

# Culture shock Overseas Student at OISCA (Organization for Industrial, Spiritual, and Cultural Advancement) Sukabumi Training Center

Ningrum Tresnasari<sup>1</sup>, Ilma Fithria<sup>2</sup>, Hammad Farhi Saudi<sup>3</sup>

**ABSTRACT**---OISCA Overseas Students are people who leave their home regions to attend training at a Training Center institution that has implemented a system such as in Japan to familiarize their students before they leave for Japan. The types and adaptation strategies of overseas students in the OISCA environment are interesting objects to study. This study aims to determine the type of culture shock experienced by OISCA overseas students during the main training at OISCA and to find out the adaptation strategies they have taken to overcome the culture shock. The object of research was 48 OISCA overseas students who were attending the main training at OISCA. The process of collecting data is done using the questionnaire method. Culture shock experienced by OISCA students is related to the factors of discipline, independence, socialization and physical change. The cause of culture shock is the lack of awareness of Japanese time and work ethic. Adaptation strategies undertaken by overseas students at OISCA include familiarizing themselves with the new environment, being open, being professional, and making preparations before serving.

**Keyword**---culture shock, adaptation, OISCA Training Center

---

## I. Background

Culture shock or also known as culture shock, is one of the challenges that cannot be avoided by individuals when entering a new environment. In a study by Oberg in Mulyana (2010: 174) states that culture shock is caused by anxiety as a result of the loss of all signs and symbols that are common in everyday relationships. These signs include a thousand and one ways that are used to control yourself in dealing with everyday situations. Culture is like a compass for behavioral directions that demand individual way of thinking and feeling. When an individual is in a different culture, he will have difficulty when the compass he uses does not show the same direction as the culture compass he had lived in before.

Culture shock is also considered as one of the challenges in the context of intercultural communication. especially in the era of globalization as it is today, where the world seems limitless and allows the meeting between one culture and another. In its development, globalization has influenced various fields in life, not least in the field of education, especially in the field of non-formal education. Globalization is increasingly opening opportunities for people to be able to develop their

---

Widyatama University<sup>1,2</sup>  
Universiti Sains Islam Malaysia<sup>3</sup>  
[ningrum.tresnasari@widyatama.ac.id](mailto:ningrum.tresnasari@widyatama.ac.id)<sup>1</sup>; [ilmafithria@gmail.com](mailto:ilmafithria@gmail.com)<sup>2</sup>

own quality by attending various kinds of non-formal education, one of them by attending training both at home and abroad.

Based on the context of globalization of non-formal education, it is not only training programs conducted between countries that can result in culture shock, but between ethnic groups in Indonesia itself allows Indonesian citizens to learn new cultures when they leave their homes, given how different cultures and other cultures are. in Indonesia. In this case, the context of the mixing of students from different cultures that occurred in Indonesia could be said to be nothing new. With the diversity of cultures in Indonesia, the potential for culture shock to occur among residents living in new places in Indonesia will also be even greater. In addition, Chapman's research (2005) also found that students who study in their own country, but have teachers from different cultures, can also experience culture shock as a result of involvement between teachers and students.

Although the possibility of culture shock is increasing in Indonesia, there is not much interest in discussing culture shock in this training institution in various literatures in Indonesia. Bearing this in mind, the authors consider the need to raise the topic of culture shock as a research topic. This paper intends to provide an overview of the types of culture shock faced by major training students during training at the OISCA Training Center. In this study, the authors focus on a training institution, the OISCA Training Center, located in Sukabumi.

OISCA Training Center is an international non-profit organization or organization based in Japan, and has many branches spread across various countries, especially in the Asia Pacific and Latin America, one of which is OISCA in Indonesia. OISCA Training Center was established on October 6, 1961 by Dr. Yonosuke Nakano. OISCA Training Center aims to improve the quality of human resources (HR) of a quality organization, institution, and individual, especially in agriculture, animal husbandry, and furniture by fostering a spirit of work in humans with Japanese cultural values and the influence of discipline.

### **Identification of Problems**

In this study, the authors limit the problems that will be discussed as follows:

1. What kind of culture shock did the overseas students feel during the training at the OISCA Training Center?
2. What is the adaptation strategy undertaken by overseas students to overcome culture shock during training at the OISCA Training Center?

## **II. Research Methods**

The method used by the author in the preparation of this report is descriptive method. According Sukmadinata (2015: 73) descriptive method is intended to describe and describe the phenomena that exist, both natural and human engineering, which is more concerned about the characteristics, quality, interrelationships between activities. The writing method used is intended to explain or describe a situation, event, object whether a person, or everything related to variables that can be explained either by numbers or words. The purpose of writing this thesis is to make a systematic, factual and accurate description of the facts, properties and relationships between the phenomena studied.

In this study the data collection method used was a questionnaire method. The author explains all work practice activities in detail based on experience during the author's placed as an observer and identify the problems that exist in the field.

### **Culture Shock Theory**

Culture shock theory was first spearheaded by Oberg in 1960. At first culture shock emphasized communication. Oberg states culture shock is anxiety that arises due to the loss of familiar symbols of social relations (in Mulyana (2010: 174)).

According to Ward (2001) the active process of dealing with change while in an unfamiliar environment is a form of culture shock. The active process includes the affective, behavior, and cognitive of individuals, that is, individuals feel, behave and think when facing a second culture.

Ward (2001) explains that affective relates to feelings and emotions that can be positive or negative. Individuals will feel confused, anxious, disoriented, suspicious, and also sad because they come to an unfamiliar environment.

