Cultural Shock of College Students on Facing Online Learning System During Pandemic Covid-19 in Papua

Usman Idris[1*], M. Zaenul Muttaqin[2], Simon Abdi KFrank[3], Ilham[4], Akhmad[5], Siwanus Tibul[6]

Departement Anthropology,Faculty of Social and Political Sciences, Universitas Cenderawasih, Jayapura, Indonesi[1]
Departement Public Administration ,Faculty of Social and Political Sciences, Universitas Cenderawasih, Jayapura, Indonesia[2]
[3]Departement Anthropology,Faculty of Social and Political Sciences, Universitas Cenderawasih, Jayapura, Indonesia[3]
Departement Public Administration,Faculty of Social and Political Sciences, Universitas Cenderawasih, Jayapura, Indonesia[4]
Departement Anthropology,Faculty of Social and Political Sciences, Universitas Cenderawasih, Jayapura, Indonesia[5]
Departement Anthropology,Faculty of Social and Political Sciences, Universitas Cenderawasih, Jayapura, Indonesia[6]

{usmanidrish@gmail.com[1]}

Abstract, Since the Covid-19 pandemic outbreak hit Papua, the learning system in higher education has also changed. For it, this paper aims to describe and analyze the responses experienced by students while following the online learning system and the adaptation patterns that are developed to survive and follow the learning process. The research method used is descriptive qualitative, with the research location at the Faculty of Social and Political Sciences, Universitas Cenderawasih. The informants were determined by snowball. Data collection techniques are in-depth interviews and observations. Data analysis includes data categorization, data description, and data interpretation. The results showed that the majority of students who became informants experienced culture shock in the face of the online learning system, because it was something very new that they had never encountered. Then the adaptation patterns developed are first, studying the use of devices and laptops to participate in learning and preparing internet quotas that are used individually and in groups. Second, negotiating with the lecturer to run face-to-face lectures but still following health protocols. Third, the application of the remote independent learning process based on the instruction of the lecturer who teaches the course.

Keywords: *Culture Shock; College Students; Online Learning; Covid-19, Papua*

1 Introduction

The Covid-19 pandemic has hit all corners of the country, including Papua. The first case of a patient suspected of being infected with the Covid-19 virus was reported on 22th March 2020

[1]. This of course caused panic among the people in Papua. Since then, crowd activities and offices and education have been restricted to prevent the emergence of new clusters due to the spread of the Covid-19 virus in Papua. The Municipal and Provincial Governments in Papua themselves have issued a number of policies to limit community crowd activities, including providing free rapid test facilities to trace the possibility of spreading and breaking the chain [2]. Responding to this policy, the Chancellor of Cenderawasih University issued a circular instruction to begin limiting activities on campus, both for staff and all administrative matters as well as lecture processes and other academic activities as well as student activities as well as being the target of restrictions on the Cenderawasih University Campus [3].

The issuance of instructions from the Chancellor of Cenderawasih University caused management from the respective faculty level to respond to this policy by starting to replace the face-to-face learning model, with a long-distance learning model in the current semester, even semester 2019/2020. The existence of changes in the learning system has an impact on the interaction between educators and students in the learning process. A number of research results also state that this has a very significant impact on the absorption of learning materials [4][5][6]. The adoption of the online learning system is a dehumanization process that is very far from the essence of education itself and makes humans highly dependent on technology in the learning process, the implication is that the distance learning process that implements indirect interactions causes the learning process to run ineffectively [7][8]. The vulnerability that can occur is the fluctuation of the internet network that is less stable in some places when implementing online learning by working from home without having to meet in person [9]. Not to mention the added constraints faced by students in being able to take lectures online. At this time, several cases have been recorded that have even claimed lives from the application of online lectures which students who are in the village must follow [10][11][12].

