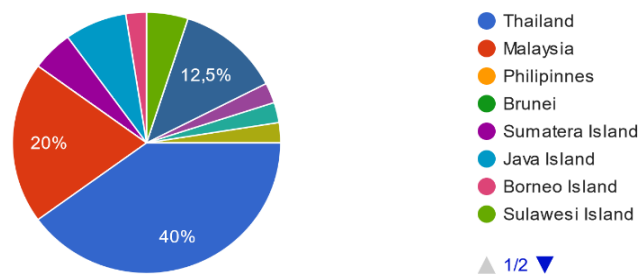
Origin Country/City
40 jawaban

Fig 11. Percentage of respondent countries

Based on the data provided, the survey reveals that a significant portion of the participants were international students. The highest percentage, 40%, originated from Thailand, while Malaysia accounted for 20%. Additionally, 12.5% of respondents hailed from Cambodia, with the remaining individuals representing various Indonesian islands. These foreign students pursued their education at

various universities in Medan City, with the breakdown as follows: UMSU at 62.5%, USU at 30%, and UNIMED at 7.5%. UMSU is the top choice for foreign students in Medan City, closely followed by USU and UNIMED. This distribution of students offers a comprehensive view of the cultural diversity present on these campuses and highlights the possibility of experiencing culture shock due to the interaction of different cultural backgrounds.

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	78.489	1	78.489	9.578	**.004[b]**
	Residual	311.411	38	8.195		
	Total	389.900	39			
a. Dependent Variable: CULTURE QUALITY						
b. Predictors: (Constant), CULTURE SHOCK						

Table 1. ANNOVA Table

A simple regression analysis was conducted using SPSS version 25 to examine the impact of culture shock on the cultural quality of foreign students in Medan City. The ANOVA analysis yielded a significant influence of culture shock on the quality of culture, as evidenced by a Sig value of 0.004 ($p < 0.05$). The F value of 9.578 further substantiates this finding, bolstering the idea that culture shock has a statistically significant impact on the perceived quality of culture among international students.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.449[a]	**.201**	.180	2.863
a. Predictors: (Constant), CULTURE SHOCK				

Table 2. Model Summary

In addition, the summary model shows that the R Square value of 0.201 suggests that culture shock accounts for 20.1% of the variation in culture quality. This indicates that while culture shock has a notable impact, the majority (79.9%) of cultural quality is influenced by unexplored factors in this study. These aspects may encompass the social milieu, assistance from the nearby community, orientation programs on campus, and the individual's personal adjustment.

This study highlights the significance of comprehending and controlling culture shock to enhance the cultural experience of foreign students in Medan City. In order to establish a more inclusive and supportive atmosphere for international students, it is necessary to implement comprehensive measures that address many aspects of support and social interaction, in addition to considering the considerable impact of culture shock. Therefore, universities located in Medan City have the potential to enhance the academic and social experience of international students, consequently enhancing the prestige of these institutions in the worldwide community.

4.1.2. Application Feasibility Analysis Using SUS (System Usability Scale)

In order to assess the viability and efficiency of the M-Culture application design, a trial was conducted using the SUS (System Usability Scale) questionnaire. This method was selected because the SUS questionnaire is a well-established tool for assessing system usability through subjective user evaluations. This questionnaire has been carefully crafted to gather feedback from respondents. It

includes a range of statement items that participants can rate on a Likert scale of 1-5. These items cover different aspects of the user experience, including ease of use, effectiveness, and efficiency of the application.

Information regarding the dimensions of the variables examined in this study was obtained by distributing questionnaires to 40 individuals who had utilized the M-Culture application. The participants included both foreign and local students who took part in this study to gain a thorough understanding of the application's usability. Every participant was requested to share their evaluation of the application, drawing from their personal experience. These assessments were subsequently analyzed using the SUS scale.
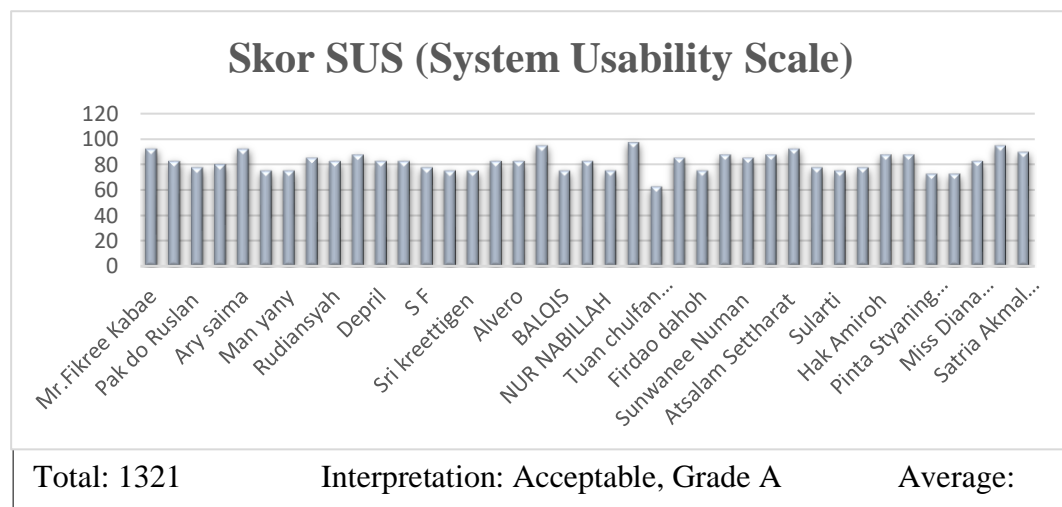

| Total: 1321 | Interpretation: Acceptable, Grade A | Average: |

Fig 12. SUS Analysis

Based on the analysis, it was found that the respondents' assessment had an average value of 83, indicating a rating of 4.1 out of 5. According to the SUS scale interpretation, a score above 80.3 is considered to be of excellent quality (Sauro, 2011). This demonstrates that the M-Culture application is highly user-friendly. On

the SUS scale, a Grade A signifies that most users find this application easy to use and have no major issues with navigating the interface or understanding its features.

This discovery offers a promising sign of the M-Culture application's success in meeting user needs, particularly in facilitating cultural interaction and helping foreign students adapt in Medan. This application has a strong usability value and shows great potential for wider and more sustainable application. The success of this trial also demonstrates that the interface design and functionality of the application have been meticulously crafted with a focus on user-centered design principles. This approach prioritizes the comfort and ease of use for end users, ensuring a seamless experience.

Overall, the feasibility and effectiveness test of the M-Culture application using the SUS questionnaire showed very satisfactory results. With a high average usability value, this application is proven to be easy to use and effective in supporting its main objective, which is to help foreign students in the process of cultural adaptation in Medan. These findings not only confirm the quality of the design and implementation of the M-Culture application, but also provide a strong foundation for further development and wider application in the future.

4.1.3. Idea Implementation Stage

The M-culture application design incorporates the house model method to facilitate the implementation of the Easy Culture (e-Culture) idea. This idea embodies the constituent elements necessary for constructing an optimal vision (Muhammad et al., 2022). The vision commences with the establishment,

symbolizing the M-Culture concept, which aims to mitigate the impact of cultural disorientation experienced by international students in Medan City. Next, the discussion proceeds to the pillars that symbolize the four phases of e-Culture implementation. At last, there is a roof that symbolizes the successful attainment of the objectives of the concept. The visualization is depicted in **Figure 12.**

Fig 13. The House Model Method of e-Culture

According to Figure 12, e-Culture consists of four stages that are mutually integrated and comprehensive. These stages are e-Culture-Ready, which involves program planning and coordination; e-Culture-Bisa, which focuses on research and

development; e-Culture-Sigap, which involves program implementation and actualization; and e-Culture-Pantas, which focuses on evaluating and developing the program's potential. The four steps are described as follows:

1. e-Culture-Siap, the initial phase involves identifying issues, planning the program, assembling a team for implementation, and collaborating with and seeking funders. Subsequently, a comprehensive examination of the factors and practicality of different elements of this innovation is required. At this juncture, a meticulously crafted plan is being readied for submission to stakeholders and investors.

2. e-Culture-Bisa, the second stage is utilized for doing research and development to assess the efficacy of the idea, along with a study of its economic viability.

3. e-Culture-Sigap, at this moment, a trial is being conducted to implement the notion through the design of the Medan culture (M-culture) application.

4. e-Culture-Pantas, monitoring and evaluation at this stage aims to assess the impact of the program on the community. Data collected from the evaluation is used to make continuous improvements. This stage also opens up opportunities for program expansion to other areas based on the success that has been achieved.