The process faced by an individual will influence when living in a society. Factors affecting the individual's reactions such as life changes, personality and social support must be considered. Other factors such as cultural differences, cultural recognition and the status of recognizing a culture (Ward, 2001).

In addition, the dimensions of behavior are individual behaviors that affect someone when they experience culture shock, where individuals experience errors of rules, habits and assumptions that govern individual interactions that include varied verbal and nonverbal communication across cultures. The behavioral dimension is also related to cultural learning. Cultural learning is a learning process carried out by migrants to obtain social knowledge and skills in order to survive in the new community environment (Ward, 2001).

Then there is also cognitive which is the result of affective and behavior which is a change of perception in individuals in relationships and cultural contact values. As migrants must consider changing cultural relations that demand ethnicity, national identity and relationships with other groups. The process of recognizing the culture of an area is a concept of partial responsibility, values actually affect (Ward, 2001).

The above theory underlies the processes that occur in individuals both physically and psychologically that affect individual reactions to feel, behave and think while in different environments. The more different cultures visited by individuals, the higher the level of culture shock experienced by individuals.

## **III. Discussion**

### **The Types of *Culture shock***

In this discussion, the authors only describe the types and strategies of adaptation of students during the first 3 months of training, because it is during these times that students feel more experience culture shock. Based on the results of a questionnaire that was distributed to 48 OISCA main training students from 16 different provinces, the authors divided the forms of culture shock into four classifications.

#### **1. Discipline**

Discipline is a type of culture shock that is most experienced by OISCA overseas students who come from various regions in Indonesia. culture shock types included in this classification include difficulty getting up early in the initial training period (19 people), difficulty in organizing activity hours with activity hours at OISCA (12 people), hygiene issues (4 people), worship time (2 person). In addition, regular eating activities, respect for food, saving water and electricity, morning ceremonies are other obstacles felt by OISCA students. OISCA students also sometimes experience difficulties when required to be obedient to the rules, firm in work, on time and ready to accept direction from superiors to carry out activities.

## 2. Independence

Independence is another type of culture shock that many OISCA students feel. types of culture shock based on independence include difficulties in completing their own work (3 people), such as washing clothes and managing personal finances. Students experience difficulties when in the field when hoeing and doing SKJ exercises, students often ask for guidance from seniors and mentors, this is due to the lack of creativity possessed by students (4 people). In addition, students are also often required to be more mature in terms of attitude because there are still many students who are spoiled, more active, more confident, more understanding of agriculture or able to practice and more diligent so as not reprimanded by the supervisor.

## 3. Socialization.

Problems in socializing become a type of culture shock that is also experienced by students from outside the province of West Java. This happened because of differences in cultural backgrounds between the provinces of Java and the provinces outside of Java. types of culture shock experienced by OISCA training students, among others, difficulties in understanding the local language (Sundanese language), difficulty adapting to the surroundings and also the taste of food from Sundanese food (12 people). Students also sometimes have difficulty understanding Indonesian, Japanese, and difficulty knowing the character of new friends who sometimes don't greet each other out of shyness (2 people). Besides the constraints of gaps or boundaries between groups being groups become obstacles for students in socializing (5 people).

## 4. physical changes

The type of culture shock in physical changes experienced by OISCA students is characterized by several factors, including changes in skin color (8 people), weight loss and changes in body shape (3 people). This was complained of by students as a result of very heavy activities while in the field.

### **Culture Shock Adaptation Strategy**

Based on the types of culture shock that have been described previously. in this chapter also, the author has classified the adaptation strategies used by students in dealing with culture shock into four major classifications.

#### 1. Familiarize yourself with the new environment

Starting to familiarize yourself with the new environment is a very appropriate strategy used in dealing with a form of culture shock discipline. The steps taken in this strategy are motivating yourself (14 people), positive thinking (2 people), enjoying the process (5 people), imitating good habits and being patient (9 people).

#### 2. Being Professional

The next strategy is to be professional. The steps taken in this adaptation strategy include self-introspection (2 people), confidence (2 people), principled (2 people) and diligent (2 people).

#### 3. Open Minded

Strategies undertaken by students in overcoming the type of culture shock of socialization include asking mentors (4 people), asking friends (2 people) and discussing / sharing (2 people).

#### 4. Preparation before serving in the field

The next strategy is a strategy undertaken to overcome the type of culture shock to physical changes, which is to prepare before serving in the field. Steps taken in this strategy include using anti-burn skin cream (5 people) and using layered clothing (3 people).

### IV. Conclusion

Based on the problems and discussion above, it can be concluded that the types of culture shock felt by OISCA Training Center overseas students during the training are discipline, independence, socialization and physical change. While OISCA Training Center students' overseas strategy in dealing with culture shock is to familiarize themselves with the new environment, be open-minded, be professional, and make preparations before serving in the field.

### REFERENCES

- [1] Mulyana, Deddy. 2010. *Komunikasi antarbudaya (Panduan Berkomunikasi dengan orang yang berbeda)*, Cetakan ke-12. Bandung : Rosda
- [2] Mulyana, Adi. 2008, *Kamus aplikasi bahasa Jepang*. Bandung: Pustaka Karya.
- [3] Sukmadinata, Nana. 2015. *Metode Penelitian Pendidikan*. Bandung : Rosdakarya.
- [4] Ward, C., Bochner, S., & Furnham, A. 2001. *The Psychology of Culture shock*, 2 nd Ed. Canada : Routledge & Kegan Paul.
- [5] OISCA. 13 Maret 2018. *Capacity building program*. Diperoleh dari <http://www.oisca-international.org/programs/capacity-building-program /indonesia/>. Accessed on October 23, 2018.