

**The Role of Cultural Adaptation Toward Academic Performance During
Study Abroad: Indonesian University Students in United States of America**

A Thesis

**Present to the Department of English Language Education as Partial Fulfillment of the
Requirements to Obtain the Sarjana Pendidikan Degree
in English Language Education**



**by
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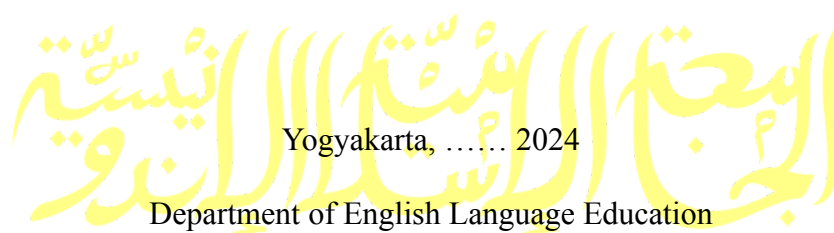
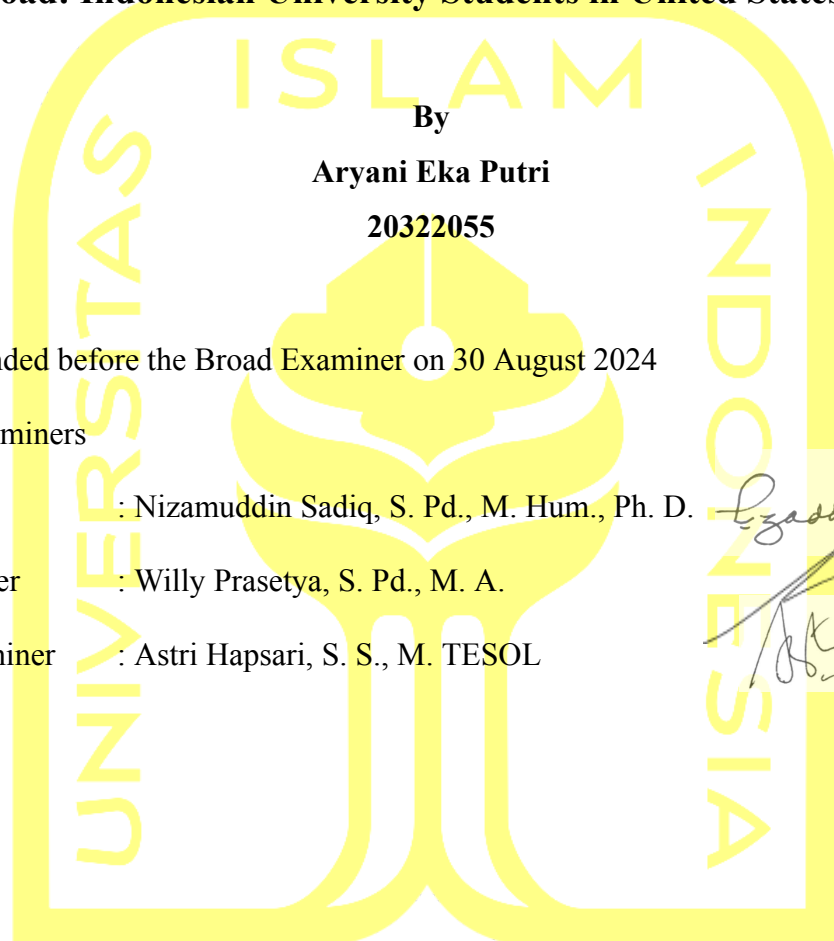
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STATEMENT OF ORIGINALITY

I declare that the thesis entitled "The Role of Cultural Adaptation Toward Academic Performance During Study Abroad: Indonesian University Students in the United States of America" is originally the work of mine. I am fully responsible for all the content contained in this thesis. To expand my knowledge and support my thesis, opinions and content from other researchers are cited in this thesis with respect under the ethical standards.

Yogyakarta, July 2024

The Author,



Aryani Eka Putri

MOTTO

“Everyone’s pace is different. I think it’s better to take it one step at a time if you have your own goals than try to keep up with someone else’s pace and do not give up if you feel like you are falling behind.”

(Choi Beomgyu of Tomorrow X Together)

DEDICATION

With all respect and gratitude, I dedicate this thesis to my beloved hero and parent, *Ibu*. Eko Listiyani who always gives support, affection and love in every little piece of my life. Thank you for giving me the best education and guidance so that I can reach this step.

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Assalamu'alaikum warahmatullahi wabarakatuh,

Alhamdulillahirobbil'alamin

I offer my praise and gratitude to the presence of Allah SWT because with His power and grace I can complete my responsibility for this thesis. My prayers and greetings to the Prophet Muhammad SAW, his family and his followers.

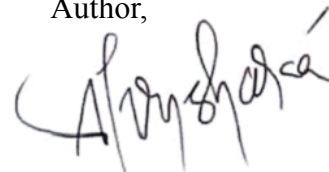
Through the time I was working on this thesis, I received a lot of support and guidance from people close to me. With all the respect and gratitude, I would like to express my appreciation to:

1. My beloved mother, *Ibu* Eko Listiyani, who tirelessly gives prayers, advice, support, guidance, education and love to me so that I am able to be in the position I am in now. Thank you for being a very strong mother and father figure for me all this time.
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8. Of course also to myself, for having successfully completed this thesis to the best of my ability.

Yogyakarta, July 2024

Author,

A handwritten signature in black ink, appearing to read 'Aryani Eka Putri', written in a cursive style.

Aryani Eka Putri

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The Role of Cultural Adaptation Toward Academic Performance During Study Abroad: Indonesian University Students in United States of America

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ABSTRACT

This study reported the role of students' cultural adaptation toward students' academic performance during study abroad, especially in the case of Indonesian international students studying in the US. Although many studies have examined students' cultural adaptation during study abroad, however in the case of Indonesia only few have focused on how this adaptation impacts academic performances. Therefore, this study aims to investigate the role of cultural adaptation of Indonesian international students toward academic performance when they undertake a short period of study in the US universities. Employing a qualitative approach, the research design of this study is descriptive qualitative and data collected through semi-structured interviews with two participants. Data were analyzed through thematic analysis and NVivo 12 software was used as data management to assist the process of thematizing the data. The findings show the role of cultural adaptation could improve the students' SRL, provide social support, expand global mindset, well-managing preparation, widening networking, and also developing positive mindset. This research also proves that it can positively improve the academic performance and personal growth of Indonesian international students during studying abroad.

Keywords: Academic adaptation, Academic performance, Cultural adaptation, Social networks, Study abroad.

CHAPTER I. INTRODUCTION

1.1 Background of study

Beaven and Spencer-Oatey (2016) describe cultural adaptation as a transformation that occurs as a result of prolonged and direct intercultural interaction. This phenomenon is especially important for those involved in study abroad programs, as they encounter unfamiliar cultural environments and social norms during their experiences abroad. This study particularly discusses the cultural adaptation of the Indonesian international students through the study abroad program. Studies on cultural adaptation have been well documented (Akhtar et al., 2015; Erturk & Luu, 2022; Ye, 2006; Yilmaz & Temizkan, 2022). Their studies have demonstrated that international students who experienced living overseas to study in Anglophones countries would undergo the cultural adjustments (e.g., attitudes/behavior, communication and language used, social interactions, traditions and religions) (Akhtar et al., 2015; Erturk & Luu, 2022; Ye, 2006; Yilmaz & Temizkan, 2022).

Most of the current studies have discussed the adaptation of international students while studying abroad around the world. However, most of them are more focused on the experiences in adapting to the new culture and environment. For example, Chiang (2014) examined that there are some negative and positive experiences that the international students could face during the critical period of cultural adaptation. Chiang also claimed that the number of negative and positive experiences can depend on the culture of the international students' homeland and the cultural background of the host country. Other researchers that address the same issues, Yang, Byers, Salazar, and Salas (2009) who studied the case of latino students' cultural adaptation, and Yilmaz and Temizkan (2022) examine that the international students have some negative experiences during adapting the cultural exposure while study abroad. Yang et al., (2009) and Ye (2006) claimed that the international students need more

social support during adapting with the new environment. However, Gong, Gao, Li, and Lai (2020) argue that overcoming problems in cultural adaptation is not just about providing support because the challenges faced by the international students do not only refer to problems that occur in cultural aspects but also in psychological aspects. This refers to how students are able to deal with social problems during their study abroad. Gong et al., (2020) claimed that there are some strategies that can be used by the international students to deal with the cultural adaptation such as trying to learn and adapting the language used by the society and the culture itself, trying to practice it with the local people consistently and appreciating the local people's emotions sensibilities.

The widespread use of English as a global language has contributed to the monolingual mindset. That is why studying in an English-speaking country (anglophone countries) immerses students in an English-speaking environment, which could improve language proficiency. This exposure facilitates communication, understanding, and opens up global networking opportunities and career prospects.

In 2019, the Ministry of Education, Culture, Research and Technology (*Kemendikbud Ristek*) launched the Indonesian International Student Mobility Award (IISMA) as one of the flagship scholarship programs fully funded by the government for undergraduate (S1), Diploma 3, and Diploma 4 students for one semester. With the IISMA program, Indonesian international students are expected to increase their awareness and understanding of international academic and cultural diversity. In addition, students can also gain new experiences and knowledge as well as develop international networks and develop their soft and hard skills (Kemendikbud, 2021).

Since the Indonesian government through the Ministry of Education and Culture launched the Indonesian International Student Mobility Award (IISMA) program in 2019, the opportunities for university students to experience a study abroad have been increased. In

2021, the Ministry of Education, Culture, Research and Technology (*Kemendikbud Ristek*) has sent around 970 students from 98 Indonesian universities who have passed the selection for this program to 59 world-class universities in 28 countries (Kemendikbud, 2021). Because of the IISMA program, Indonesian students who want to study abroad need to do cultural adaptation. However, in the process when these students studied away from their countries, they seemed to adjust their life with the new culture and environment and these cultural exposures could affect the way they adapt their lives including their academic achievements (Akhtar, Pratt, & Bo, 2015; Beaven & Oatey, 2016; Wang, Harding, & Mai, 2012).

Although there have been many studies on students' cultural adaptation during study abroad, most of them only focus on the students' adaptation process (Akhtar et al., 2015; Erturk & Luu, 2022; Ye, 2006; Yilmaz & Temizkan, 2022). Discussion on the role of cultural adaptation itself on Indonesian university students' academic development is still relatively small. So this study combines how the role of students' cultural adaptation process affects Indonesian university students' academic performance during study abroad in the US cultural and academic background.