It must be admitted that the application of online lectures (online) conducted online is something new, especially on campuses in eastern Indonesia, including Cenderawasih University. However, the application of the learning system is a tuntuan and the necessity to be able to adjust to the conditions that exist today, such as the outbreak of a pandemic Covid-19 were also severe consequences for the implementation of Learning activities at higher education in Papua. The results of previous research that highlighted the application of online education in West Papua also show that the application of an online learning system raises several problems that are eating away at eastern Indonesia, such as Internet network problems, and the economic limitations of students who are still unstable [13]. There are even research results which find that there has been a change in the learning character of students during the application of the online learning system in the scope of universities in Papua and West Papua [14]. However, the findings of Sajaril et al. Show something different. The introduction and socialization of online learning media platforms can make it easier for students to use it as a learning medium [15]. Of course, these various findings give us an understanding that shifting face-to-face lectures to virtual meetings is a challenge and an opportunity in responding to the existing changes [16][17].

Surely of exposure above shows that the application of online learning systems into opportunities and challenges, both in developing innovative learning model, as well as being a challenge with the emergence of obstacles in the application of learning materials during lectures on campus. Several previous studies have shown that there are a number of challenges faced, such as the readiness of human resources and learning support facilities and infrastructure [18][19][20]. however the opportunities that arise can stimulate the emergence of inonation and creativity to adapt learning models and strategies in implementing a distance learning system, both for students and teaching staff or lecturers[21][22][23]. For this reason,

this paper wants to highlight the application of the online learning system among students of the Faculty of Social and Political Sciences, University of Cenderawasih. Student response in responding to this and adaptation patterns developed by students to enter the new arena with all the accumulated capital they have. Are they adaptive to be able to survive and attend lectures that are conducted online or cannot attend online lectures organized by the Cenderawasih University. For it, this research aims to describe and analyzing culture shock experienced by the students during the online learning system and the patterns developed adaptations to survive and follow the learning process.

2 Research Methods

The research method used is descriptive qualitative, with the research location at the faculty of social and political science, University of Cenderawasih. The determination of informants is determined by snowball by taking student representatives from each department in the Faculty of Social and Political Sciences, Cenderawasih University, student representatives from the administration department, government department, library department and anthropology department, with 10 student informants as the main informant, and 3 lecturers as supporting informants to check the data presented by students, so the lecturers are involved as informants. The data collection techniques used in this study were in-depth interviews and observations. In-depth interviews are used to reveal how student responses and experiences in facing the application of online learning systems on campus, then match to observe student activities on campus and during online lectures, via zoom, google meet, timeline, and webex. Then the data analysis used in this research includes stage categorization of the data, the stages of data description, and the stage interpretation of the data [24].

3 Results & Discussion

Cultural Shock of Students on Facing Online Learning Systems

During the Covid-19 pandemic, face-to-face lecturing activities were replaced with an online learning system [26][27]. Online learning system is different from electronic learning. The application of the E-learning learning system using electronic media as a forum for learning activities, such as sending assignments and learning through electronic media as a source of knowledge has often been done and combined with face-to-face lecture methods directly in class. But the online learning system is very different. In this learning system students as learners are required to be present at the same time online at the same time on the line, connected to the internet to be said to be present, and following learning, to replace the learning system in the classroom [28]. although there are other opinions, which state that they are the same thing [29][30].

This online learning system uses social media networking platforms for virtual meetings such as Zoom, Webex, Timline and Google meetings and others. Therefore, to enter the lecture meeting, students are required to participate in learning to be considered present [31][32][33][34]. For students in Papua, especially those at the Faculty of Social and Political Sciences, the application of a learning system like this is very new and even based on all descriptions of informants, both students and lecturers said that this incident was the first time this had happened. Both lecturers and students are actually a very new things. Students who

become informants in this study have never participated in the virtual conference meeting model, so for them this is a new habit.