The implementation of the e-Culture concept through the M-Culture application, using the house model method, demonstrates a systematic and

complete approach to enhancing community ecoliteracy. This program follows a structured process consisting of four distinct stages: e-Culture-Ready, e-Culture-Bisa, e-Culture-Sigap, and e-Culture-Pantas. It emphasizes not only planning and implementation, but also evaluation and ongoing improvement. The successful implementation in Medan can serve as a prototype that can be duplicated in other regions in Indonesia, thereby enhancing the cultural quality and facilitating the assimilation of international students and immigrants in diverse areas.

4.1.4. Stages of Realizing the e-culture Idea

The implementation of the Easy Culture (e-Culture) concept through the M-Culture application is designed in four strategic stages that can be implemented within a two-year time span. Each stage is an integral part of the implementation and evaluation process that aims to ensure the success of this innovation. The following are details of each stage along with the implementation schedule:

Fig 14. Implementation of the Stages of Realizing the e-culture Idea

4.1.5. Work Plan Schedule

The e-Culture idea is designed to be implemented over five years, with a

detailed structured work schedule. The implementation process is divided into four main stages, each of which has a series of activities that must be completed within a specified period. Further details on the work plan schedule are presented in the form of a Gantt Chart as shown in Table 5.1.

No.	Activity	Year			
		1	2	3	4
e-Culture-Ready (Program Planning and Coordination)					
1.1.	Problem Identification	▓			
1.2.	Strategy formulation and formation of *the e-Culture team*	▓			
1.3.	Licensing, preparation of program proposals, and SOPs	▓			
1.4.	Search for cooperation partners and investors	▓			
1.5.	Program socialization	▓	▓	▓	
e-Culture-Bisa (Research and Program Development)					
2.1.	Research and Trial of Making Idea Realization Through M-culture		▓		
2.2.	Trial Idea Realization		▓		
2.3.	Application Feasibility Analysis Using SUS		▓		
e-Culture-Sigap (Program Implementation and Actualization)					
3.1.	Creating an Idea Realization Application			▓	
3.2.	App Design			▓	
3.3.	Application of *e-Culture Ideas* through M-*culture* to the community			▓	
3.4.	e-Culture *Program Training*			▓	▓
. *e-Culture-Appropriate* (Program Potential Evaluation and Development)					
4.1.	Program evaluation and satisfaction surveys				▓
4.2.	Integration of programs into regional regulations Medan City and North Sumatra Province				▓
4.3.	Recommendations and implementation of programs in the district and other cities				▓

Table 3. Gantt chart of e-Culture Program Implementation

4.1.6. Easy Culture Organizational Structure

The organizational structure of the Easy Culture (e-Culture) innovation is

specifically developed to ensure the successful and efficient implementation of each step of the program. This framework delineates the specific functions and obligations of each department inside the company to fully facilitate the execution of innovation. The organogram depicted in Figure 6.1 illustrates the hierarchical structure and work allocation within the organization.

Fig 15. Organogram *Easy Culture*

4.1.7. Cost Projections and Donor Partners

The realization of the Easy Culture (e-Culture) concept, achieved by creating the M-Culture application, necessitates a complete investment of Rp. 1,196,000,000. This cost breakdown encompasses the diverse elements necessary for the planning, development, and execution of the application, together with the assistance provided by donor partners who contribute to project financing. The expected investment expenses and donor funding are outlined in Table 6.1 below:

Cost Components	Quantity	Mondays	Price per Manday (Rp)	Total Cost (Rp)	Donor Partners
Business Analytics	1	40	2.000.000	80.000.000	Medan City Government, North Sumatra Provincial Government, Balitbang Budaya
System Analysis	2	50	1.500.000	150.000.000	North Sumatra Provincial Government, Technology Company
Back End Developer	4	120	1.000.000	480.000.000	Information Technology Companies, Private Investors
Front End Developer	4	120	750.000	360.000.000	Medan City Government, Start-up Company
Quality Assurance	2	60	500.300	60.000.000	Information Technology Companies, Certification Bodies
Writer Technician	2	60	300.000	36.000.000	Technical Book Publishers, Educational Institutions
Total	-	-	-	1.196.000.000	

Table 4. Investment Cost Projection and Donor Partners

This investment cost prediction encompasses all the necessary elements for the development and execution of the e-Culture application, ranging from business study to quality assurance. Every cost element represents the financial resources needed to realize the project's success, with donor partners playing a crucial role in

funding and executing different components of this invention.

Donor partners, regardless of whether they come from the government, corporate sector, or educational institutions, have a vital role in providing support for the project as a whole. This support encompasses not just financial assistance but also encompasses contributions in the form of infrastructure, technology, or specialized knowledge required for the successful and efficient of applications.

By implementing this comprehensive cost allocation, it is anticipated that the e-Culture project would be successfully executed, resulting in substantial benefits to the community and the achievement of the strategic objectives outlined in the work plan. Effective implementation is crucial to ensuring that the M-Culture application operates as intended and delivers a lasting positive influence on enhancing cultural comprehension in the city of Medan and its environs.

4.1.8. Stake Holders

To obtain the best results, the implementation of the e-Culture concept necessitates collaboration from diverse partners. Each partner has a distinct role and duty in ensuring the success of this initiative. The specific responsibilities and powers of each collaborating partner are outlined as follows:

Cooperation Partners	Assignment	Authority
North Sumatra Provincial Government	Helping to socialize and support the realization of e-Culture ideas through the M-Culture application.	Provide facilities, coordinate between government agencies, and facilitate the implementation of

		programs.
Medan City Government Cultural Office	Assisting in research on the idea of M-Culture application innovation.	Direct research activities and provide access to cultural resources and related information.
Influencers	Marketing and introducing the M-Culture application to the community.	Disseminate information through the media, promotional campaigns, and build a positive image of the application.
The Young Generation and the People of Medan City	Become a volunteer to provide cultural information to foreign students.	Provide direct support in understanding local culture and act as cultural ambassadors.

Table 5. Collaborative partners in program implementation

By involving various partners who have clear roles and responsibilities, it is expected that the e-Culture program can be implemented effectively and provide a significant positive impact on the community and foreign students in Medan City. Collaboration between these partners will ensure that every aspect of the implementation of the M-Culture application is well coordinated, supports the achievement of program objectives, and meets the expectations of all parties involved.

4.2. Discussion

HistoMath: The objective of implementing the Easy Culture (e-Culture) idea via the M-Culture application is to address the cultural disorientation experienced by international students in Medan City. The research findings indicate that culture

shock accounts for 20.1% of the variation in the cultural quality of international students. This suggests that culture shock plays a considerable, but not dominant, role in their adaption process. This finding aligns with the literature which asserts that culture shock is a phenomenon that can damage all facets of individuals' lives when they relocate to a different cultural setting. It leads to emotional and psychological difficulties that hinder their adaptation to the new culture.

Foreign students in Medan City may encounter challenges in assimilating to distinct social conventions, languages, and educational systems that diverge from those of their own countries. The constraints of adaptation have a direct influence on the quality of their encounters in the unfamiliar setting. Nevertheless, the R-squared value of 20.1% suggests that cultural shock is not the sole determinant of cultural quality. Additional elements, including interpersonal skills, prior exposure to different cultures, social support from friends and family, and support programs provided by institutions, can significantly influence the process of adaption.

To mitigate the effects of culture shock and enhance the level of adjustment for international students, it is imperative for universities in Medan City, particularly UMSU, USU, and UNIMED, to bolster their support programs. These programs must incorporate thorough intercultural communication training, extensive orientation courses on the local culture, and sufficient psychological support. Enhanced training and orientation programs can facilitate international students in comprehending and adapting to the cultural norms and expectations of their new surroundings, thereby mitigating disorientation and enhancing their

overall experience.

Moreover, the establishment of cultural mentors from the local student body might offer supplementary assistance in the process of adapting. These mentors will offer practical support to overseas students, aiding them in comprehending and maneuvering through local social and cultural conventions. Engaging in organized exchanges between international and local students through mentoring programs and collaborative cultural events has the potential to diminish cultural obstacles, expedite the process of adapting to new environments, and enhance social cohesion among students from diverse backgrounds.

While the M-Culture application has demonstrated efficacy in mitigating culture shock, there are still various suggestions for its continued enhancement. Prioritizing the inclusion of a diverse range of respondents with various cultural backgrounds in the application testing process is crucial to ensure equitable satisfaction of all users' needs. Furthermore, it is essential to thoroughly examine and incorporate user feedback about particular elements that may require further enhancement in the subsequent design iteration. It is important to consider the implementation of supplementary functionalities that enhance social interaction and collaboration among users to enhance the usability and attractiveness of the application.