1.2 Identification of the Problems

Although there are so many researchers discussing the students' cultural adaptation, most of the researcher on cultural adaptation have focused on how the international students' experiences in the process of adapting the new culture and environment (Akhtar et al., 2015; Erturk & Luu, 2022; Ye, 2006; Yilmaz & Temizkan, 2022). Relatively, fewer researchers who specifically discuss how Indonesian university students adapt to the culture, environment and also academic demands during study abroad which can affect students' academic performance, especially the case of Indonesian students. This is also supported by several researchers that some of the difficulties they face can affect the way they adapt to society and

the surrounding environment, and affect their mentality which all of these problems will eventually have an impact on their academic grades (Akhtar et al., 2015; Beaven & Oatey, 2016; Erturk & Luu , 2022; Wang, et al. 2012; Ye, 2006; Yilmaz & Temizkan, 2022). Therefore, this research focuses specifically on the role of Indonesian international students' cultural adaptation toward academic performance during study abroad in the US cultural background and academic settings.

1.3 Objective of the Study

This study aims to investigate the role of cultural adaptation of Indonesian international students toward academic performance.

1.4 Formulating the Problem

The research question is arranged based on the main purpose of this study and is formulated as follows: what are the roles of cultural adaptation toward Indonesian international students' academic performances in the US academic settings?

1.5 Significance of the Study

The result of this study could contribute to the practical matters of students' cultural adaptation by providing valuable insights that can help international students overcome the challenges they face while studying abroad. This research is particularly important for prospective students, as it increases their awareness of cultural and environmental differences. By understanding these differences, students can minimize misunderstandings and mistakes, ultimately allowing them to concentrate better on their academic pursuits. The results of this study can inform the development of targeted support programs and resources that facilitate a smoother transition for international students, thereby enhancing their overall educational experience.

CHAPTER II. LITERATURE REVIEW

2.1 Cultural Adaptation

Zapf (1991) defines cultural adaptation as a condition faced by the international students abroad. When cultural adaptation is done, the ability of adjustment to the new and unfamiliar aspects of a culture is demonstrated through an individual's capacity to navigate daily life, establish meaningful relationships, and effectively engage with the social and academic environments, this can be measured by how their daily lives during the adjustment period (Ward & Rana-Deuba, 1999). Therefore, “cultural adaptation is a dynamic process that a person experiences while adapting to a cultural environment that is new and very unfamiliar to them, as well as a situation where they can establish (or re-establish) and maintain good and stable relationships with the people in that environment” (Kim 2001, p.31). Ward and Kennedy (1999) advocates the notion of cultural adaptation as a set of behaviors to learn and interact with society to adjust to a new culture, and an individual who has the ability and is able to understand the local language and culture well is a success in cultural adaptation. It is undeniable that during the process of cultural adaptation, an individual must be able to overcome some difficulties and possibly psychological stress (Ye, 2006) or the impact of cultural adaptation could be both psychological and cultural. Those effects are feared to have a negative impact on students' academic performance while the students' adaptation process along with the process of students adapting during study abroad (Ward and Rana-Deuba, 1999).

2.2 Previous studies on cultural adaptation in Anglophone Countries

Recent studies have been discussing the process of cultural adaptation of international students during their study abroad (e.g Gong et. al. 2020; Hsu et. al. 2021; Yilmaz &

Temizkan 2022). There are various challenges faced by international students, some of which relate to language learning, cultural adaptation, increasing cultural knowledge, understanding empathy, and developing communication competence. Further research on cultural adaptation faced by the international students especially in some western areas claimed that in the communication aspect some of the international students from Asian countries felt nervous when speaking English to other English speakers for fear of being looked down upon by them (Wang, et al., 2012). On the other hand, in the academic aspect some international students also experience stress when adjusting to the learning culture because they consider that the way of learning is different from what they are used to when learning in their own country (Young & Schartner, 2014). Hsu et. al (2021) also mentioned in the acculturation aspect of the level of stress experienced by them that the term ‘culture shock’ is impossible to avoid, especially in the first few weeks. However, as time goes by they start and have to get used to adapting to the new culture and environment.

In many of these researchers, most of them were focused on how the conditions experienced by the international students. However, from some of the challenges mentioned earlier, just getting used to it is not enough to adapt well to the new culture and environment. They certainly need to come up with a lot of strategies and support from both inside and outside (Gong et. al., 2020). They argue that the challenges experienced by the international students are interconnected and require specific strategies to overcome them. The strategies required are to try to learning words and vocabularies outside the classroom and practice them directly to the others, and learn the characteristics of the native people and their culture, try to appreciating the people around and they also need more social support to decrease their insecurities during study abroad (Gong et. al., 2020; Yang et. al., 2009; Ye, 2006).

Considering those empirical studies above, it seems that the international students faced a lot of obstacles during their time abroad. Those obstacles include the psychological

and cultural aspects and it could happen either in their learning activities in the classroom or outside the classroom and also in their new environment. Of course, they need some strategists on how to overcome all of the problems they faced to help them survive during the adaptation process. Social support is also much needed from both family and friends because it can reduce their anxiety.

2.3 Cultural Adaptation in US

The US is one of the countries that has a very promising education system, no wonder many international students are interested in studying there. As these international students come from different countries and have various cultural backgrounds, they certainly need to adapt from the beginning in terms of social environment, culture and language. The cultural adaptation in the US involves various factors that influence the process of individuals from different cultures adapting to the host culture. These factors include language proficiency, cultural knowledge, social support, and acculturation strategies (Ye, 2006).

Ye (2006) further elaborates that language proficiency plays a crucial role in cultural adaptation as it facilitates communication and understanding with members of the host culture. Higher levels of language proficiency are associated with better cultural and psychological adaptation (Erturk and Luu, 2022). Meanwhile, cultural knowledge refers to the understanding and familiarity with the customs, norms, and values of the host culture. Acquiring cultural knowledge helps individuals navigate social interactions and adapt to the cultural expectations. Lack of cultural knowledge can lead to misunderstandings and difficulties in adaptation. In addition, international students desperately need social support from both co-nationals and members of the host culture while studying abroad (Yang et. al., 2009; Ye, 2006). This support is important for cultural adaptation. Co-nationals provide a sense of familiarity and support, while members of the host culture offer opportunities for

cultural immersion and integration. Therefore, social support could positively influence the adaptation process and reduce feelings of isolation and stress (Ye, 2006). Finally, acculturation strategies, such as integration, assimilation, separation, and marginalization, all of which also impact cultural adaptation are also needed by the international students in their cultural adaptations. Integration, which involves maintaining one's cultural identity while actively participating in the host culture, has been found to be the most adaptive strategy, leading to better psychological well-being and social adjustment.

Furthermore, Erturk and Luu (2022) confirmed that the US is considered as a "land of contrasts" due to its social and physical environmental features. In addition, navigating the diverse and contrasting aspects of American society such as their habits are also challenging. To deal with this, respect, open-mindedness, and compliance to social norms such as politeness and customs are important. By having these positive attitudes, the differences in personal distance and the avoidance of discussing private lives, which seem contrasted with the international students' home culture could be minimized.

2.4 Social Network Theory

Previous studies on cultural adaptation have reported how social networks could give a very positive impact during the international students' adaptation process (Ana & Oatey, 2016; Yang et. al., 2009; Ye, 2006). "Social network theory is concerned with the properties of social support networks and social support and resource exchanges among network members" (Ye 2006, p. 864). A person's social network can be compared through their tie strength on social networking (Marsden & Campbell, 1984). Having a comprehension of tie strength is important for understanding the dynamics of social relationships and their impact on various social outcomes, including social support, information flow, and network dynamics. Marsden and Campbell (1984) also mentioned that tie strength in social networks

is a crucial factor in shaping individual behaviors, determining access to resources, and influencing the overall functioning of social networks. Tie strength refers to the intensity or closeness of a relationship between two individuals in a social network.

In this case, according to Granovetter (1973) weak ties are more valuable than strong ties and more likely to connect different social groups, leading to exposure to diverse perspectives and information that may not be available within a person's close-knit social circle. This connecting function of weak ties can be particularly valuable in facilitating social integration and reducing social fragmentation. However, Ye (2006) claimed that tie strength in social networks has a very important role in both the strength and weakness of the ties. Because strong ties in social networks can provide support in terms of emotion while weak ties can provide a lot of information, knowledge and new experiences. On the other hand, Takahashi and Inamizu (2014) suggest that tie strength is a more complex and multifaceted concept that cannot be reduced to a single variable. They also highlight that the strength of a social tie between individuals is not fixed or universal. Instead, it can change based on the specific context and the purpose of the relationship. Tie strength may vary depending on the context and purpose of the relationship such as familial, professional, or casual friendships for example, a tie between two individuals may be strong in one context, such as providing emotional support, but weaker in another context, such as sharing professional information. Additionally, different types of ties, such as familial, professional, or casual friendships, may have varying levels of usefulness depending on the specific situation or need. Therefore, the strength and utility of social ties are not absolute and can be influenced by the specific circumstances in which they are formed and maintained (Takahashi & Inamizu, 2014).

2.5 Flow of Reviewed Literature

Based on the previous studies, the terms of cultural adaptation is an experience of an individual faced by the international students that came to study abroad (Akhtar et al., 2015; Erturk & Luu, 2022; Ye, 2006; Yilmaz & Temizkan, 2022). The experiences contain some aspects that affect their life while adapting a new and very unfamiliar culture and environment such as cultural aspects. The cultural aspects contain some culture and social adaptation issues (e.g. attitudes/behavior, communication and language used, social interactions, academic adjustments, traditions and religions).