In responding to this new thing, most students experienced culture shock when they had to be faced with an online learning system when attending lectures in the even semester of 2019/2020. They are confused, anxious, afraid and panicked and some are even frustrated. As said by Winkelman, that culture shock is a phenomenon where individuals are faced with a multifaceted experience caused by many stressors that occur in contact with different cultures or things. This means that in the context of this study, individuals are faced with something new that has never been encountered and obtained which results in a response that makes them stressful to face this matter [34]. This is a negative emotional reaction that is felt by individuals when they move to a new culture that is very different from their original culture [35]. For example, students in Papua face the online learning system.

Winkelman said that when a person has experienced a culture shock he will go through at least four phases to transform, accept something new by adjusting to it, or choose to stick to old habits and avoid something new that is faced by him. The four phases are The honeymoon or tourist phase ; The crises or cultural shock phase ; The adjustment, reorientation, and gradual recovery phase ; The adaptation, resolution, or acculturation phase [34][36] [37].

The honeymoon or tourist phase . This phase is the initial phase and the emergence of expectations about a matter, which in the context of this research is the student response to the Covid-19 pandemic in relation to the learning process. A number of informants explained that the expectation that was in their minds, if the Covid-19 pandemic had really hit Papua, some thought that the campus would be closed and students would not be burdened with assignments, and continue lectures after the pandemic ended. In fact, there are those who think that Covid-19 is not dangerous and that we can continue lectures in the face-to-face way as usual. The expectation that was created in the minds of students was that the Covid-19 pandemic would not significantly affect the learning system, even they never imagined that in the future an online learning system would be implemented.

The crises or cultural shock phase . This phase is a very crucial phase to experience if there are differences in expectations with the existing reality. If previously students thought that with the Covid-19 pandemic they were closed and their lectures were delayed, the opposite would have happened. Lectures are still running, but by means of distance lectures using an online learning system whose learning media uses a virtual meeting platform such as Zoom, Webex, Timeline, and Google Meet. Reading this situation, most students feel anxious and overreact, between fear and anxiety of not passing the course without knowing the procedures for using online media and the availability of capital to be able to take part in online lectures. For this reason, some students expressed their aspirations, if the implementation of online student lectures must be given relief, for example, the provision of internet quota and network facilities is improved to ensure the continuity of the learning process can run. There are also those who react by going to the supervisor to delay the lecture process until conditions improve. Because since the pandemic everyone has had trouble, including overseas students in Papua, because the economic conditions of their family in the village have been affected by the pandemic and social restrictions imposed in all sectors of life. Finally, there are students who are indifferent and indifferent to lectures and do not participate at all. Because what he has in mind is that it is difficult to eat, especially if you want to think about going to college, buy quota pulses and smartphones to be online and connected to the Internet. Because it must be admitted that the use of smart devices is not all used by students, especially students from remote areas of Papua.

The adjustment and reorientation phase. This phase is a phase where individuals begin to realize that they have to stay afloat and enter a new arena along with the changes that occur

therein, there must be a reorientation to adapt to the existing environment and situation and conditions. Thus, students who responded to this began to realize that they did not have to constantly resist the changes that were taking place. However, trying to enter to actively engage in ongoing changes, by starting to learn how the online learning system has been implemented in the current semester, or it could be in the next semester. Because the developing situation has not shown any signs of receding this pandemic.

The adaptation, resolution, or acculturation stage. At this stage it is the final stage that chooses to survive to enter and face the existing situation, they must adapt themselves to the development of the order which in the context of this research is the application of the learning system on campus. Specifically, the adaptation patterns developed to be able to follow the online learning system are specifically described in the following section.

The cultural shock experienced by Papuan students in facing the online learning system above shows that in the initial phase, inappropriate expectations were formed which resulted in them experiencing shocks to the new environment that was obtained, namely interacting in the context of the learning process in an online virtual space.