By integrating these discoveries with the suggestions for improvement, the utilization of e-Culture via the M-Culture program can yield enhanced advantages in facilitating the adjustment of international students to their unfamiliar cultural

milieu. Enhancing university support programs, refining application features, and conducting tests with individuals from various cultural backgrounds can enhance the efficacy of this application, streamline the adaption process, and ultimately enhance the experience of international students in Medan City. The M-Culture application has the potential to be a valuable aid in overcoming culture shock and encouraging successful cultural integration, thanks to its thorough and user-focused approach.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusion

Based on the research findings and discussion in this research, the following conclusions can be drawn:

1. The Easy Culture (e-Culture) concept via the M-Culture application shows promise in aiding foreign students in Medan City with cultural adaptation. Culture shock is identified as contributing 20.1% to the cultural challenges faced by these students. However, other factors like interpersonal skills, social support, and university assistance programs also play significant roles.

2. The e-Culture concept implementation involves four stages: e-Culture-Ready, e-Culture-Can, e-Culture-Sigap, and e-Culture-Speed. These stages cover problem identification, program design, research and development, testing, implementation, and evaluation to ensure a comprehensive approach.

3. The M-Culture application scored an 83 on the System Usability Scale (SUS), indicating strong user-friendliness and overall usability. The positive reception suggests that the application meets most of its design objectives effectively.

4. Despite its success, the application has room for enhancement, particularly in adding features that promote social interaction and collaboration among users to further support the cultural adaptation process.

5.2. Suggestion

Based on the research results and conclusions above, the following things can be suggested:

1. In order to enhance the efficacy of international students' adjustment, it is imperative for universities in Medan City, particularly UMSU, USU, and UNIMED, to bolster their support programs. These programs ought to incorporate more extensive intercultural communication training, more thorough introduction courses on local culture, and sufficient psychological support. These trainings can facilitate the comprehension of local cultural norms and expectations among international students, mitigate feelings of disorientation, and augment their overall experience in a novel area.

2. Universities should offer cultural mentoring initiatives that pair local students with overseas students. Mentors can help international students negotiate local social and cultural norms by providing everyday life advice. Mentoring programs and shared cultural events help lessen cultural barriers and speed up adaptation for international and local students.

3. To ensure that the M-Culture application meets the needs of all users, more testing with responses from different cultural backgrounds is needed. User comments on features that need improvement should be analyzed to improve the application design. User feedback will inform design updates to keep the app relevant and effective for cultural adaption.

4. Development of Social and Collaborative elements: User interaction and

collaboration elements are also crucial. These features can improve app use and strengthen international and local student social networks. Cultural projects may use discussion forums, interest groups, or collaboration. By improving social characteristics, M-Culture can help international students feel more connected and adapt.

5. Based on the evaluation results, the M-Culture application and e-Culture idea can be implemented in additional Indonesian regions. Experience and lessons from Medan City can be used to adapt the program in other places. The Medan City study should be utilized to adapt the program to local requirements and peculiarities in different places.

6. Engaging strategic partners, such as the provincial government, cultural office, influencers, and local communities, is crucial for the successful implementation of e-Culture. The government and cultural authorities can facilitate the dissemination and endorsement of the program, while influencers can promote the application to a broader audience. Young individuals and local communities, when serving as volunteers, have the ability to offer immediate assistance to international students and facilitate their seamless integration.

REFERENCES

Andhika Dinata, (2022). *Indonesia Peringkat 22 Dunia, Negara dengan Siswa Terbanyak di Luar Negeri*. URL: Indonesia Peringkat 22 Dunia, Negara dengan Siswa Terbanyak di Luar Negeri | Pendidikan (gatra.com). Diakses pada tanggal 11 April 2022.

Apriadi, B. (2024). *Strategi komunikasi antar budaya mahasiswa etnis Melayu Kuansing dalam menghadapi culture shock di Fakultas Dakwah dan Komunikasi UIN Suska Riau* (Skripsi). UIN Suska Riau.

Awalia, R.N., Arifin, N.H.S., Kaswanto. (2017). "Kajian Karakter Pembentuk Lanskap Budaya Masyarakat Adat Kajang di Sulawesi Selatan". *Jurnal Lanskap Indonesia*. 9 (2): 92-100.

Badan Pusat Statistik Kota Medan, (2023). *Kota Medan Dalam Angka 2023*. CV. E'Karya.

Badan Perencanaan Pembangunan Daerah Kota Medan. (2013). *Bangunan-bangunan Bersejarah di Kota Medan*. Medan (ID): Pemko Medan.

Barrett, M. D., Huber, J., & Reynolds, C. (2014). *Developing intercultural competence through education*. Routledge.

Chen, Y., Zheng, J., Wu, D., et al. (2020). Application of the PDCA cycle for standardized nursing management in a COVID-19 intensive care unit. *Annals of Palliative Medicine, 9*(3), 1198–1205.

Daryanto. (2016). *Teori Komunikasi* (Cetakan 1). Gava Media.

Deddy, M. (2012). *Ilmu komunikasi: Suatu pengantar*. Remaja Rosdakarya. hlm. 29.

Devinta, M., Hendrastomo, N., & Grendi. (2015). Fenomena culture shock gegar budaya pada mahasiswa perantauan di Yogyakarta. *Jurnal Pendidikan Sosiologi, 1*, 115-123.

Dinata, A. (2022). Indonesia peringkat 22 dunia, negara dengan siswa terbanyak di luar negeri. Diakses dari https://www.gatra.com/news-548630-pendidikan-indonesia-peringkat-22-dunia-negara-dengan-siswa-terbanyak-di-luar-negeri.html pada 11 April 2022.

Effendy, O. U. (2005). *Dasar-dasar komunikasi*. Remaja Rosdakarya. hlm. 301.

Fitri, I., Ratna Sitorus, R., & Affan, M. (2017). Cultural mapping of the heritage

districts in Medan, North Sumatra. *IOP Conference Series: Materials Science and Engineering, 180*(1), 1-8. https://doi.org/10.1088/1757-899X/180/1/012088.

Gonzales, N. A., Knight, G. P., Mongan Lopez, A., Saenz, D., & Sirolli, A. (2002). Acculturation and the mental health of Latino youths: An integration and critique of the literature. In J. M. Contreras, K. A. Kems, & A. M. Neal Barnet (Eds.), *Latino children and families in the United States: Current research and future directions* (pp. 45-74). Praeger.

Hadawiah, H. (2019). Fenomena (Gegar Budaya) Pada Mahasiswa Perantauan Di Universitas Muslim Indonesia. *Al-MUNZIR, 12*(1), 149. https://doi.org/10.31332/am.v12i1.1310.

Hasibuan, M. S. R., Nurhayati, & Kaswanto. (2014). Karakter lanskap budaya rumah larik di Kota Sungai Penuh, Provinsi Jambi. *Jurnal Lanskap Indonesia, 6*(2), 13-20.

Intan, T. (2019). Gegar Budaya Dan Pergulatan Identitas Dalam Novel *Une Année Chez Les Français* Karya Fouad Laroui. *Jurnal Ilmu Budaya, 7*(2), 165–166.

Kevinzky, M. H. (2011). *Proses dan dinamika komunikasi dalam menghadapi culture shock pada adaptasi mahasiswa perantauan (kasus adaptasi mahasiswa perantau di UNPAD Bandung)* (Skripsi). Universitas Indonesia.

Khadijah, K. (2018). Model komunikasi antarbudaya etnis Madura dan etnis Dayak di Desa Basawang, Kabupaten Kotawaringin Timur, Provinsi Kalimantan Tengah. *Jurnal Transformatif (Islamic Studies), 2*(1), 100–110.

Kim, Y. Y. (2001). *Becoming intercultural: An integrative theory of communication and cross-cultural adaptation*. SAGE.

Kim, Y. Y. (2017). Integrative communication theory of cross-cultural adaptation. In *International encyclopedia of intercultural communication*. John Wiley & Sons, Inc. https://doi.org/10.1002/9781118783665.ieicc0041

Lestari, C. (2013). *Faktor-Faktor yang Berperan dalam Culture Shock pada Mahasiswa Baru FK UII Angkatan 2011*. Universitas Islam Indonesia.

Li, X., & Chen, W. (2014). Facebook or Renren? A comparative study of social networking site use and social capital among Chinese international students in the United States. *Computers in Human Behavior, 35*, 116–123. https://doi.org/10.1016/j.chb.2014.02.020

Lu, M. N., Zhang, B. L., Dai, Q. H., et al. (2022). Application of the plan-do-check-

act cycle in shortening the decision to delivery interval time. *Risk Management and Healthcare Policy, 15*, 1315–1323. https://doi.org/10.2147/RMHP.S336246

Kevinzky, M. Z. (2011). *Proses dan dinamika komunikasi dalam menghadapi culture shock pada adaptasi mahasiswa perantauan (kasus adaptasi mahasiswa perantau di UNPAD Bandung)*. Universitas Indonesia. hlm. 3.