However, further action is needed to address this, as it is not something to be taken lightly. The problems encountered in cultural adaptation are also closely related to the term culture shock, which is often experienced by people who have just met or adapted to a new culture and environment. The International students need to arrange some strategies suitable to the issues they face during the adaptation process on how to overcome it so that they can survive during the adaptation process and not interfere with their academic aspect (Gong et al., 2020). Besides, social networks play a crucial role in the cultural adaptation process of the international students; it could help the international students reduce their difficulties during adapting to the new culture (Ye, 2006). This concept is concluded in the figure 2.1 below

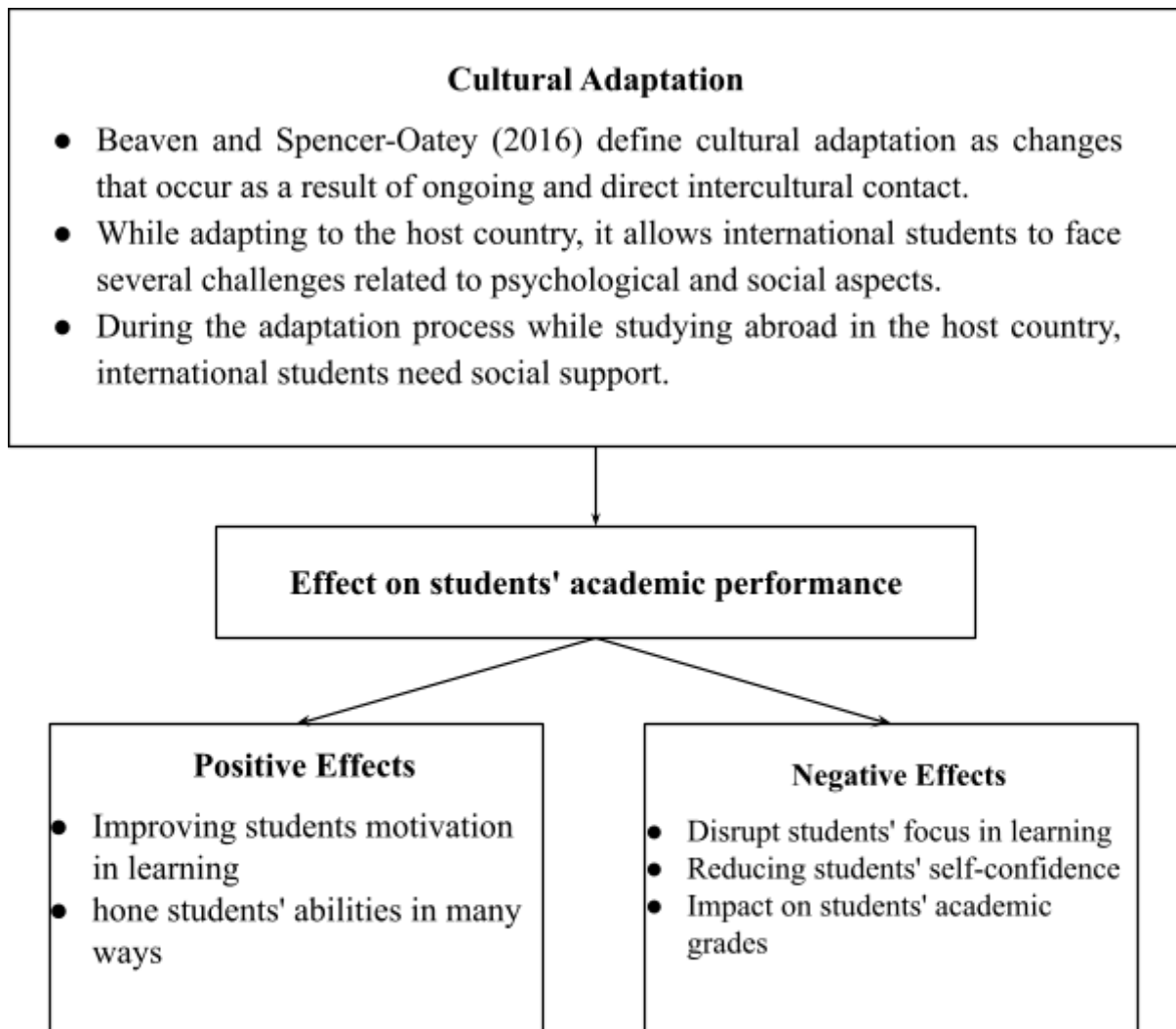


Figure 2.5 Flow of reviewed literature

CHAPTER III. RESEARCH METHOD

This chapter describes all information related to the method in this study. To begin with the research design is followed by settings and participants, data collection, data analysis technique.

3.1 Research Design

This study collects and interprets the experiences of Indonesian international students who participated in a study abroad program regarding adaptation to the environment and cultural background in the United State, as a host country. Therefore, this study is closely within the qualitative research paradigm. Meanwhile, the research design of this study is an interview study, which focuses on an individual's real-life experiences in depth and on how the participant could deal with the challenges during adapting the new culture and environment in the US (Burawoy, 2009; Yin, 2008). Since this study aims to investigate the role of cultural adaptation of Indonesian international students toward academic performance, therefore qualitative case study research is the most suitable method to use considering that the data needed is related to life experiences and how an individual can deal with a problem.

3.2 Setting and Participant

The setting of this study is in the United States of America, specifically at a university in Davis-California and New Haven-Connecticut. Based on Project Atlas (2020), the US was nominated to be the world's most popular country for international students. More than one million students from over the world are interested in studying abroad in the US every year because of the high standard of education and also a modern style of teaching and learning activity.

The participants were Indonesian international students who have studied abroad in the US and have experienced adapting to a new culture and environment in the host country. The participants were Mawar and Ahmad (pseudonym). Mawar is an alumna of a bachelor's degree in English education at a university in Indonesia who participated in the IISMA program in 2021 in the US, Davis, California. Currently working as a research analyst at AddedEducation. Ahmad is an active student at a university in Indonesia who had the opportunity to take part in the IISMA program in the summer class of 2024 in the United States, New Haven, Connecticut.

To recruit the participant in this study is done through an informal negotiation with students who participated in international mobility especially who went to the US. When the participants are contacted, the aims and all circumstances related to this study is discussed with the participant. After all negotiation processes are completed, then proceed with the interview session with the participant at the time previously discussed. The interview is estimated to be completed in one day for approximately one hour. Before the interview began, the author asked the participant for permission to record audio during the interview session. The results of the interviews will be transcribed through the recorded audio. The name of the participant would be written in pseudonym. All the interview uses Bahasa Indonesia to allow the participant to answer the questions relax and clear and to avoid misunderstanding.

3.3 Data collection Technique

Considering the data needed in this study was to find out the role of cultural adaptation of Indonesian international students toward academic performance, an in-depth interview was chosen to obtain the data. Through interviews we can obtain more information about a particular case study intensively with an individual (Merriam, 2009). The type of

interview that the author used in this study was semi-structured interview because it is considered to be a more open-ended and less-structured format. Semi-structured questions were more flexible because they followed the participant's answer during the interview session. It is also considered to be a more unique and diverse language structure, like someone telling a story about their experiences, so it is less rigid considering that this interview session is to find out their experience when adapting to the host country.

The parameter used in this interview was adapted from Beaven and Spencer-Oatey (2016) to design the interview protocols. The adapted parameter was divided into five categories of challenges: (1) Social Integration, (2) Communication, (3) Academic Adjustment, (4) Emotional and Psychological aspects, and (5) Reflection and Growth. Social networking theory by Granovetter (1973) also added to the interview parameter because the author required additional information on how participants expanded their social connections and whether or not they were adequately helped by this. Based on those categories, the participant was asked to share their experiences during adapting to these categories mentioned above and whether it affects their academic performance.

Data findings were obtained from audio recordings of interviews and interview transcripts which will later be categorized into several themes and codes using NVivo 12 software. The interview session for Mawar was conducted via Google meet on March 16, 2024 while Ahmad was conducted via Whatsapp telephone on May 2, 2024 due to the considerable difference in location between the author and the participants. The interview session lasted for approximately 1 hour with 18 questions based on themes related to the focus on the participants' adaptation process and their academic aspects during study abroad.

3.3.1 Thematizing

In this section, the author categorizes three themes based on interview transcripts from 2 participants to facilitate the author in analyzing the data.

Table 3.3.1 Sample of Themetizing and Coding

Theme	Sub-theme	Coding
Cultural Adaptation	Outstanding Self Regulated Learning	CA-OSRL
	Global Mindset	CA-GM
	Networking	CA-N
	Positive Mindset	CA-PM
Effect on Academic	Individual Achievement	EA-IA
	Individual Struggling	EA-IS
	Recognition/Appreciation	EA-RA
New Awareness and Tips		NAT

3.3.2 Coding

In this section, the codes created by the author are based on themes to label the data in this study. Providing codes is also part of data analysis to make it easier for the author. The code sample is presented in the table below.

Table 3.3.2 Sample of coding and its meaning

Coding	Meaning
CA-OSRL-M	The data were collected from the interview section with Mawar in the Cultural adaptation theme section with the sub-theme Outstanding Self-Regulated Learning.
EA-IA-A	The data were collected from the interview section with Ahmad in the Effect on Academic theme section with the sub-theme Individual Achievement.
NAT-M-Int-March 2024	The data were collected from the interview section with Mawar on March 2024 in the New Awareness and Tips theme section.

3.3.3 Interview

In this part, the author gave an open-ended and semi-structured interview questions format to obtain in-depth information from participants related to the topic of this study. The researcher used an open-ended and semi-structured interview questions format so that the interview questions could be more flexible, participants could also be more free in answering questions so that the information obtained was more and varied. The participants' answers were also recorded by the author to maintain the authenticity and accuracy of the data sources in this study. The interview records sessions were recorded using a mobile phone voice recorder, and then transcribed manually by the author. Then the data will be analyzed to answer the research question.

Table 3.3.3.1 Matrix of interview questions

Construct	Conceptual Definition	Parameter	Interview Questions
Students' cultural adaptation	Beaven and Spencer-Oatey (2016) divided some categories of challenges that could probably affect the academic performance of international students during study abroad, such as; Social Integration, Language proficiency and communication, Academic Adjustment,	Social Integration	<ol style="list-style-type: none"> 1. How do you blend in with the community in the host country while studying abroad? Could you explain? 2. What are the challenges and obstacles that you face when adapting to the social environment there? Please explain the challenges first and then the obstacles? 3. How do you interact with other people in the host

Emotional and Psychological aspects, and Reflection and Growth.	country that have an impact on your adaptation process while studying abroad?
	4. How can this adaptation effort affect your academic aspects while studying abroad?
Communication	5. Do you have difficulty communicating with native English speakers in both academic and social settings? If so, can you describe the difficulties you experienced? If not, what is your strategy when communicating with native English speakers?
	6. How does your language ability affect your adaptation process while studying abroad?
	7. How can this ability to communicate with native English speakers affect your academic aspects while studying abroad?
Academic Adjustment	8. Is there a significant difference in terms of learning in the host country with the learning system in schools in Indonesia? If so, how do you adjust to the academic demands and challenges of your study program?
	9. How do your academic

	adaptation efforts support the success of your academic achievements while studying abroad?
Emotional and Psychological aspects	<p>10. What emotional and psychological factors influence your adaptation during the study abroad process?</p> <p>11. Did the difficulties you mentioned earlier affect you emotionally and psychologically while adapting there? And did they affect your learning process and academic achievement?</p> <p>12. How can emotional and psychological factors support academic success/achievement while studying abroad?</p>
Reflection and Growth	<p>13. From all the challenges you mentioned earlier, how did you overcome them?</p> <p>14. Can you reflect on how your experience while adapting and studying abroad has contributed to your personal growth and development both emotionally, socially and academically?</p> <p>15. Based on your reflection, what kind of cultural</p>

		adaptation must be done by those who study abroad in order to achieve academic success?
According to Ye (2006) social networks can be very useful for international students during the process of adapting to the new environment and culture in the host country.	Social Network	<p>16. How did you build a social network while studying abroad?</p> <p>17. Is there a large Indonesian population in the host country? If so, did it help you in adapting in the host country? And if not, did it make things difficult for you?</p> <p>18. How can a social network support academic success/achievement while studying abroad?</p>

3.4 Data Analysis Technique

The transcribed interviews will be analyzed using thematic analysis technique, and the results of the analysis will be used as data for this study. Through thematic analysis technique, the author could better understand the meaning of the collective or shared experiences and meaning shared by the participant and also allows the author to find more relevant clarity from the answers to the questions that have been shared by participants (Braun & Clarke, 2006). Thematic analysis is a qualitative research method used to identify, analyze, and report patterns (themes) within qualitative data.