This kind of cultural shock is always felt by students when they start to come into direct contact with a new environment, such as previous studies conducted by other researchers, which show that at the time Papuan overseas students in various regions have experienced a cultural shock, because they are faced with a new environment and culture and habits. never encountered so far and very much different from what is in their hometown [38][39][40]. However, after passing through the crisis phase at the stage of a perceived cultural shock, they begin to become aware of adjusting to their new environment, so that they can be adaptive and endure in the midst of the new environment in which they are located. This is the same thing happened to Papuan students in facing the online learning system to develop adaptation patterns to adapt themselves to be able to enter and be adaptive to the online learning system that was only applied during an emergency, during the Covid-19 pandemic outbreak in Papua.Adaptation patterns in facing online learning

Learn how to use technology individually or in groups. In the use of technology during the Covid-19 pandemic, both students and lecturers, each of them has a different strategy according to their needs which is carried out during the online learning process. This is based on an agreement and adjustment between the students and the lecturers themselves in applying what methods will be used later. Various applications have been used to support the lecture process as well as various facilities and infrastructure such as Android phones, laptops, and computers that can be used to support the online lecture process.

But the fact is that many things have become obstacles during the implementation of the online learning system experienced by students and lecturers, especially from students themselves who are not willing to take online lectures for various reasons for each individual including: there are still students who do not have an Android cellphone, a laptop , computers, do not have money to buy data credit even though they have an Android cellphone, the network is inadequate, there are still students and lecturers who do not understand the use of new applications such as google, classroom and zoom, the material provided online to students is not satisfied and do not understand the content of the material. So they prefer WhatApps only to send assignments and materials because they think that students understand the WhatApps application better than other new applications. But using WhatApps is also not able to provide relief because not all students get material through WhatApps because they don't have an Android cellphone and data pulses are also one of the obstacles. Most of the students' hopes are asking to lecture face-to-face while still following health protocols in the classroom.

Negotiating with lecturers for face-to-face learning by applying health protocols. Implementing an online learning system is not easy for students and lecturers. In this case, the online learning process is not immediately implemented without an agreement between students and lecturers. Negotiations or agreements need to be carried out so that they can mutually adjust to the conditions or situations that are being experienced so that the lecture process runs smoothly according to mutually agreed needs so that problems or obstacles do not occur. Since the pandemic period, the efforts made by each lecturer have been to contact students, especially each class leader regarding how the online lecture process is, whether it is still carried out according to the rules given by the institution or are there other alternatives that can be used by students or lecturers in supporting the online or permanent lecture process lecture face-to-face in a classroom but still use health protocols and prioritize the health of students or lecturers.

There are changes or constraints that occur during online lectures, either from the lecturer or from the students themselves, but the completion process remains as usual during face-to-face lectures, namely joint discussions between students and lecturers of the relevant subject Since the online lecture process was implemented, all forms of learning from face-to-face have changed directly to online systems, both providing materials, assignments, and information, all of which have continued to use online media. So that all forms of lectures are carried out online.

Self-study at home based on the instructions given by the lecturer. During the Covid-19 pandemic period, the implementation of the learning process in higher education experienced different adjustments to the learning process in previous normal conditions. Independent learning from home is a form of adaptation during the Covid-19 pandemic so that students can still accept their right to study from home and lecturers continue to carry out their obligations to provide material or assignments to students. In connection with the current situation and conditions, it is trying to avoid face-to-face learning and replace it with online learning. The goal is to maintain the health and safety of students, educators, education staff, families and the community while still fulfilling students' rights to study.