Malik, M. Z. A., Shoukat, B., & Kharal, A. A. (2023). Foreign students' intercultural adaptation at IIUI: An intercultural pragmatic study. *Journal of Languages, Culture and Civilization, 5*(1), 47-62. https://doi.org/10.11648/j.jlcc.20230501.14

Mei Sara Nita Br. Ginting. (2022). *Pola Komunikasi Mahasiswa Perantau Etnis Karo Yang Mengalami Culture Shock Dalam Interaksi Sosial* (Studi pada Mahasiswa Perantau Etnis Karo di Universitas Lampung) (Skripsi). Universitas Lampung.

Mekheimer, M. A. (2019). Developing and assessing the relationship between intercultural communication competence and intercultural sensitivity in the EFL classroom. *Journal of Research in Curriculum, Instruction and Educational Technology, 5*(3), 107-134. https://doi.org/10.9734/jrciet/2019/v5i330159

Moulita. (2018). Hambatan komunikasi antarbudaya di kalangan mahasiswa. *Jurnal Interaksi, 2*.

Ningtias, M. A., Lubis, F. O., & Susanto, T. (2024). Adaptasi budaya dan akomodasi komunikasi peserta inbound pertukaran mahasiswa Merdeka angkatan 1 Universitas Muhammadiyah Makassar. *Dawatuna: Journal of Communication and Islamic Broadcasting, 4*(3), 1344-1354. https://doi.org/10.47467/dawatuna.v4i3.1114

Park, I. J. K. (2007). Enculturation of Korean American adolescents within familial and cultural contexts: The mediating role of ethnic identity. *Family Relations, 56*(4), 403-413. https://doi.org/10.1111/j.1741-3729.2007.00473.x

Patawari, M. Y. (2020). Adaptasi budaya pada mahasiswa pendatang di kampus Universitas Padjadjaran Bandung. *Jurnal Manajemen Komunikasi, 4*(2), 103–112.

Ramadani, D., Hakam, M. F. I., Islam, S. A., & Iskandar, I. (2023). Pengajaran bahasa Inggris dan intercultural communication competence: Analisis pidato Helena Merschdorf. *JSIM: Jurnal Ilmu Sosial dan Pendidikan, 3*(6), 365-381.

Ridwan, A. (2016). *Komunikasi antarbudaya: Mengubah persepsi dan sikap dalam meningkatkan kreativitas manusia*. CV Pustaka Setia.

Rifana, A. M., & Yuliani, N. (2023). Analisa komunikasi antar budaya mahasiswa pendatang di Universitas Sultan Ageng Tirtayasa. *Triwikrama: Jurnal Multidisiplin Ilmu Sosial, 2*(3), 123-132.

Said, M. (2021). Wali kota Medan ingin bangkitkan budaya lewat revitalisasi Lapangan Merdeka. *Antarasulut.com*. Diakses dari https://antarasulut.com/berita/2021/wali-kota-medan-ingin-bangkitkan-budaya-lewat-revitalisasi-lapangan-merdeka pada 13 April 2023.

Salmah, I. (2016). Culture shock dan strategi coping pada mahasiswa asing program dharmasiswa (studi kasus pada mahasiswa asing program darmasiswa Samarinda). *Psikoborneo, 4*(4), 857-867. http://dx.doi.org/10.30872/psikoborneo.v4i4.4245

Salwa Tsana Shabira, & Rini Rinawati. (2023). Pola Komunikasi Antarbudaya Mahasiswa Perantau Asal Pontianak di Kota Bandung. *Bandung Conference Series: Public Relations, 3*(2), 992–998. https://doi.org/10.29313/bcspr.v3i2.9437.

Samovar, L. A., Porter, R. E., & McDaniel, E. R. (2014). *Komunikasi lintas budaya (Communication between cultures)*. Sage Publications.

Sauro, J. (2011). Measuring usability with the System Usability Scale (SUS). *MeasuringU.com*. https://measuringu.com/sus/. Diakses pada 24 Mei 2023.

Setyono, B., & Widodo, H. P. (2019). The representation of multicultural values in the Indonesian Ministry of Education and Culture endorsed EFL textbook: A critical discourse analysis. *Intercultural Education, 30*(4), 1-15. https://doi.org/10.1080/14675986.2019.1548102

Suryani, W. (2013). Berbagai budaya berbagai makna. *Jurnal Farabi, 10*, 1–5.

Syahputra, A. (2021). Revitalisasi Lapangan Merdeka dan penataan kota tua untuk pelestarian budaya. *ANTARA News Sumatera Utara*. Diakses dari https://antarasumut.com/berita/2021/revitalisasi-lapangan-merdeka-dan-penataan-kota-tua-untuk-pelestarian-budaya. Diakses pada 12 April 2023.

Syam, F. H. (2019). Kajian potensi lanskap untuk pengembangan wisata sejarah Kota Medan. *Jurnal Lanskap Indonesia, 11*(2), 48-54.

Utami, L. S. S. (2015). Teori-teori adaptasi antar budaya. *Jurnal Komunikasi, 7*(2), 185.

Vania Rossa. (2022). Indonesia jadi salah satu negara dengan jumlah siswa belajar di luar negeri terbanyak di tahun 2021. *Suara.com*. Diakses dari https://suara.com/berita/2022/indonesia-jadi-salah-satu-negara-dengan-jumlah-siswa-belajar-di-luar-negeri-terbanyak-pada-tahun-2021. Diakses pada 11 April 2022.

Ward, C., Bochner, S., & Furnham, A. (2001). *The psychology of culture shock* (2nd ed.). Routledge & Kegan Paul.

_____ (2005). *The psychology of culture shock* (2nd ed.). Routledge.

Yayuk Julyyanti. (2017). *Dinamika sosial komunikasi dalam culture shock pada mahasiswa perantau (studi kasus mahasiswa Nagekeo Unimus Makassar)*. Universitas Muhammadiyah Makassar.

Young, T., & Sercombe, P. (2010). Communication, discourses and interculturality. *Language and Intercultural Communication, 10*(3), 181–188. https://doi.org/10.1080/14708477.2010.489162

Yueqin, H. A. N. (2013). Research on fostering intercultural communication competence of foreign language learners. *Cross-Cultural Communication, 9*(1), 5–12. https://doi.org/10.3968/j.ccc.1923670020130901.3203

Zhou, Y., Jindal-Snape, D., Topping, K., & Todman, J. (2008). Theoretical models of culture shock and adaptation in international students in higher education. *Studies in Higher Education, 33*(1), 63–75. https://doi.org/10.1080/03075070701794833

Zinaida, R. S., & L. S. R. P. (2022). Identity and cultural shock of foreign students in Palembang. *International Journal of Social Science Research, 4*(4), 247-261. https://doi.org/10.5296/ijssr.v4i4.19970

.

ATTACHMENT

Attachment 1. M-culture Application Feature Design

Figure 1. Splash Screen, Initial Display and Login Menu

Figure 2. Home View, M-Info and M-Event Features

Figure 3. M-Hello, M-Discussion and M-Dictionary Features

Figure 4. M-Tour Video Features

Attachment 2. Documentation of PILMAPRES and Gemastik Nasional Journey in 2023

Attachment 3. Results of the Culture Shock Analysis Questionnaire for Foreign Students in Medan City

Age
40 jawaban
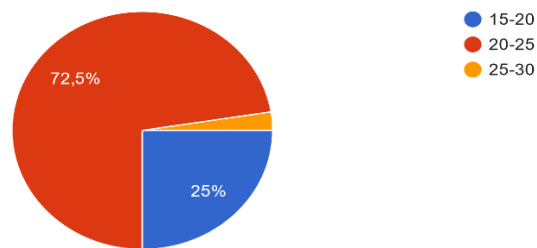
Fig 1. Percentage of Respondents' Age

1. Do you feel strain from the effort to adapt to a new culture? (Apakah Anda merasa tegang dari upaya untuk beradaptasi dengan budaya baru?)
40 jawaban
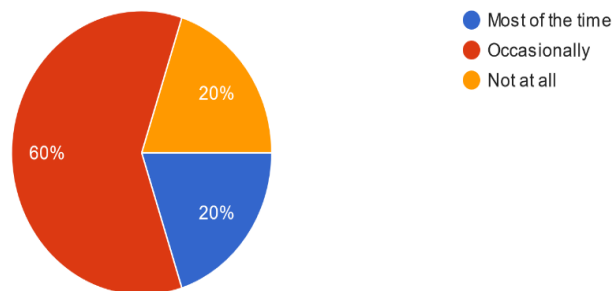
Fig 2. Respondents' Understanding of the Culture Shock Phenomenon

2. Have you been missing your family and friends back home? (Apakah Anda merindukan keluarga dan teman-teman Anda di rumah?)
40 jawaban
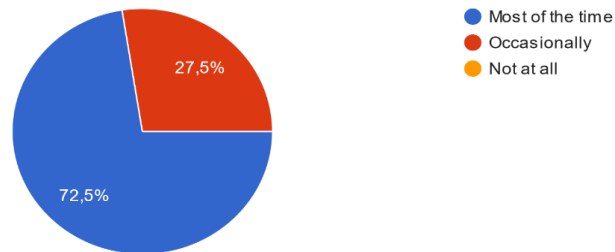
Fig 3. Percentage of Types of Culture Shock Phenomena Experienced