To assist the author in processing the data, the author used NVivo 12 software in processing this research data. The NVivo 12 software facilitates the author from the open coding phase until finally the author can determine the theme for each collected data. Before

the data is processed using NVivo 12 software, the author tries to familiarize the data. The author tries to recognize the data by playing back the audio recordings of the interviews repeatedly, then continuing to sort out which data to use and which not to use. After the researcher determines the data to be used in this study, the first step is importing the data into the NVivo 12 software. The imported data will then be read again by the author carefully and then classify the data based on similar discussions from the interview data of participants 1 and 2. The second step is to set up case nodes, every time the author finds some data from each participant that has the same main point, then continue to the third step, the author will determine the theme related to the discussion using the nodes feature in NVivo 12 as shown in the figure 3.4. The detailed sample of thematizing and coding were presented in table 3.4.1. The next step is exporting the codebook, each node will have its own descriptions, and the description of each node is exported into a code book as in Appendix 2.2. After the theme of each data is obtained, the author re-examines the data and themes obtained to then be interpreted in chapter 4 of this study.

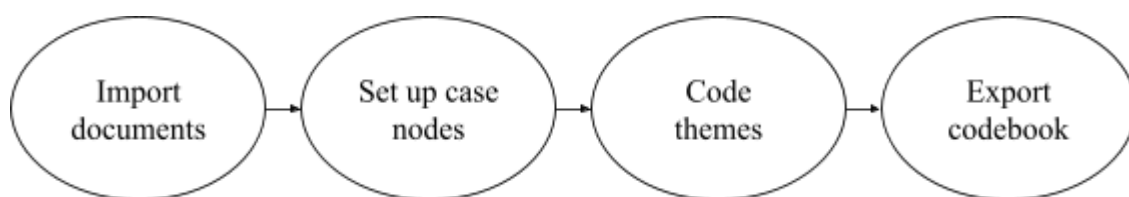


Figure 3.4.1 Data processing process using NVivo 12

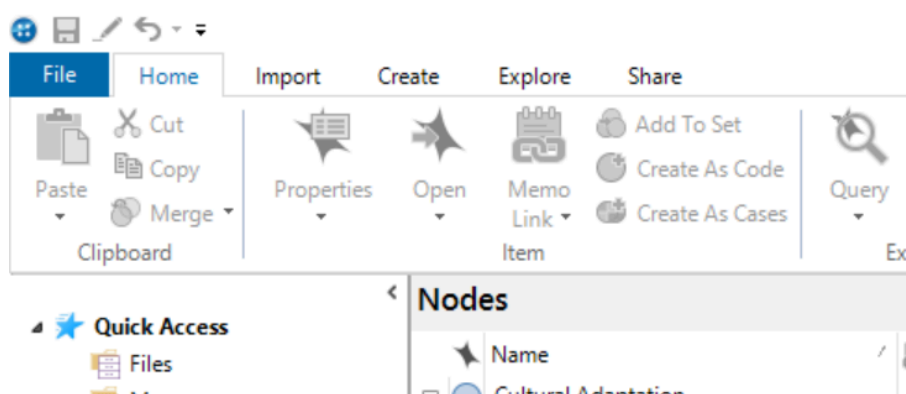


Figure 3.4. Formulating themes using Nodes feature in NVivo 12 software

3.4.1 Data reduction

Miles and Huberman (1994, p. 10) explain that data reduction involves the processes of selecting, focusing, simplifying, abstracting, and transforming the information found in written field notes or transcriptions. By reducing the data, it will be easier for the author to organize the data obtained because the data has been sorted out which is considered less important and which is considered important. The author will focus on collecting data regarding the participant adaptation process, the role of cultural adaptation and the academic aspects of the participants during study abroad.

3.4.2 Data display

Miles and Huberman (1994, p. 10) define data display as the structured and visually accessible presentation of data that enhances interpretation for both researchers and audiences. It goes beyond data reduction by organizing information to support conclusions and can take the form of text, diagrams, charts, or matrices. This varied presentation allows researchers to uncover systematic patterns and relationships within the data. It means that the process of the data will be displayed then clarified using descriptive text.

3.4.3 Conclusion Drawing and Verification

The last step on qualitative data analysis is conclusion drawing and verification where the researchers interpret the data collected and assess the validity of their findings. After all the data redacted and displayed, then the conclusion based on the research findings and discussion.

3.5 Trustworthiness

The author tried to apply Lincoln and Guba (1985) four general criteria in the approach of trustworthiness. These four general criteria are credibility, transferability, dependability, and confirmability.

3.5.1 Credibility

Credibility test is a test of trust in qualitative research data (Prastowo, 2012: 266). Data credibility or validity of qualitative research data, among others, is done by extending observation, negative case analysis and member check. In this study, the author made observations of the data repeatedly. The first stage is that the author will re-examine the results of the data obtained through interview sessions carefully and repeatedly then analyze and revise them to fit the concept of this research. Then, the author further analyzes the data obtained and relates it to previous research sources. After all the data is collected and becomes a complete story, then the author will conduct a member check.

3.5.2 Transferability

In this study, transferability is carried out by attaching all the results of the data carried out in this study, including interview transcripts, and the entire analyzing data process in detail, clearly, and systematically. This is done so that this study can be accepted and easily understood by others.

3.5.3 Dependability

Dependability is a way to prove that the results of this study can reflect the stability and consistency of the entire research process, both in data collection activities, interpreting findings and in reporting research results. Dependability in this study was carried out by auditing the entire research process by reviewing or criticizing the research results. To reach

dependability, the results of data analyzed in this study are consulted to and discussed with the supervisor to obtain feedback. This aims to reduce errors in the data and results obtained as well as in the presentation and during the research process before this research is published.

3.5.4 Confirmability

Confirmability is required to determine whether the data obtained is objective or not. In this process, the author will endeavor to show that the findings and interpretations of the data do not come from the imagination of the author, but are clearly related to the data. In this study, to preserve the correctness and objectivity of the research results, the author conducted an audit trail. Audit trail is an examination of data to ensure that the things reported are accurate so that they can be traced or followed. In this study, the confirmability test was carried out by providing an audit trail in the form of audio recordings, transcripts of interview results, and data results which will be attached at the end of the report.

CHAPTER IV. RESEARCH FINDING AND DISCUSSION

This chapter presents the research findings and discussion. The transcription data is explained in the findings section including the finding chart, followed by the discussion result.

4.1 Introduction

The analyzed data identified that Indonesian international students experienced various adaptation challenges during their study abroad in the US. The challenges are not only referred to how they adapt to a very different culture, but also relate to social, emotions and even their academic aspects. The analysis of the data revealed that those aspects could affect their academic performance during study abroad in the US. Outcomes of analysis, and representative data from each data-collection stage, are presented and summarized in the sub-section 4.2.

4.2 Findings

In this study, the findings revealed that cultural adaptation plays a crucial role in influencing the academic performance of Indonesian university students studying abroad. The role of cultural adaptation revealed by the author improves the students' self regulated learning, expanding global mindset, widening networking, developing positive mindset. Details regarding each point will be explained later in this chapter.

After all the data was processed, a primary theme of cultural adaptation was identified by the author, which was further divided into six sub-themes.. The sub-themes of cultural adaptation were found to have an impact on the participants' academic performance, with reflections on their experiences after studying abroad in their home country also emerging as a key aspect, particularly in the sub-theme of new awareness and tips. All the themes and subthemes are illustrated in the figure 4.2 below.

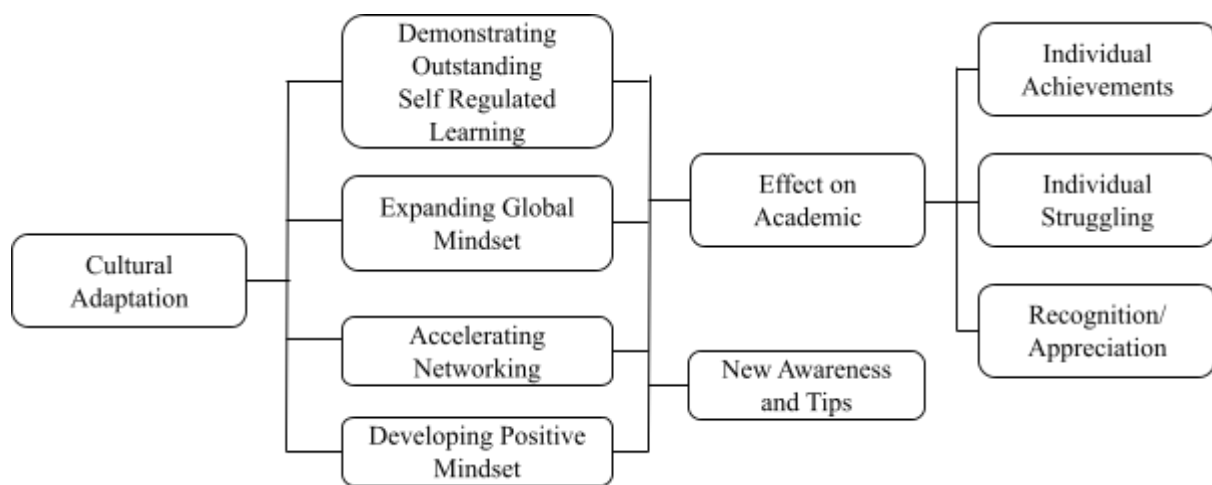


Figure 4.2 The themes of the findings

4.2.1 Cultural Adaptation

The focus of this study is to answer the research question: what are the roles of cultural adaptation toward Indonesian international students' academic performances in the US academic settings? The findings found some roles of the cultural adaptation that the Indonesian international students share during their study in the US. These roles are elaborated in the following sections.