The form of lectures that can be used as a solution during the Covid-19 pandemic is online learning. Online learning has greatly contributed to education during the Covid-19 pandemic so that students and lecturers can carry out the online lecture process that can be run from home only, even though students and lecturers are in remote positions but can still be reached by the network. Various media can also be used to support the implementation of online learning that has been used by students and lecturers

4 Conclusion

This study shows that there has been an experience of cultural shock among Papuan students in following the online learning system, which goes through the stages of honeymoon, crisis, reorientation, and adaptation. The culture shock experienced by students was because they had never followed and faced the online lecture system before. Moreover, there are differences in expectations and realities in responding to the presence of the Covid-19 pandemic on its impact on lectures and the learning system so that students experience shocks in the crisis phase, which causes feelings, anxiety and worry, which affects their mental condition in facing online lectures. But they have to get out of the problems faced and find solutions, until there is a reorientation by trying to understand the conditions and start wanting to find ways to take online lectures, so that finally they can adapt to the online learning system

by accumulating their own capital and developing strategies for can attend online lectures or online learning systems.

The adaptation patterns developed to follow the online learning system are in three ways, first, starting to study the use of technology as a learning medium, as well as all supporting tools and materials, which are carried out individually and in groups. Then second, negotiating with the lecturer to hold face-to-face lectures, for classes with fewer students and less number of smartphone users. Then for those who cannot attend lectures at all by studying independently at home based on instructions from the lecturer while waiting for developments in existing conditions.

The results of this study also show that, to implement an online learning system which is a new thing, it must be followed by a process of socializing its use and application so that students do not experience culture shock, especially on campuses that have never had an online learning system, such as at Cenderawasih University.

References

[1] Suwandi, D. 2020. *Kasus Pertama di Papua, RSUD Merauke Rawat Dua Pasien Positif Covid-19*. Avaliable at https://regional.kompas.com/read/2020/03/22/17071551/kasus-pertama-di-papua-rsud-merauke-rawat-dua-pasien-positif-covid-19 accessed at 9th October 2020.

[2] Narwawan, F. 2020. *Rapid Test Gratis Bisa di Puskesmas se Kota Jayapura*. Avaliable at: http://papuainside.com/rapid-test-gratis-bisa-di-puskesmas-se-kota-jayapura/ accessed at 7th October 2020.

[3] Humas Uncen. Pengumuman Pembatasan Dan Pencegahan Penyebaran Corona Virus Disease (COVID 19) dan perpanjangannya Di Lingkungan Universitas Cenderawasih. Avaliable at: https://www.uncen.ac.id/category/pengumuman/page/2/ accessed at 8th October 2020.

[4] Windhiyana, E., 2020. Dampak Covid-19 terhadap kegiatan pembelajaran online di sebuah perguruan tinggi kristen di Indonesia. *Perspektif Ilmu Pendidikan*, *34*(1), pp.1-8.

[5] Napitupulu, R.M., 2020. Dampak pandemi Covid-19 terhadap kepuasan pembelajaran jarak jauh. *Jurnal Inovasi Teknologi Pendidikan*, *7*(1), pp.23-33.

[6] Firman, F., 2020. Dampak Covid-19 terhadap Pembelajaran di Perguruan Tinggi. *BIOMA: Jurnal Biologi dan Pembelajarannya*, *2*(1), pp.14-20.

[7] Muttaqin, M.Z., Ilham, Idris, U. 2020. *Education in the Grasp of Covid-19*. Presented at The 2nd International Conference on Education, Language, and Society, 16th September 2020.

[8] Muttaqin, M.Z., Ilham, Idris, U. 2020. *Educational Hybridization: Implementation Study of Digital Lecture*. The 5th International Conference on Arts, Language, and Culture, 17th October 2020.

[9] Asmuni, A., 2020. Problematika Pembelajaran Daring di Masa Pandemi Covid-19 dan Solusi Pemecahannya. *Jurnal Paedagogy*, *7*(4), pp.281-288.

[10] Setia. D. A. 2020. Pembelajaran Daring Telan Korban Jiwa, Kemdikbud Diminta Evaluasi Pengawasan Belajar Online. Avaliable at: https://portaljember.pikiran-rakyat.com/nasional/pr-16746373/pembelajaran-daring-telan-korban-jiwa-kemdikbud-diminta-evaluasi-pengawasan-belajar-online accessed at 10th October 2020.