3. Do you feel generally accepted by local people in the new culture? (Apakah Anda merasa diterima secara umum oleh masyarakat lokal dalam budaya baru?)
40 jawaban
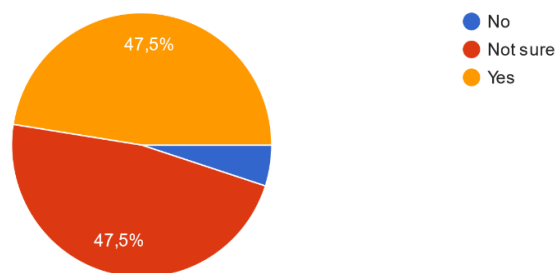
Fig 4. Percentage of Respondents' Efforts in Dealing with the Phenomenon of Culture Shock

4. Do you ever wish to escape from your new environment altogether? (Apakah Anda pernah merasa ingin melarikan diri dari lingkungan baru Anda sama sekali?)
40 jawaban
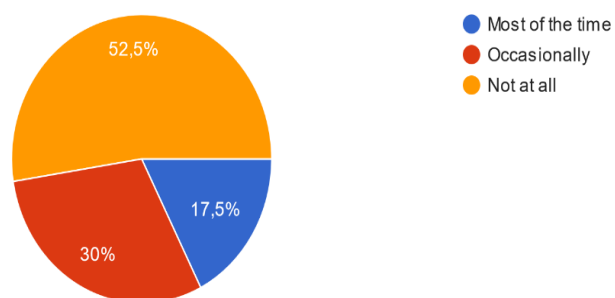
Fig 5. Percentage of Obstacles Experienced by Respondents

5. Do you ever feel confused about your role or your identity in the new culture? (Apakah Anda pernah merasa bingung tentang peran atau identitas Anda dalam budaya baru?)

40 jawaban
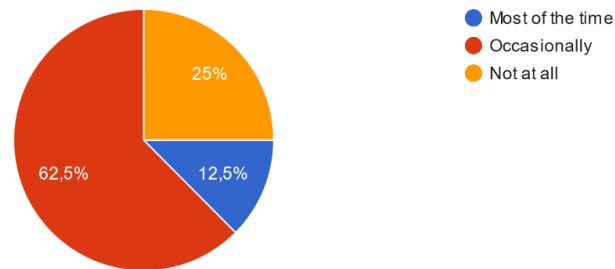
Fig 6. Percentage of Reasons Respondents Take on Roles in New Cultures

6. Have you found things in your new environment shocking or disgusting? (Pernahkah anda menemukan hal-hal di lingkungan baru anda secara mengejutkan atau menjijikkan?)

40 jawaban
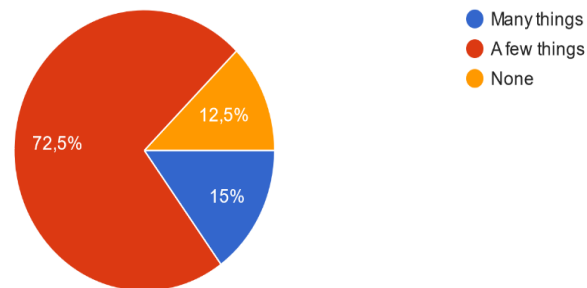
Fig 7. Percentage of Respondents' Opinions Regarding Electability in the

Environment

7. Do you ever feel helpless or powerless when trying to cope with the new culture? (Apakah Anda pernah merasa tidak berdaya ketika mencoba mengatasi budaya baru?)

39 jawaban
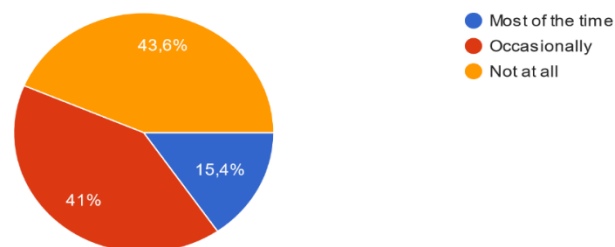
Fig 8. Percentage of Respondents Regarding the Condition of Students Facing

Culture Shock

Attachment 4. Questionnaire Results of Foreign Student Cultural Quality in Medan City

1. Understand individuals with each other with feelings and thoughts from different cultures. (Memahami individu yang satu dengan ya...asaan serta pemikiran dari budaya yang berbeda)
39 jawaban
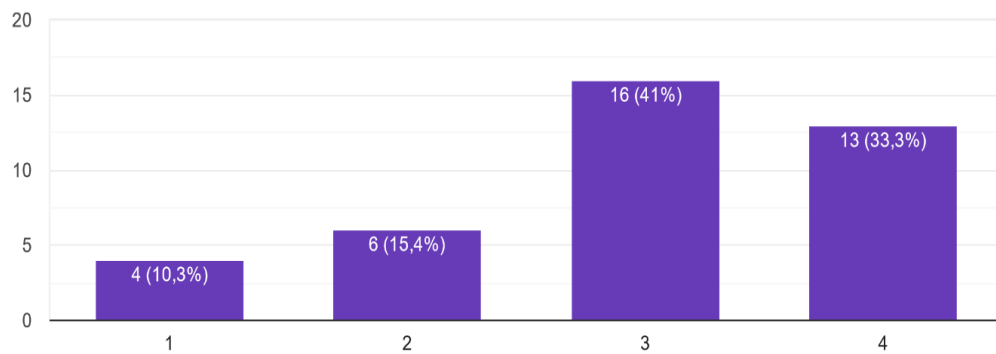
Fig 1. Respondents' Responses Regarding Cultural Differences

2. I like to increase my knowledge about the culture of other countries and am interested in learning about it (Saya suka menambah pengetahuan tentang ... negara lain dan tertarik untuk mempelajarinya)
40 jawaban
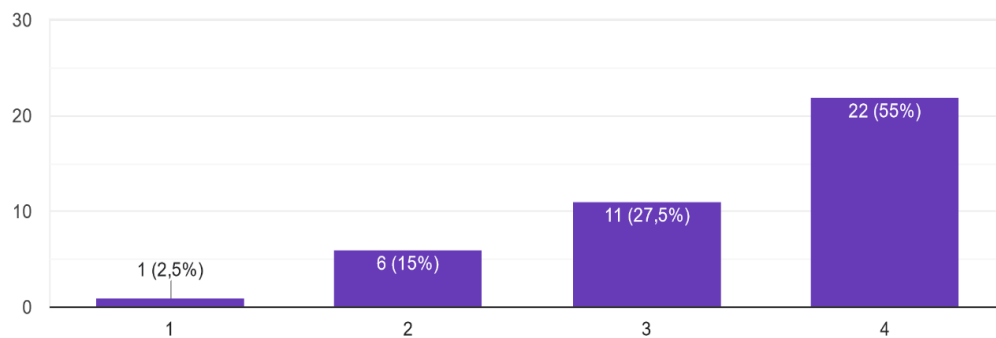
Fig 2. Respondents' Responses Regarding Foreign Culture

3. I made friends with various people from different
regions. (Saya berteman dengan berbagai orang dari berbagai daerah)
40 jawaban
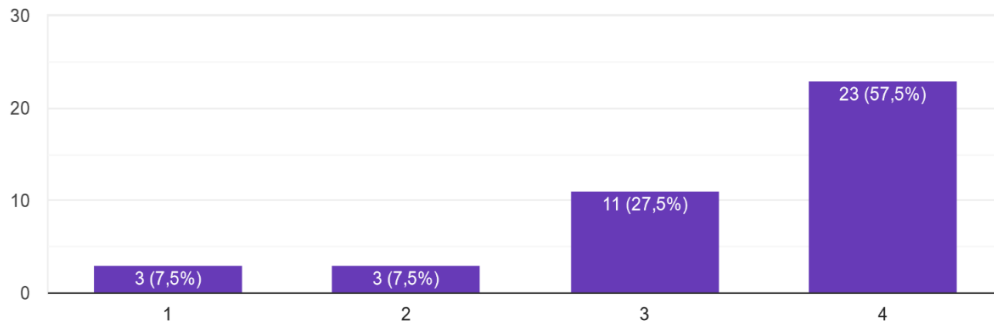
Fig 3. Respondents' Responses Regarding Cross-Cultural Students