4.2.1.1 Demonstrating Outstanding Self Regulated Learning (SRL)

While adapting to the academic culture and demands in the university of the participant studying abroad, it was found by the author that there is a significant difference between Indonesian and American academic demands in the university. Based on the data

collected, the participants feel that in universities in the USA that the participants studying abroad tend to be more demanding in academic reading and writing which they are not used to in Indonesian universities. To overcome this, they have their own outstanding SRL such as planning and organization, time management skills, positive mindset and motivation, also metacognitive awareness which makes it easier for them to learn and can significantly improve their academic performance as mentioned below.

Excerpt 1

*“I really **do not like SKS** honestly. So if there is an assignment, **I will definitely do it gradually**, I'm not that type of person who does assignments that wait until close to the deadline”
(CA-OSRL-M-Int-March 2024)*

The data on excerpt 1 shows that she can barely do *SKS* things (line 1). The *SKS* stands for *Sistem Kebut Semalam*, which means learn or accomplish something whether it is an assignment or study in just one night before the deadline. She also tends to do her assignments gradually everyday to avoid piling up assignments and so as not to interfere with his learning process for other courses, also she does not feel burned out during her study abroad (line 2). In addition the SRL applied to completing assignments gradually and doing some plan is something she has been accustomed to since she was a child. So when she does not plan, she tends to feel panicked and confused about what she needs to do first as mentioned in the excerpt 2 below.

Excerpt 2

*“I also feel like **I'm that type of person who always makes plans**. I feel like I'm panicking if there's no planning” (CA-OSRL-M-Int-March 2024)*

On the analyzed data, Mawar mentioned that she had been used by his parents from childhood to organize her daily activities everyday, and with this habit she was used to always making plans to organize almost all of her activities until now (line 1). So, when she doesn't make a plan, she feels panicked and has no idea about what she should do first.

Another form of SRL is time management, she eventually got used to time management. This is also something she has been doing since she was a child because her parents often encouraged her to utilize time wisely. She mentioned this during the interview session as quoted below.

Excerpt 3

*“I like to do assignments gradually, so **I'm used to time management.** On Monday, I already know what I want to do and until Sunday. So **my activities are really scheduled so that my learning is not disturbed either**” (CA-OSRL-M-Int-March 2024)*

Based on excerpt 3, she mentioned that the SRL she used is time management (line 1), she already knows what she needs to do from Monday to the weekend . If there are sudden things that need to be done in the middle of the planning that she has made, such as when a friend invites her to go out she will tend to reject it and ask the friend to invite her one week before. She does this so that what she has set in her planning does not change so that it does not disrupt her self-study schedule (line 3).

Similar to Mawar's SRL, Ahmad was also not used to even being able to do the SKS system as mentioned in the excerpt 4.

Excerpt 4

*“To be honest, **I can't do SKS. I tend to do my assignments gradually in everyday**” (CA-OSRL-A-Int-May 2024)*

In the excerpt 4 he mentioned that he was unable to use the *SKS* system, and tended to complete his assignments gradually (line 1). According to him, this will only burden himself and eventually he will become burned out and the task cannot be completed optimally.

Other than that, the SRL used by Ahmad is also to do planning on his activities, organizing his schedule of when to do this and when to do something else. That way he can control his activities and his study time well as quoted below.

Excerpt 5

“But at the same time, I also sometimes like to make plans, organize a schedule when I do this and when I do that, but even if I’m planning it won’t be that detailed” (CA-OSRL-A-Int-May 2024)

Slightly similar to Mawar, in the excerpt 5 Ahmad also mentioned the SRL that he got used to is to make plans and organize schedules for academic and non-academic activities (line 1 & 2). However, the practice will not be as detailed as what he had planned before. According to him, the planning or schedule he made was the basis for his target in completing an activity.

In addition to planning, the SRL that Ahmad used also forced himself to read and write more and improve his academic writing skills to adjust to the academic demands of the university he was studying abroad. He mentioned this during the interview session as quoted in the sentence below.

Excerpt 6

“The way I adjust to it is, actually I draft a lot, I write more. So I’m more forced to write more, read the book and immediately write it down” (CA-OSRL-A-Int-May 2024)

Besides the academic demands of writing at the university that Ahmad attended during his study abroad, he mentioned that the way he organizes his own learning was by drafting a lot (line 1). Before participating in this study abroad program, Ahmad tended to

highlight the important things with a highlighter when reading, and write them down at the end. Meanwhile, when adjusting to the academic demands there, he claimed that he tends to force himself when reading to immediately write down the important points as soon as he finds them and then after the points are collected he will put them together into a complete text (line 2).

To improve his writing, the SRL carried out by Ahmad was by frequently discussing it with tutors and lecturers there. According to him, this really helped him in writing, especially with the fairly high academic demands there, as mentioned below.

Excerpt 7

*“And I often used to discuss with tutors and lecturers and it helped a lot. They really helped me because the writing demands there are quite high there, so I was really helped by the discussion”
(CA-OSRL-A-Int-May 2024)*

In excerpt 7, another Ahmad’s SRL is discussing with his tutors and lecturers. The discussion meanings not only during teaching and learning activities in the classroom but also outside the classroom. Ahmad mentioned that he often discusses his work with the tutors and lecturers (line 1). At the university where Ahmad studied abroad, there is a learning center called the preview writing center where each student is given the opportunity to discuss their writing. The discussion center will be followed by other students and tutors, not infrequently lecturers also participate in the discussion session. so that students can freely ask questions to fellow students, tutors and lecturers who participate in discussion sessions. According to Ahmad, this really helped him in writing, he understood where his mistakes were in writing and better understood what he wanted to write.

With a student going to study somewhere that has a very different cultural background to our own, a student needs to make a lot of adjustments so that their academic achievements can be accomplished well. Just like the participants in this study, they did an excellent SRL

which they did to adjust to the academic demands there so that what they targeted while studying abroad there would be fulfilled well.

4.2.1.2 Expanding Global Mindset

As students who join the study abroad program, of course they must have a global mindset towards culture, religion, language, and social life in the host country. If an international student is unable or even unwilling to be open-minded about those aspects, it will possibly prevent him from adapting to the new culture, and environment in the host country. In this sub-theme, the author found several things related to how participants can be open-minded and have a global mindset to adapt to the differences they face while studying abroad in their host country.

Excerpt 8

*“I think this is like **the first time my house parents had Muslim students**. So sometimes **they like to watch me pray, or are curious when I listen to religious songs**. It was really funny, and **they didn't have a problem with that, they were really welcoming**”
(CA-GM-M-Int-March 2024)*

In the excerpt above, Mawar mentioned that this was the first time her house parents had a Muslim student living with them (line 1). Initially, she mentioned that her house parents were sometimes curious and when she prayed they often peeked at her (line 2 & 3). But this didn't bother her at all, in fact she understood that it was something new for them to see someone who has a different religion worshipping in their house. It is not uncommon for Mawar to play some religious music when in her room. Of course this caught the attention of her house parents, they were often curious and asked what song it was and sometimes they listened along with her. She said that this made her happy and did not feel uncomfortable with her house parents because they were very welcoming of these differences and vice versa (line 4). This could happen because each of them has a global mindset and open mindedness

is also high tolerance so that differences between them are not a problem, in fact this becomes new experiences and knowledge for them.

On the other hand, Ahmad found several differences that made him a little surprised and at first he felt uncomfortable with those. However, as time went on, he was finally able to understand this, and tried to get used to the culture there as he mentioned below.

Excerpt 9

“At first I was really bothered by the culture there, where if we eat out we really have to pay a tip to the waiters. But, at the beginning I complained and talked to my friends, but in the end it was okay, maybe this is their culture” (CA-GM-A-Int-May 2024)

Ahmad in the excerpt above, mentioned that he knew that the USA is one of the countries where it is customary to give tips to the waiters (line 1 & 2). However, he did not think that in New Haven, giving tips to waiters was mandatory. He mentioned that at first he felt disturbed by this culture, because as an overseas student, money management and frugality are very important (line 3). Meanwhile, sometimes he has to hang out outside because there are discussion sessions or meetings with other students which are held outside, like in a cafe. However, as time went by he tried to understand this even though at first he often complained to his friends about this culture. So he tries to think globally with an open mind about the culture in the host country and adapts when he goes to a cafe or eats at a restaurant only when there is something important to do.

Another thing that surprised him was that in New Haven, the country where he studied abroad, there was a lot of homelessness spread in the parks and it's not uncommon for them to get some dials and warning emails from the local government about anything they need to be aware of. This was expressed by Ahmad in the interview session quoted below.

Excerpt 10

“I'm a bit shocked by homelessness, this is spreading in parks, on park chairs and freedom to smell cannabis. What's actually scared

me is at night, because we often get a dial, emails, oh, sorry, there was a stabbing in this park by this person, later we usually get information about that person. It was at night, so we tried to avoided the park at night” (CA-GM-A-Int-May 2024)

Based on excerpt 10, Ahmad mentioned that the presence of homelessness, and suspicious strangers spreading around the park, also the freedom for the foreign to smell cannabis, made him surprised and even a little scared (line 1 & 2). In addition, there are increasingly cases of stabbings or other attempted murders around his campus and dormitories. However, he was a little relieved, he mentioned that the government often reminded him and provided information about these matters so that he could be much more alert when he went home or walked through the parks (line 3). This of course also gave him a new perspective on the habits of the people there, he could be more careful with the environment and foreign people there.

With all the very different cultures mentioned by Ahmad above, of course he has his own way of looking after himself and adapting to the society and environment there, this is mentioned by participant in excerpt 11 below.

Excerpt 11

“As for adjusting the differences, of course, for me personally, upholding my personal values is the most important. For example, like keeping prayers and because there are non-academic activities that conflict with prayer. But when it comes to adapting to their habits, I can say that I’m quite flexible. As long as I do not think there is a contradiction with what we believe, I think I’m flexible enough to adapt to it” (CA-GM-A-Int-May 2024)

In the excerpt 11, Ahmad mentioned that in understanding and adapting to the culture or habits of the people there, he is quite flexible (line 4 & 5). Because according to him, as long as it doesn't conflict with his beliefs, it's not a big problem for him. Because he mentioned that he is quite confident and able to control himself by upholding his personal values (line 2).

Based on all the data on this sub-theme, this proves that having a global mindset is important. In this way we are able to accept and appreciate these differences without needing to change what we believe.

4.2.1.3 Accelerating Networking

During study abroad, participants certainly need to expand their social networks. By accelerating their social network, of course they can also increase their relationships, get a lot of new information, and expand their knowledge. However, in accelerating social networks, of course the person must be willing to try and have the courage to greet and get to know other strangers first. In this case, a person's personality has quite a big influence.