[11] Putra, I. P. 2020. Kasus Siswi Bunuh Diri Menambah Daftar 'Korban' Belajar Daring. Avaliable at: https://www.medcom.id/pendidikan/news-pendidikan/0KvM11Rk-kasus-siswi-bunuh-diri-menambah-daftar-korban-belajar-daring accessed at 20t[h] October 2020

[12] Makdori, Y. 2020. Belajar Online Menelan Korban Jiwa. Avaliable at: https://www.liputan6.com/news/read/4358127/belajar-online-menelan-korban-jiwa accessed at 29th October 2020.

[13] Yudiawan, A., 2020. Belajar Bersama Covid 19: Evaluasi Pembelajaran Daring Era Pandemi di Perguruan Tinggi Keagamaan Islam Negeri, Papua Barat. *Al-Fikr: Jurnal Pendidikan Islam*, *6*(1), pp.10-16.

[14] Leuwol, N. and Gaspersz, S., 2020. Perubahan Karakter Belajar Mahasiswa Di Tengah Pandemik Covid-19. *Civic-Culture: Jurnal Ilmu Pendidikan PKN dan Sosial Budaya*, *4*(1 Extra), pp.32-44.

[15] Sajaril, A.E., Zahra, S.F. and Rusli, M., 2020. Online Learning Platform Effectiveness in West Papua Campus During the Covid-19 Pandemic Period. *Journal of Research in Business, Economics, and Education*, *2*(5), pp.995-1001.

[16] Indrawati, B., 2020. Tantangan dan Peluang Pendidikan Tinggi Dalam Masa dan Pasca Pandemi Covid-19. *Jurnal Kajian Ilmiah*, *1*(1), pp.39-48.

[17] Astini, N.K.S., 2020. Tantangan Dan Peluang Pemanfaatan Teknologi Informasi Dalam Pembelajaran Online Masa Covid-19. *Cetta: Jurnal Ilmu Pendidikan*, *3*(2), pp.241-255.

[18] Wahyono, P., Husamah, H. and Budi, A.S., 2020. Guru profesional di masa pandemi COVID-19: Review implementasi, tantangan, dan solusi pembelajaran daring. *Jurnal pendidikan profesi guru*, *1*(1), pp.51-65.

[19] Astini, N.K.S., 2020. Tantangan Dan Peluang Pemanfaatan Teknologi Informasi Dalam Pembelajaran Online Masa Covid-19. *Cetta: Jurnal Ilmu Pendidikan*, *3*(2), pp.241-255.

[20] Surahman, E., Santaria, R. and Setiawan, E.I., 2020. Tantangan Pembelajaran Daring Di Indonesia. *Kelola: Journal of Islamic Education Management*, *5*(2), pp.89-98.

[21] Herdiana, D., 2020, September. Inovasi Proses Pembelajaran Daring Bagi Mahasiswa Kelas Karyawan Di Masa Pandemi COVID-19. In *UrbanGreen Conference Proceeding Library* (Vol. 1, pp. 129-137)

[22] Puspitorini, F., 2020. Strategi Pembelajaran Di Perguruan Tinggi Pada Masa Pandemi Covid-19. *Jurnal Kajian Ilmiah*, *1*(1), pp.99-106.

[23] Purnama, M.N.A., 2020. Blended Learning Sebagai Sarana Optimalisasi Pembelajaran Daring di Era New Normal. *SCAFFOLDING: Jurnal Pendidikan Islam dan Multikulturalisme*, *2*(02), pp.106-121.

[24] Creswell, J.W., 2016. Pendekatan metode penelitian kuantitatif, kualitatif dan campuran. *Yogyakarta: Pustaka Belajar*.

[25] Andriani, T., 2016. Sistem pembelajaran berbasis teknologi informasi dan komunikasi. *Sosial Budaya*, *12*(1), pp.117-126.