4. I want to know more about the origin of the culture in Medan City (Saya ingin lebih mengetahui asal usul budaya yang ada di Kota Medan)
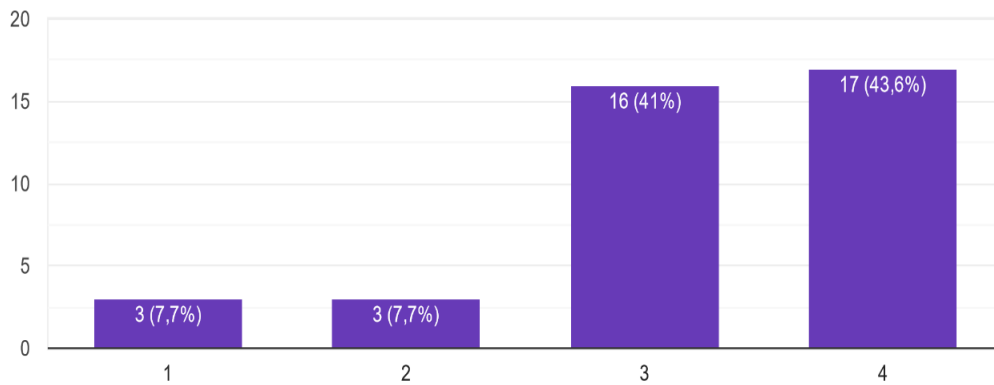39 jawaban

Fig 4. Respondents' Responses Regarding Medan City Culture

5. I reminded my friend to do his duty to pray even though I am not a Muslim (Saya mengingatkan teman saya untuk melakukan kewajibannya untuk sholat walaupun sayabukan seorang muslim)
38 jawaban
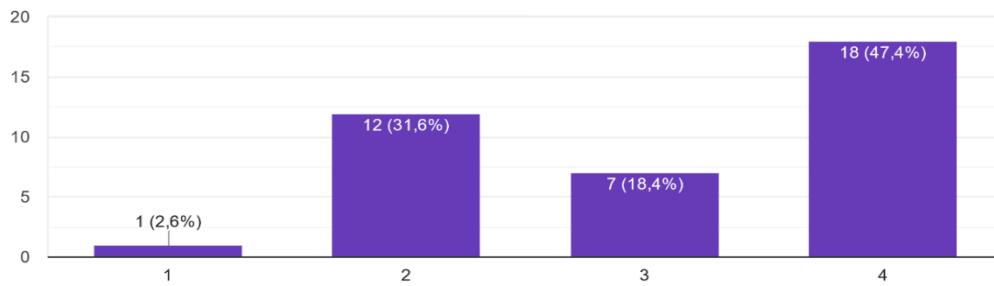
Fig 5. Respondents' Responses Regarding Respecting Differences

6. When saying something, don't offend others. (Pada saat menuturkan sesuatu, jangan sampai menyinggung perasaan orang lain)
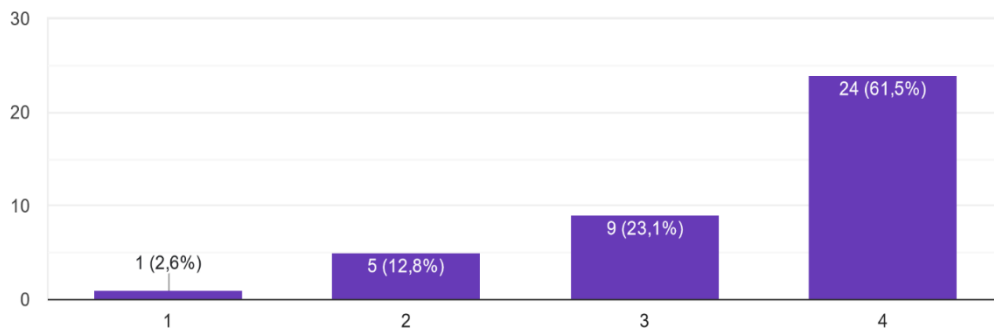39 jawaban

Fig 6. Respondents' Responses Regarding Maintaining Intercultural Relationships

7. Does not distinguish attitudes to every individual who has cultural differences. (Tidak membedakan sikap kepada setiap individu yang memiliki perbedaan budaya)
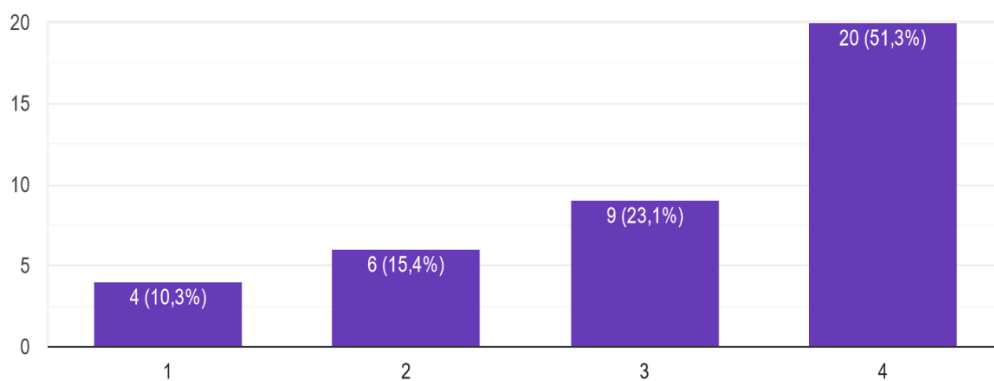39 jawaban

Fig 7. Respondents' Responses Regarding Mutual Respect

Attachment 5. Results of the Application Design Feasibility Effectiveness Test Questionnaire Using SUS (System Usability Scale)

1. Saya berpikir akan menggunakan aplikasi ini lagi I am thinking of using this app again
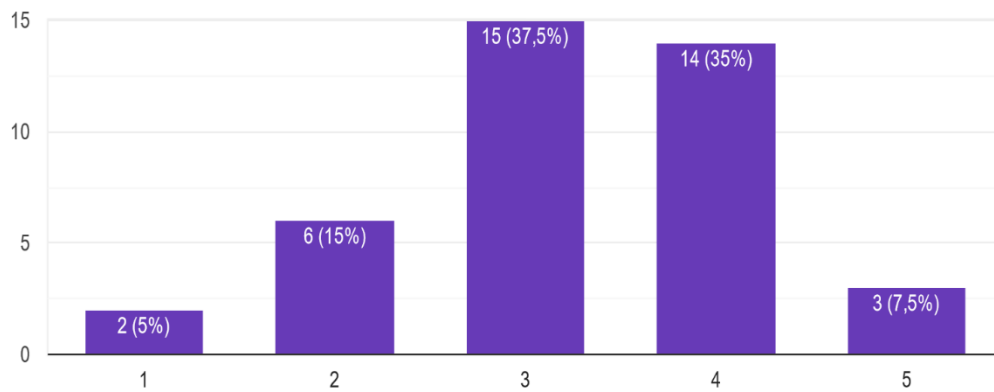40 jawaban

Fig 1. I think I will use this app again

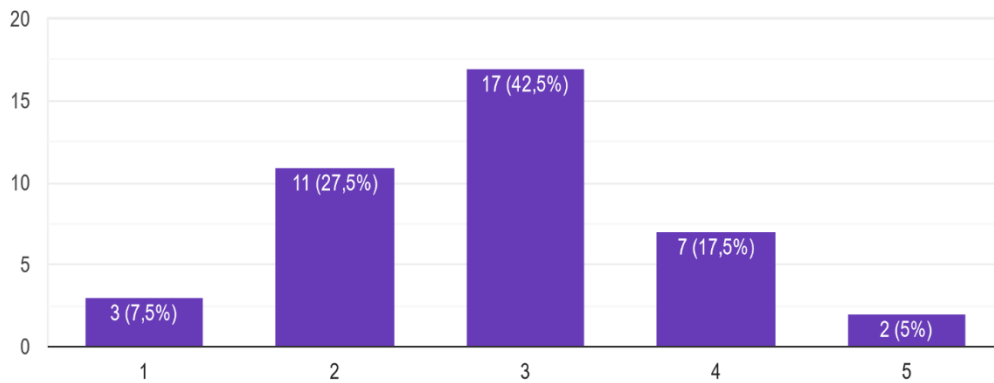2. Saya merasa aplikasi ini rumit untuk digunakan I find this app complicated to use
40 jawaban

Fig 2. I find this app complicated to use

3. Saya merasa aplikasi ini mudah digunakan I find this app easy to use
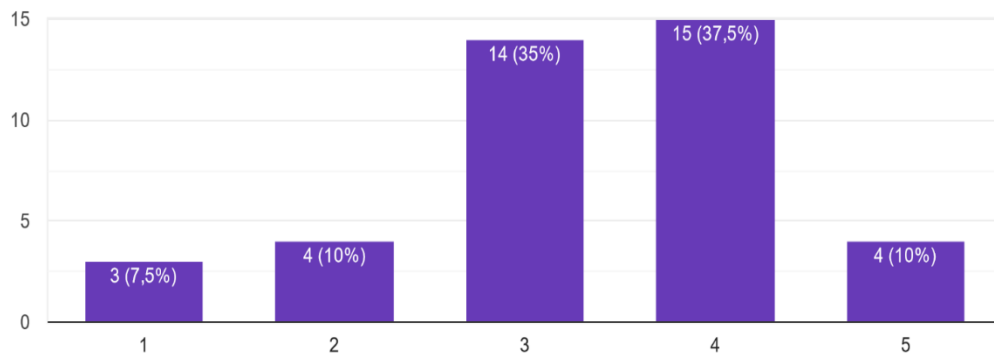40 jawaban