Based on the analyzed data, participants 1 and 2 are quite introverted individuals. However, both have different characters. In the Myers-Briggs Type Indicator (MBTI) aspect, Mawar tends to have the INFJ (Introvert, Intuitive, Feeling and Judging) type where even though she is an introvert, her nature is more focused on personal values and emotions, and is more creative and imaginative. Meanwhile, Ahmad has the MBTI type of INFP (Introvert, Intuitive, Feeling and Prospecting traits), where he tends to focus more on intuition and empathizing with other people, and is more practical and strategic. Based on Wikipedia The Myers-Briggs Type Indicator also known as MBTI is a psychological test designed to measure a person's purely psychological basic preferences in viewing the world and making decisions.

This can be concluded based on the analyzed data that Mawar tends to be more strong-willed, competitive and imaginative so that getting to know other people is not a big deal for her because according to her it will actually benefit her in the future. Meanwhile, Ahmad tends to be more embarrassed to start a conversation first because he tends to be more individualistic and when he meets strangers, he tends to force himself to talk to them more.

In this sub-theme, the author will discuss the findings of this study based on the data that has been analyzed. This discussion will refer to the benefits of expanding their social networks while studying abroad as mentioned by the participants below.

Excerpt 12

*“In my opinion about this matter **the wider connection is so obvious. Because from there we get a lot of connections and of course from them we can also get a lot of things like new knowledge and a lot of information**” (CA-N-M-Int-March 2024)*

Based on the excerpt 12, Mawar mentioned that with social networking, increasing connection absolutely could happen (line 1). Because we will meet and get to know new people in a new environment too. Ahmad also mentioned that by expanding our social networking, we can of course get more connections and from the connections we get, we can gain new knowledge and information (line 2 & 3).

Mawar also mentioned that she had met someone while she was still on the study abroad program in California. According to her, this person really helped her in various ways, as she expressed in the quote below.

Excerpt 13

*“...emm, maybe one of the experiences is that I got to know someone in Davis too, **he was very helpful in navigating the things that I might need when I was 20 years old and all kinds of things**” (CA-N-M-Int-March 2024)*

In excerpt 13, Mawar mentioned that when she was studying abroad, she met a foreigner who suddenly greeted her when she and other IISMA members were discussing in a cafe using Indonesian. Because that person had been to Indonesia and understood a little Indonesian, that person finally asked to join their conversation. Even though Mawar naturally likes getting to know people, at first she was quite wary of this stranger, but as their conversation went on, she and other IISMA members realized that this person had no bad

intentions. He just wanted to greet all IISMA members because they came from Indonesia. Mawar stated that with this social networking she was greatly helped by the presence of this stranger (line 2 & 3). Because, he often gave her navigations which at that time she really needed when she was studying abroad there.

Other things that this stranger did was, he often invited Mawar and other IISMA members to get to know the California region better, she conveyed this in the data below.

Excerpt 14

“...So, I also got a lot of life lessons from him, he often taught me and other IISMA members a lot of things by often taking us on trips around California. Wow! That was really exciting”
(CA-N-M-Int-March 2024)

In the data above, Mawar mentioned that after getting to know this person he often gave her and other IISMA members some advice about things to do or not to do while they are there (line 1). She learned a lot of life lessons from him, both in terms of academics and social life. Because this person is way older than her and is already married. Mawar also mentioned that she and all the IISMA members are also often invited by him to have a California tour with the aim of getting to know more about the areas there (line 2).

On the other hand, Ahmad tends to expand his connections with the lecturers there when he studies abroad. He pushed himself by approaching several lecturers and tutors there with the aim of improving his academic performance while studying abroad. He conveyed this in the quote below.

Excerpt 15

“It's really helpful, the social networking. Especially with lecturers. Emm, because in the end it's not just about assignments, it's not just about revision or other kinds of things. But there are also things outside the classroom, but still in the academic field”
(CA-N-A-Int-May 2024)

Ahmad in excerpt 15 mentioned that social networking is very helpful, especially especially if you expand your connections with lecturers and tutors while there (line 1). Ahmad also mentioned that expanding the network with lecturers and tutors is not limited to assignments or asking about revisions and so on (line 3 & 4). However, it can also help him in many ways but still in the academic aspect.

This was explained more by Ahmad regarding other things he got from expanding his social network with lecturers as expressed by him below.

Excerpt 16

*“...for example, like yesterday, the International Relationship students of UII and I were in charge of doing research. And thank God, **my lecturer who was at Yale at that time was willing to share his knowledge, and wanted to be our participant**” (CA-N-A-Int-May 2024)*

On the excerpt 17, Ahmad mentioned that by expanding and deepening his relationships with the lecturers there, the lecturers were finally able to get to know him well (line 3 & 4). So when he finished his study abroad there, the lecturer still remembered him and wanted to help him complete his research by becoming a participant.

Therefore, automatically Ahmad and his lecturers there often communicate, discuss and exchange information. Social networking also certainly really helps participants to expand their knowledge as he said below

Excerpt 17

“...it really broadened my knowledge. So from there we often discuss and exchange information and knowledge” (CA-N-A-Int-May 2024)

On the excerpt 17, Ahmad said that this was able to increase and expand his knowledge (line 1). Because the lecturer gets to know him well, they will often discuss many things, especially anything that is related to academic aspects as he mentioned on the second line.

Thus, even though they are basically introverts, they feel that social networking really needs to be done for their own benefit. Even though they have to force themselves to greet and talk to foreigners first, after that they can expand their connections so that their time while studying abroad can be utilized very well by gaining a lot of new information and knowledge.

4.2.1.4 Developing Positive Mindset

The positive mindset mentioned here is focusing on things related to emotional and psychological aspects while they are studying abroad and how they deal with these things. How they could manage their mindset while adapting and studying abroad in the host country.

Even though Mawar was separated quite far from his family, Mawar admitted that she did not experience homesickness at all. She stated this in the data below.

Excerpt 18

*“Honestly, I do not have any homesickness hehe. Genuinely, no homesick at all. I'm really happy there like, oh my gosh I'm free”
(CA-PM-M-Int-March 2024)*

Mawar admitted on excerpt 18 that she did not experience homesickness at all even though she was very far away from her family (line 1). In fact, rather than feeling sad, she felt very happy to be there, because in the analyzed data, Mawar stated that going to California had been her dream since childhood. Because as she mentioned before, she really likes Disney so when she was accepted into a university in California she was very happy. Apart from being happy to be accepted to study abroad through the IISMA program, Mawar is also grateful because she can go to a university in the country she has dreamed of since childhood. Apart from feeling happy about it, she also mentioned that she felt free in the sense that she was able to explore more other things that she had never done before when she was in

Indonesia (line 2). With this positive mindset, Mawar felt that he enjoyed his time studying abroad in the host country more.

Mawar also mentioned that she was one of the first batch of students in the IISMA program, and at that time she was a student representative selected from IISMA students who were at her university in California. Because the student representative did not have the usual organizational structure, she stated that she did not have a deputy chairman to help her carry out her duties as a student representative. This is explained by him in the data below.

Excerpt 19

*“...at that time, actually **I felt so lonely**. The loneliness that I felt is because **there are no other IISMA students that became a student representative too except me in my university, so I’m working alone. There is no such thing as a deputy chairman**” (CA-PM-M-Int-March 2024)*

In excerpt 19, Mawar admitted that she felt alone when carrying out his duties as a student representative at that time (line 1). She emphasized that there were no other IISMA students who had the same tasks as the ones she carried out (line 2 & 3). There were no other students in her class in California when she studied abroad through the IISMA program who were student representatives, in other words, she did not have a deputy chairman who could help her just like she mentioned on the fourth line. This made her feel alone when she carried out her duties as a student representative at that time. Even though she feels lonely, she always tries to have a positive mindset that this is actually a challenge for her so that she can further develop his soft skills, especially in leadership.

Another thing that she felt while there, or more precisely while officiating as a student representative there, was that she felt stressed because she had to do all the student representative tasks herself while there were so many assignments while she was studying abroad there. She conveyed this in the excerpt below.

Excerpt 20

“I was really stressed because at that time I was working alone and suddenly I got news that my friend had had an accident there, and other occurrences. I had to report everything that happened there and all the matters related to IISMA members. Later the report will also be made in PPT form for me to present to the head of IISMA program” (CA-PM-M-Int-March 2024)

On excerpt 20, Mawar mentioned that she felt stressed while officiating to be the student representative of IISMA in her university while studying abroad because she served alone without a deputy chairman (line 1). And because she was in the first batch of IISMA program, she did not have anyone she could ask about student representative duties. Sometimes she is confused and overwhelmed about what she needs to do. Because as she mentioned there were many sudden accidents or things that happened at that time, she had to compile these things into a report and then present it to the IISMA officials (line 3 & 6). But again, she always tries not to get caught up in these matters and tries to always take the best way to overcome it, because according to her, if she gets caught up in these problems, it will disrupt her focus on studying while studying abroad.

Besides, Ahmad had a different experience from Mawar. Even though he admitted that he was often separated by long distances from his family, while studying abroad he claimed that he had experienced homesickness. This was stated by him in the data below.

Excerpt 21

“There is definitely a feeling of homesickness, but honestly I have been used to wandering away from home for quite a long time, even years. So actually the homesickness that I feel does not really matter” (CA-PM-A-Int-May 2024)

In excerpt 21, Ahmad claimed that even though he was often separated by long distances from his family, sometimes he still felt homesick (line 1 & 2). However, because he is used to it, according to him, the homesickness he feels does not really bother him, especially his focus on studying (line 3).

Another thing that Ahmad felt was stress. He admitted that while studying abroad he experienced stress, especially because the learning demands there felt new to him. Ahmad said that he was not used to the demands of the tasks there, which sometimes made him stressed, as he said below.

Excerpt 22

“But if you go abroad, you will definitely feel stressed. The Stressness that I felt is because one task comes up and then another task comes, and the deadline is only within a week, and it's over and over again, piling up and really tiring” (CA-PM-A-Int-May 2024)

In excerpt 22, Ahmad states that when he is going to study abroad, there is definitely a feeling of stress (line 1). Ahmad also stated that the stress he experienced was solely due to academic demands which felt new to him and the college assignments which had piled up (line 2). He also mentioned that the task given was quite difficult but he was only given time to do it within a week (line 3 & 4) and when he finished one task, other tasks immediately came rushing in, and this made him tired and stressed. But with his positive mindset, he tries to believe that the stressness that he felt was only because of the task, so when the task is done, the stressness will disappear like he mentioned in the next excerpt.

However, just like Mawar who felt more joy than sadness, Ahmad also said that he also tended to feel more happy than sadness, stress and other emotional aspects. According to him, if he is stressed because of the tasks, it can disappear by itself when he completes the task. He mentioned this in excerpt 23 below.