[26] Handarini, O.I. and Wulandari, S.S., 2020. Pembelajaran Daring Sebagai Upaya Study From Home (SFH) Selama Pandemi Covid 19. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, *8*(3), pp.496-503.

[27] Setyorini, I., 2020. Pandemi COVID-19 dan Online Learning: Apakah Berpengaruh Terhadap Proses Pembelajaran Pada Kurikulum 13?. *Journal of Industrial Engineering & Management Research*, *1*(1), pp.95-102.

[28] Irawan, Y., Susanti, N. and Triyanto, W.A., 2015. Analisa dan perancangan sistem pembelajaran online (e-learning) pada smk mambaul falah kudus. *Simetris: Jurnal Teknik Mesin, Elektro dan Ilmu Komputer*, *6*(2), pp.345-352.

[29] Setiawan, E.B. and Yusman, M.V., 2014. Pembangunan E-Learning Sebagai Sarana Pembelajaran Online Di Smp Negeri 8 Bandung. *SEMNASTEKNOMEDIA ONLINE*, *2*(1), pp.3-04

[30] Habibi, I., 2020. Implementasi Pembelajaran Pendidikan Agama Islam Berbasis Daring (Whatsapp Group, Google Classroom Dan Zoom Meeting) Di Smp Mbs Al Amin Bojonegoro. *Cendekia*, *12*(2), Pp.161-178.

[31] Naserly, M.K., 2020. Implementasi Zoom, Google Classroom, Dan Whatsapp Group Dalam Mendukung Pembelajaran Daring (Online) Pada Mata Kuliah Bahasa Inggris Lanjut (Studi Kasus Pada 2 Kelas Semester 2, Jurusan Administrasi Bisnis, Fakultas Ekonomi dan Bisnis, Universitas Bina Sa. *Aksara Public*, *4*(2), pp.155-165.

[32] Haqien, D. and Rahman, A.A., 2020. Pemanfaatan Zoom Meeting Untuk Proses Pembelajaran Pada Masa Pandemi Covid-19. *SAP (Susunan Artikel Pendidikan)*, *5*(1).

[33] Kurniawansyah, A.S., 2020. Kolaborasi Whatsapp Group, Zoom Cloud Meeting, Dan Google Drive Sebagai Formula Dalam Pelaksanaan Kegiatan Perkuliahan Online Di Masa Pandemi COVID-19. *Jurnal Media Infotama*, *16*(2).

[34] Winkelman, M., 1994. Cultural shock and adaptation. *Journal of Counseling & Development*, *73*(2), pp.121-126.

[35] Maizan, S.H., Bashori, K. and Hayati, E.N., 2020. Analytical Theory: Gegar Budaya (Culture Shock). *Psycho Idea*, *18*(2), Pp.147-154.

[36] Khoirunnisa, Y. and Soemantri, N.P., 2019. Fenomena Gegar Budaya pada Warga Negara Perancis yang bekerja di Jakarta. *Jurnal Antropologi: Isu-Isu Sosial Budaya*, *21*(2), pp.254-261.

[37] Furnham, A. and Bochner, S., 1986. Culture shock. Psychological reactions to unfamiliar environments. *Culture shock. Psychological reactions to unfamiliar environments.*

[38] Pramudiana, I.D., 2018. *Hubungan Antara Gegar Budaya Dengan Penyesuaian Sosial Siswa Papua di Magelang* (Doctoral dissertation, Unika Soegijapranata Semarang).

[39] Situmorang, I.H., 2019. Culture Shock Dalam Interaksi Komunikasi Antar Budaya pada Mahasiswa Asal Papua di Universitas Negeri Medan (Doctoral dissertation, Universitas Medan Area).

[40] Kambuaya, C., 2015. Pengaruh motivasi, minat, kedisiplinan dan adaptasi diri terhadap prestasi belajar siswa peserta program afirmasi pendidikan menengah asal papua dan papua barat di kota bandung. *SHARE: Social Work Journal*, *5*(2).