Fig 3. I find this app easy to use

4. Saya membutuhkan bantuan dari orang lain atau teknisi dalam menggunakan aplikasi ini I need help from other people or technicians in using this app
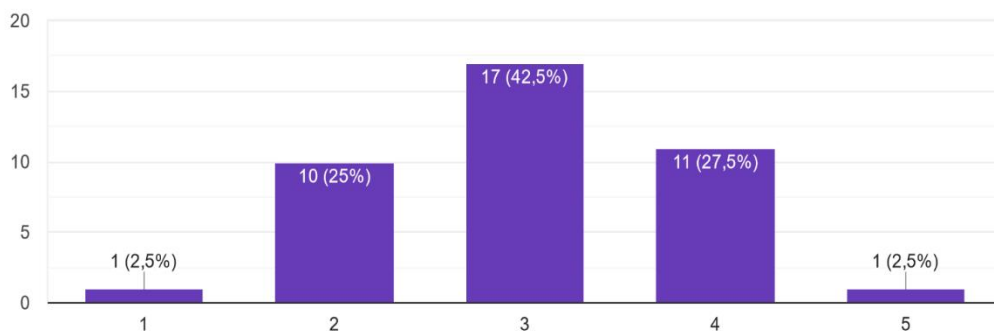40 jawaban

Fig 4. I need help from another person or technician in using this app

5. Saya merasa fitur-fitur aplikasi ini berjalan dengan semestinya I feel that the features of this application are running properly
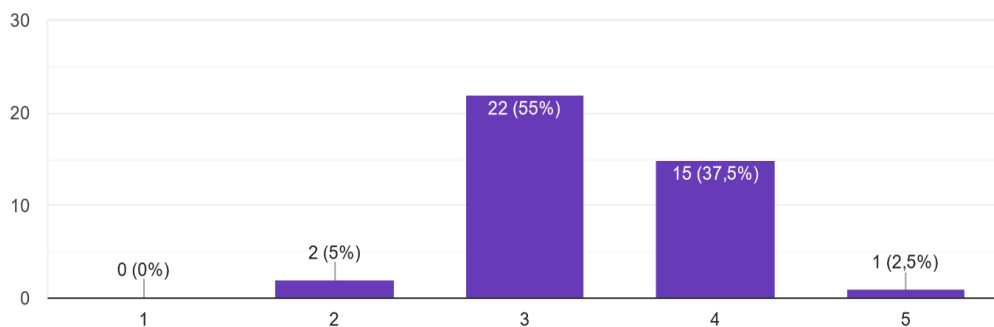40 jawaban

Fig 5. I feel like the features of this app work as they should

6. Saya merasa ada banyak hal yang tidak konsisten (tidak serasi pada sistem ini) I feel that there are many things that are inconsistent (mismatched in the system this)
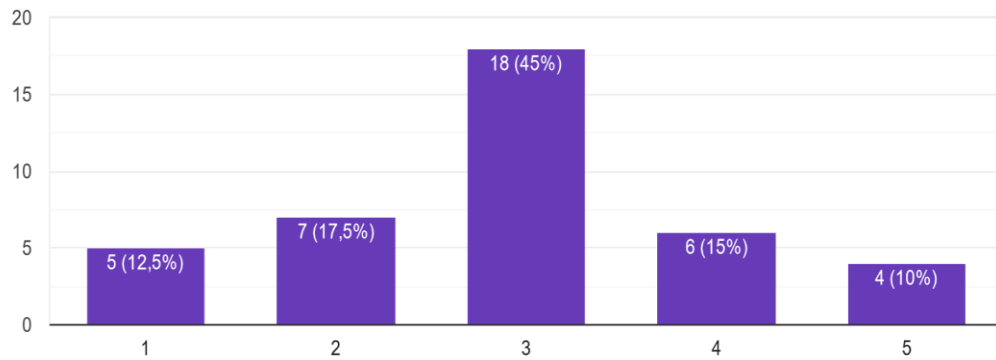
40 jawaban

Fig 6. I feel like there are a lot of things that are inconsistent (not harmonious) in this system

7. Saya merasa kebanyakan orang akan mudah menggunakan/menjelajahi aplikasi ini dengan cepat I feel most people will find it easy to use/explore this app quickly.
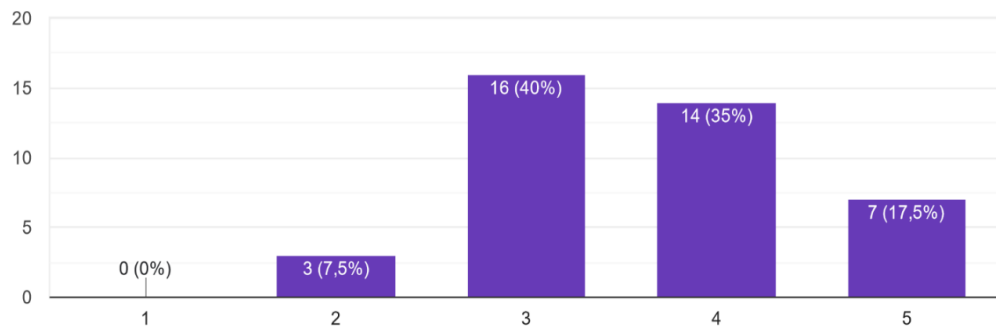
40 jawaban

Fig 7. I feel like most people will find this app easy to use/navigate quickly

8. Saya merasa aplikasi ini membingungkan I find this app confusing
40 jawaban

Fig 8. I find this app confusing

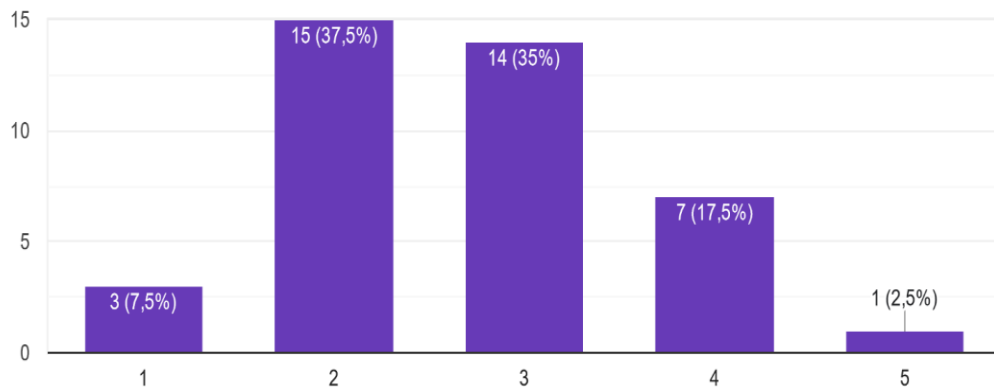9. Saya merasa tidak ada hambatan dalam menggunakan aplikasi ini I feel that there is no obstacle in using this application
40 jawaban
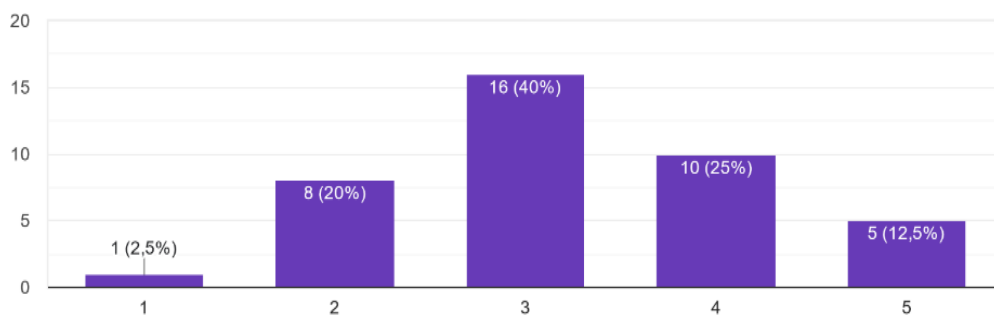
Fig 9. I feel no barriers to using this application