Excerpt 23

“Even if I compare between burnout and happiness, of course there will be happiness. Because no matter how tired you are, how sad you do your assignments, ok, all you have to do is do the work, collect it, and you're done” (CA-PM-A-Int-May 2024)

In excerpt 23, Ahmad admitted that when compared with the feeling of happiness and excitement when he had the opportunity to study there with his feeling of stress when facing the lessons and assignments given there, of course his feeling of happiness was much more dominant (line 1). Ahmad also mentioned that the feelings of sadness and stress he experienced would subside when he completed his task (line 2 & 3). According to him, what he needs to do is just slowly complete the task so that it can be completed optimally. Because if he only focuses on his stress, according to him, this will actually reduce his academic performance while he studies abroad.

Based on all the data in this sub-theme, it can be concluded that feelings of stress, sadness, loneliness, homesickness and other emotional aspects can be overcome by their feelings of happiness as long as they have the opportunity to study there. According to them, if they only focus on the stressness that they feel, their focus on their main goal of studying there will be disturbed. This of course could reduce their academic performance while studying there. So from the start they had instilled their mindset that their goal there was to learn, increase knowledge, experience and relationships because according to them this opportunity would not come twice.

4.2.2 Effect on Academic

Based on all the data in sub-chapter 4.2.1, it can be explained that while adapting there, participants experienced many things both from a social and emotional perspective. Of course this has an impact on their academic performance, both in the way they socialize, the way they study, and the way they focus on lessons when they have problems. Below, the author will explain the things they experienced, especially those related to academic matters such as their achievements, and things that disturbed their focus.

4.2.2.1 Individual Achievements

In this sub-theme the author focuses on data regarding the individual achievements of participants during study abroad and adapting to the social and academic environment there.

Mawar mentioned that because she was used to planning since childhood as explained in excerpts 2 and 3, she admitted that with this her targets during study abroad could be fulfilled well. This is explained in more detail in excerpt 24 below.

Excerpt 24

*“Since I was little, I've been used to planning, to be honest, **it was like affecting my grades too, thank God I was able to achieve my target**”
(EA-IA-M-Int-March 2024)*

On excerpt 24, Mawar mentioned that she had been used to planning since she was little, this greatly influenced her academic grades (line 2). Her grades, especially during study abroad, also had satisfactory results. She also stated that this really helped her in accomplishing her learning targets while studying abroad through the IISMA program.

Mawar also mentioned that because of her habit of making plans for almost all her activities, she understood what needed to be done while studying abroad there. This is mentioned in the data below.

Excerpt 25

*“Because I know and have already planned my activities, I know what my schedule is like, so **I know what my goals are**”
(EA-IA-M-Int-March 2024)*

In excerpt 25, Mawar states that she always has a plan for her activities, she understands her activity schedule, this helps her know what her goals are (line 2). She understands and has an idea of her goals while studying abroad, what she wants to do and what she wants to achieve is clear.

On the other hand, Ahmad also mentioned in excerpt 6 that he forced himself a little and got used to reading and writing more critically. He admitted that this was able to improve the quality of his academic writing while studying abroad there. He conveyed this in the data below.

Excerpt 26

*“Thank God, I got used to writing straight away after reading. That way **made me felt like my writing skills were much better and I felt like I had to be a perfectionist when every time I wrote**”
(EA-IA-A-Int-May 2024)*

By adapting to the high demands of reading and writing there, he finally got used to following the learning activities there. In excerpt 26, he states that this really helped him in improving his abilities in academic writing (line 2). Ahmad also mentioned that this also made him have a sense of perfectionism every time he wrote academic writing (line 3).

Apart from improving his academic writing skills, Ahmad was also able to put his focus well on each assignment and learning by frequently completing assignments gradually as Ahmad mentioned in excerpt 4. This was expressed in excerpt 27 below.

Excerpt 27

*“...by doing my assignment gradually, **the burden on my mind is definitely a bit lightened**. Because I said earlier, the assignments can come in a row and **by doing the assignment gradually, it can help me to focus on each task, so the burnout is not that bad**”
(EA-IA-A-Int-May 2024)*

In excerpt 27, Ahmad mentioned that his habit of doing assignments gradually every day could help him lighten the burden on his mind (line 1). This of course also helps him to focus on each task given (line 3 & 4). So that when he is working on an assignment his thoughts are not mixed with other assignments that he has not done.

Ahmad also mentioned that making a plan for his daily activities, as he mentioned in excerpt 5, can make his time management easier. Not much different from Mawar, Ahmad

also felt that by arranging his activity schedule it was also very helpful for him to accomplish his targets while he was studying abroad. This is expressed by Ahmad in the data below.

Excerpt 28

*“...for me, **planning my activities just makes it easier to manage my time well.** Because I have limited time there, **that helps me to do as many activities as possible in that short time so I can fulfill my target in studying while there**” (EA-IA-A-Int-May 2024)*

Ahmad also mentioned in excerpt 28, that being used to planning and organizing his activity really helped him in time management (line 1). Ahmad also mentioned that this also really helped him in condensing his activities while studying abroad (line 2-4). Because when he took part in the IISMA program, he only took summer classes, where he only studied abroad for about two months. So planning really helps him maximize his short time to accomplish his targets in studying abroad.

From the data on this sub-theme explained that each participant has their own way of learning and meeting their targets while studying abroad. With all the things that each participant does while studying abroad, it is claimed that they can improve their academic performance both in terms of the quality of learning, their focus on studying and even their academic grades.

4.2.2.2 Individual Struggle

While adapting in their home country, of course they experience problems in managing their emotions and thoughts while studying abroad. Obstacles with this emotional aspect will certainly have a big impact on their academic performance. In this sub-theme, the author will discuss matters related to emotional aspects that influence participants while studying abroad.

In controlling her emotions and balancing them with her academic performance while studying abroad, Mawar actually had no problems at all. In fact, she was very happy while she was there. She mentioned this in the data below.

Excerpt 29

*“...For me personally, actually **the stress and loneliness that I felt at that time was not a big problem for me. It does not bother me at all when I study. And about difficulties, there are not any, hehe. Yes, I didn't feel any difficulties while there, I just felt happy”**
(EA-IS-M-Int-March 2024)*

Mawar mentioned on excerpt 29 that her feelings of stress and loneliness never bothered her at all, especially when studying (line 1 & 2). She can handle this well so that it does not interfere with her focus while studying abroad. Mawar also stated that she did not feel any difficulty at all while there, all she felt was joy because she had the opportunity and was able to study there (line 3).

Other than that, Ahmad also admitted the same thing, all the emotional aspects he felt did not interfere with his focus on studying at all. This was conveyed by Ahmad below.

Excerpt 30

*“Thank God, **it did not affect me in my studies and my grades were quite satisfactory. Because I always had expectations at every class meeting that I would learn a lot of new things in that class”**
(EA-IS-A-Int-May 2024)*

In excerpt 30, Ahmad stated that all the emotional aspects he felt while studying abroad did not bother him in studying, even his grades during studying abroad could be said to be quite satisfactory (line 1) . He makes this clear that he always has high expectations at every class meeting, he has set a target that he will learn many new things in every class he takes (line 2 & 3).

Ahmad also mentioned that occasionally he felt pressure when discussing with his group or friends in class. This is conveyed in the data below.

Excerpt 31

“...but in class, such as discussions with friends in class, maybe sometimes there are feelings of pressure. Because for example the class is full of discussion, so you have to talk, whereas I was initially shy to start a conversation so there might be pressure. But this doesn't really bother me” (EA-IS-A-Int-May 2024)

In excerpt 31, Ahmad mentioned that sometimes he felt a little pressure when in class which had a lot of discussion sessions (line 1 & 2). Ahmad also mentioned that the feeling of pressure he felt was because when discussing, whether you want it or not, he had to have the courage to speak and express an opinion (line 3 & 4). Whereas this is also explained by the author (CA-N) that Ahmad is an introverted person. So initially starting a conversation and giving an opinion during a class discussion session gave him a little pressure in studying. However, Ahmad emphasized that this did not bother him at all, because over time he got over it and got used to talking to other people (line 5).

All the data in this sub-theme explains that all the emotional aspects that the participants experienced while studying abroad in the home country did not interfere with their studies or even their academic performance. In fact, they can handle these things well, so that their focus on studying while studying abroad is not mixed with their emotional problems.

4.2.2.3 Recognition/Appreciation

While studying abroad, the way the participant socializes certainly has its own impact, especially in the academic aspect. How they socialize, expand their connections, and how they adapt to the social and academic environment there certainly influences their academic aspects. In this sub-theme, the author will describe data related to the influence of social aspects on their academic aspects. How participants can be recognized by the people around them, and what appreciation they get from the way they adapt.

Mawar stated that by being brave enough to explore new things and having the courage to speak up in class, according to her, this would enable her to be seen and recognized by the lecturers there. He conveyed this in excerpt 41 below.

Excerpt 32

“So, for example, being vocal in the US it's very greatly appreciated. By you being vocal that means you are at the same time like in a “caper” quote to the lecturer but in a good way” (EA-RA-M-Int-March 2024)

In excerpt 32, Mawar states that by being vocal or having the courage to speak up, especially in class, this is highly appreciated by both friends and lecturers who teach (line 1). Mawar also mentioned that being vocal means that it can make him seem like he is “caper” the lecturer (line 2 & 3). The word “caper” stands for “cari perhatian” it is Indonesian slang language which is usually used for someone who deliberately gets attention from other people. However, in this context, the word “caper” meant by Mawar is in a good way.

Mawar also clarified the meaning of the word “caper” which she mentioned in excerpt 32 in the data below. This can make her recognized by the lecturer so that the lecturer is able to know her well.

Excerpt 33

“...by actively asking questions, actively giving opinions and being active in class discussions, the lecturer can see, oh yes, this student is really learning, that's how it is” (EA-RA-M-Int-March 2024)

Mawar also mentioned in excerpt 33 above that by actively asking questions, giving opinions and being active in every class discussion session, she could be recognized by the lecturer there. And the lecturer can also see that she really wants to study there, not just take the classes.

Another thing added by Mawar, is that if the lecturer can get to know us well, if the lecturer can recognize us, we will have lots of opportunities in the academic field. As stated by participant one in the data below.

Excerpt 34

“When a lecturer knows you well, you can get lots of opportunities, like you could be asked to be a part of his research. You can also be invited to collaborate with him in on-field programs. That's a plus point for you too” (EA-RA-M-Int-March 2024)

In excerpt 34, Mawar states that if we can be well known by lecturers in the US, we will get a lot of opportunities (line 1). As mentioned by Mawar, if the lecturer knows us well, we can be appreciated and even invited to be a part of helping with his research. In the third line, he also added that, we can also be invited to work on on-field projects carried out by lecturers there (line 2). Of course, this is a plus point for students studying in America when they want to be vocal.