10. Saya perlu membiasakan diri terlebih dahulu sebelum menggunakan aplikasi ini I need to familiarize myself first before using this app
40 jawaban
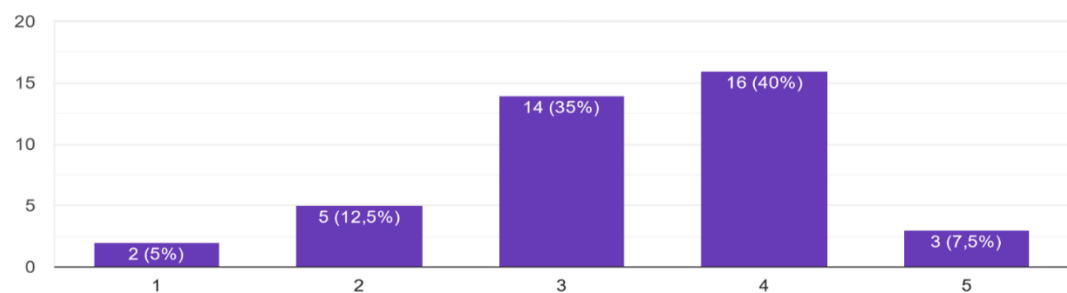
Fig 10. I need to get used to using this app

Attachment 6. Turnitin Test

GEMASTIK XVI - Karya Tulis Ilmiah - 1684776024 - Tim
Menantu Idaman Mama Papa Mertua.pdf

ORIGINALITY REPORT

100%	23%	11%	100%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	**Submitted to Universitas Brawijaya** Student Paper	100%

Exclude quotes	On	Exclude matches	Off
Exclude bibliography	On		

Attachment 7. Biography

1. Daftar Riwayat Hidup

    A. Identitas Diri

1	Nama Lengkap	M. Khoirul Fahmi
2	Jenis Kelamin	Laki-Laki
3	Program studi	Pendidikan Bahasa Inggris
4	NIM	2002050028
5	Tempat dan Tanggal Lahir	Medan, 12 Juni 2002
6	*E-mail*	fahmim.khairul12@gmail.com
7	Nomor Telepon/Hp	081328271377/085297224097

    B. Riwayat Pendidikan

	SD	SMP	SMA
Nama Instansi	MIS ISLAMIYAH GUPPI	MTS MUALLIMIN UNIVA MEDAN	MA MUALLIMIN UNIVA MEDAN
Tahun Lulus	2014	2017	2020

    C. Kegiatan Mahasiswa yang Diikuti

No	Jenis Kegiatan	Status dalam kegiatan	Waktu dan Tempat
1.	PKKMB UMSU	Peserta	2020, UMSU (daring)
2.	MASTA FKIP UMSU	Peserta	2020, UMSU (daring)
3.	KIAM FKIP UMSU	Peserta	2020, UMSU (daring)
4.	PILMAPRES UMSU	Finalis	2022, UMSU (daring)
5.	KKN Internasional PTMA se Indonesia bekerjasama dengan KBRI Malaysia	Peserta	2022, Malaysia (offline)

6.	PKKMB FKIP UMSU	Pemateri	2023, UMSU (offline)
7.	Podcast 'Bincang Mapres' bersama LPM Teropong UMSU	Pemateri	2023, UMSU (offline)
8.	English National Competition EDSA UMSU	Ketua Panitia	2023, UMSU (offline)
9.	Podcast Radio UMSU	Pemateri	2023, UMSU (offline)
10.	1st International Conference on English Teaching and Linguistic (Ico-Etlin)	Panitia	2023, UMSU (offline)
11.	Delegasi Kampus dalam kegiatan BOOTCAMP TNI AD TO GEN Z di Makopassus	Peserta Bootcamp	2023, UMSU (offline)

D. Penghargaan dalam 10 Tahun Terakhir

No	Jenis Penghargaan	Pihak Pemberi Penghargaan	Tahun
1	Juara 1 Musabaqah Fahmil Al-Qur'an tingkat Kota Medan	Pemerintah Kota Medan	2020
2	Juara 1 Musabaqah Fahmil Al-Qur'an tingkat Provinsi Sumatera Utara di Kabupaten Tebing Tinggi	Gubernur Sumatera Utara	2020
3	Juara 2 Musabaqah Fahmil Al-Qur'an Nasional di Sumatera Barat	a.n. Direktur Jenderal Direktur Penerangan Agama Islam	2020
4	Semifinalis Karya Tulis Ilmiah Al-Qur'an tingkat SMA se Indonesia	Universitas Islam Negeri Sunan Ampel Surabaya	2020
5	Finalis Essai Ilmiah Populer Al-Qur'an tingkat Mahasiswa se Indonesia	Pondok Pesantren Ngalah, Pasuruan, Jawa Timur	2021

6	Juara 1 MHQ 10 Juz Kota Medan	Pemerintah Kota Medan	2021
7	Juara 2 MHQ 10 Juz online Nasional kedua	Pesantren Tahfidz Daarul Huffadz Indonesia, Bogor	2021
8	Peringkat 4 Lomba Da'i online se Sumatera Utara	MUI Sumatera Utara	2021
9	Poster Terbaik Musabaqah Karya Tulis Ilmiah Al-Qur'an Mahasiswa Tingkat Nasional	Universitas Brawijaya	2021
10	Juara 1 MHQ 10 Juz pada MTQ Provinsi Papua Barat	Gubernur Papua Barat	2022
11	Finalis LKTIQN UIN Sunan Ampel Surabaya	UIN Sunan Ampel Surabaya	2022
12	Juara 3 Essai Nasional Formadiksi Unimal Aceh	Universitas Malikussaleh	2022
13	Juara 1 *Speech Competition* FKIP UMSU	FKIP UMSU	2022
14	Finalis International Conference IMSIDE Polteknaker Bali	POLTEKNAKER BALI	2022
15	Best Poster LKTIN UHO	Universitas Halu Oleo	2022
16	Juara 1 Essai GAMASIS FH UNPAD	FH UNPAD	2022
17	Juara 1 Speech Da'i Internasional UIN SGD	UIN SGD BANDUNG	2022
18	Finalis Internasional Languagr Education Conference (ILEC) FKIP, IKIP Siliwangi	FKIP, IKIP Siliwangi	2022
19	Bronze Award International Competition on Sustainable Education IIUM, Malaysia	IIUM, Malaysia	2022

20	Delegasi UMSU pada KKN International PTMA se Indonesia di Malaysia	UMSU	2022
21.	Mahasiswa Berprestasi Utama UMSU	UMSU	2023
22.	Mahasiswa Berprestasi Utama Nasional PTMA	PUSPRESMA	2023
23.	Mahasiswa Berprestasi Utama LLDIKTI 1 Sumatera Utara	LLDIKTI 1	2023
24.	Semifinalis 59 Besar Pemilihan Mahasiswa Berprestasi (PILMAPRES) Nasional	PUSPRESNAS	2023
25.	Greeneration dalam kegiatan ASIA Youth Green Action Summit	Global Goals Youth	2023
26.	Juara 2 MHQ 10 juz pada MTQMN UNY	UNY	2023
27.	Brand Ambassador Globy Indonesia	Globy.id	2023
28.	Juara 1 Essay Ilmiah oleh PTIQ Jakarta	PTIQ Jakarta	2023
29.	Delegasi UMSU dan KODAM 1/BB dalam kegiatan BOOTCAMP TNI AD TO GEN Z di Makopassus, Cijantung, Jakarta	Panglima TNI	2023
30.	Juara 1 Essay Ilmiah oleh UMP	UMP	2023
31.	Best Presentasi dalam kegiatan Lombok Essay Competition	Sentosa Foundation	2023
32.	Silver Medan dalam kegiatan Lombok Essay Competition	Sentosa Foundation	2023

33.	Finalis Gebyar Mahasiswa TIK (GEMASTIK) Nasional di Universitas Brawijaya	Puspresnas	2023
34.	Peraih Hibah Pendanaan PKM RSH Kemendikbudristekdikti	Puspresma	2023
35.	Peraih Hibah Pendanaan PKM PM Kemendikbudristekdikti	Puspresma	2023
36.	Juara 1 PKM PM pada ajang PIMTANAS PTMA Nasional	Puspresma	2023
37.	Bendahara Umum Ikatan Mahasiswa Bahasa dan Sastra Inggris se Indonesia tahun periode 2023-2025	IKAMABSII	2023
38.	Juara 1 LTKIN Universitas Mataram	HIMATEPA UNRAM	2023
39.	Juara 2 LKTI Mahasiswa Nasional	UNIMED	2023
40.	Juara 3 LKTIQN HMP Ilmu Hadis UMP	UMP	2024
41.	Presenter Annual International Conference on Islamic Studies	Kemenag, RI	2024
42.	Juara 5 Da'i muda Nasional	RRI Nasional	2024
43.	Juara 1 Karya Tulis Ilmiah Al-Qur'an Putra MTQ Provinsi Papua Barat Daya	Gubernur Provinsi Papua Barat Daya	2024
44.	Peringkat 6th Lomba Inovasi Digital Mahasiswa (LIDM) Nasional	Kemendikbudristekdikti	2024
50.	Semifinalis 50 Besar Kahforward Innovation Competition	Brand Kahf	2024