Ahmad also added that based on his experience, the way he socializes can influence him in many ways. Even though at first he was a little shy about greeting and talking to other people first, over time he got used to having the courage to greet people and talk or express opinions first. With Ahmad getting used to it, of course the connections he has also developed, and this can help him, especially in the academic aspect as he mentioned below.

Excerpt 35

“And in a room of my dorm there were three other students who were also very helpful in getting to know more about terms which might be slang, which we are not used to saying in Indonesia. And it is not just slang, but they also tell me the terms that the lecturers or other students say, so I understand the context better when they are talking about it” (EA-RA-A-Int-May 2024)

In the data analysis, Ahmad stated that he had broken English, so his English skills at that time were sufficient to understand other people's words but it was still difficult to to

make other people understand what he was talking about. At that time, his English skills were only for basic conversation. So when he was studying abroad as he mentioned on the excerpt 35, having other people in his dorm who were naturally from California really helped him understand the slang language used there (line 1). Ahmad also mentioned that that person also helps him understand the terms that lecturers often use when teaching in the classroom and what other students are talking about (4 & 5). So Ahmad admitted that it really helped him and became more understanding of what other people were talking about, of course this also helped him improve his English skills.

If the context is during teaching and learning activities in the classroom, Ahmad also mentioned that he often gets used to asking his lecturer when there is something he does not understand about the material presented in class. He conveyed this in the following data.

Excerpt 36

“...and I usually get used to it, even if I do not understand the material. But even if I understand, I will come to my lecturer after class. Because there were other students there who asked questions too, of course, from there I also got to know their point of view in studying and new information related to the material”
(EA-RA-A-Int-May 2024)

As previously mentioned by Ahmad, he often gets used to having the courage to ask questions and express opinions first. In excerpt 36, Ahmad also mentioned that he was trying to get used to asking questions to the lecturer after class whether he understood the material presented by the lecturer during class or not (line 2). Because when he still approaches the lecturer even though he already understands the material, there are still many other students who also ask questions to the lecturer so that he can find out other students' viewpoints and learning thoughts (line 3-5).

Even though he was quite forced to socialize, Ahmad admitted that over time this made him feel more relieved in studying. The pressure in the classroom atmosphere when there is a discussion session starts to feel normal. He stated this in excerpt 46 below.

Excerpt 37

*“The way I socialize, right? Well, like I mentioned earlier. I was quite pushing myself at first, **but after getting used to it, I became more flexible to socialize, and got used to the atmosphere there. Learning for me was also easier and I was more understand**”*
(EA-RA-A-Int-May 2024)

Based on the excerpt 37, Ahmad mentioned that after he got used to communicating and discussing with other people he felt more flexible and able to adapt to the class atmosphere during learning activities (line 2 & 3). Ahmad also stated that he found it easier to understand the material presented by the lecturer and the discussion topics discussed with his friends in class (line 3 & 4).

Based on the data on this sub-theme, it can be proven that the way we socialize with the surrounding environment can provide many benefits. Even though at first it feels difficult to talk to strangers, if we do not dare to try then we will never know what will happen either that person try everything on their own or dare to expand their connections.

4.2.3 New Awareness and Tips

After participating in study abroad and returning to Indonesia, participants certainly had reflections on their experiences while in the host country. This reflection gives them some changes and new awareness of their lives. They also become more aware of their goals. In this sub-theme, the authors will discuss findings from analysis data regarding their reflections, what they felt after completing study abroad, what new awareness they have, and tips from each participant for other students regarding preparation for study abroad.

Mawar stated that, after participating in the study abroad program and returning to Indonesia, she felt that she was very happy about it and wanted Indonesian people to feel what she felt while there. This was conveyed by her in the data below.

Excerpt 38

“When I came home from there, I immediately felt like Oh my God, I wish Indonesian people could feel what I felt. How happy I was while there, I really want people to experience the experiences I had there too” (NAT-M-Int-March 2024)

In excerpt 38, Mawar stated that what she felt while studying there was a very pleasant experience for her (line 2). Mawar also mentioned that she really wanted other people, especially Indonesians, to get the same opportunity and experienced what she felt while studying abroad (line 2 & 3).

Another thing that she felt after participating in the study abroad program was that she admitted that her experience there really encouraged his sense of idealism. She felt that after returning to Indonesia, her idealism was very high. She conveyed this in excerpt 48 below.

Excerpt 39

“...then that encourages my idealism to be honest, because it's like I came home from America, my idealism is going crazy, hehe. I'm such an idealist, just like when other people hear my name like, wow! My name was so high when I come home from there” (NAT-M-Int-March 2024)

Based on the data in excerpt 39, Mawar stated that after completing the IISMA program and returning to Indonesia, she felt that her experience there really encouraged her idealism (line 1). She felt that after returning from there, her idealism was very high. She felt her name was so high after she returned to Indonesia (line 3 & 4). People around her tend to be amazed after hearing her name.

Mawar said that actually having an idealistic attitude was actually very good for herself. With her idealism, she feels more enthusiastic about developing even more in the future, as she conveyed in the data below.

Excerpt 40

“I also think that having a big sense of idealism is actually good because my Intrinsic motivation becomes more encouraged, which is really strong. I know better, oh, what do I want to achieve, what am I pursuing, something like that, that's more clearly visible”
(NAT-M-Int-March 2024)

Mawar stated in excerpt 40, that she felt that the idealism she had was actually good for her (line 1). Mawar also stated that her intrinsic motivation was much more driven to do new things (line 2). Mawar also mentioned that she became more aware of what goals she wanted to pursue and achieve (line 3 & 4).

Apart from increasing her idealism, after returning to Indonesia, Mawar also said that she felt it was easier to approach people. Even in sub-theme 4.2.1.5, the third paragraph, it has been explained that getting to know new people is not a big problem for her, but after taking part in this study abroad program she feels even more brave to talk to foreigners. This is mentioned in the data below.

Excerpt 41

“...and I'm more confident, braver in approaching new people. I used to be brave enough before to approach people, but compared to now, I'm braver” (NAT-M-Int-March 2024)

In excerpt 41, Mawar stated that previously she had been willing and brave to approach people, and talk to other people first (line 2). However, after she finished participating in the study abroad program, Mawar felt that she was more confident and even braver to approach new people.

Mawar also admitted that she knew better what environment was suitable for him, both social and educational, as shown in the data below.

Excerpt 42

“...so I already know which environment is suitable for me, what kind of environment is suitable for me to learning”
(NAT-M-Int-March 2024)

Based on the data in excerpt 42, Mawar stated that after participating in the study abroad program she became more aware of what kind of environment was suitable for her. She understands what kind of social and educational environment she has to be in. An environment that is able to fully support the potential she has, and is able to provide positive energy for it.

Apart from that, Ahmad, who is actually quite an introvert, after he took part in this study abroad program, he felt much more sociable, as stated by him in excerpt 43 below.

Excerpt 43

“I admit that I am an introvert, but I feel I am more sociable. And I feel braver to begin a small talk with other people, even though there's no real urgency” (NAT-A-Int-May 2024)

In excerpt 43, Ahmad stated that he admitted that he was an introvert (line 1). However, he mentioned that after he returned to Indonesia, he felt that he was braver to start conversations with other people, even though it was just small talk, but according to him it was a big progress (line 2 & 3). Because according to him, small talk will later lead to a deeper conversation.

In academic contexts, Ahmad also felt that there was a lot of progress. Especially his improvement on conversation and academic writing. This was conveyed by him in the data below.

Excerpt 44

“On academic aspects, of course there has been a lot of improvement. Especially when it comes to writing. My conversation and academic writing skills have really improved. Because the high standard of education there actually makes me feel like, oh, there is a kind of perfectionist feeling” (NAT-A-Int-May 2024)

Based on excerpt 44, Ahmad stated that he had developed many things related to academics, especially his language and writing skills (line 1). Ahmad also mentioned that the way he communicates in English and his academic writing skills have greatly improved (line 3). He also mentions that the high academic demands there, especially in writing, make him have a perfectionist nature in academic writing (line 4 & 5).

Ahmad also mentioned that apart from improving his academic writing skills, he also admitted that after completing the study abroad program, he became more interested in research. He explains this in the quote below.

Excerpt 45

“I’m also becoming more and more personally interested in research, actually. Because of the experience of writing there, the discussions there with the lecturers made me even more related to being involved in actual research projects” (NAT-A-Int-May 2024)

Based on excerpt 45, Ahmad stated that he became more interested in research (line 1). He makes it clear that he is interested because when he was studying abroad there, he was used to discussions with tutors and lecturers regarding academic writings and research (line 2-4). He is accustomed to being involved in discussions about academic writing and research, so in the future he hopes he can be involved in research projects more often.

This proves based on the data in this sub-theme that by broadening experiences as study abroad participants can hone and improve their abilities in many things, including the academic field. Of course, this can also motivate other people around them to feel the same way.

Based on reflections on their experiences while studying abroad, each participant had their own tips for other students who also want to take part in a study abroad program in order to achieve success in their academic achievements.

According to Mawar, there are several things that students who want to study abroad need to do so that their academic achievements can be met well. This is stated in the data below.

Excerpt 46

“In my opinion, the first thing that they get used to is being vocal, they have to be brave to speak up in public. Because it's really important, and it will definitely help you in the future”
(NAT-M-Int-March 2024)

Based on the data on excerpt 46, Mawar stated that a student who wants to take a part on a study abroad program really needs to get used to being vocal or having the courage to speak up in public (line 1). Because according to Mawar, this can help them in the future, especially if the context is in education (line 3). According to her, with a student getting used to being vocal that also could improve their public speaking skills.

The second thing said by Mawar regarding this context is that a student really needs to have critical thinking. As she said in the quote below.

Excerpt 47

“The second thing is to be critical, do not be afraid to think critically. Well, if you have an opinion, have an idea, express it as much as possible” (NAT-M-Int-March 2024)

The second opinion expressed by Mawar in excerpt 47 is that a student who wants to take part in a study abroad program needs to have critical thinking, especially in the academic field (line 1). In the sense that Mawar mentioned that a student must be able to express and support opinions based on things that are known and have been learned (line 2).

Another tip expressed by Mawar for students who want to take part in a study abroad program is to dare to try new things and not be afraid to make mistakes, as he mentioned in excerpt 48.

Excerpt 48

“Thirdly, do not be afraid to make mistakes. Because I mean being wrong is fine, you won't always be right, right? Because we are still learning, and doing doing a mistake is not wrong”
(NAT-M-Int-March 2024)

Based on Mawar, the third tip that students who want to study abroad need to do is not to be afraid to try new things. She states that students should not be afraid to make mistakes in studying, speaking or making decisions (line 1). According to Mawar, being wrong is fine (line 2). Because no human being is free from mistakes, especially in learning .

Apart from advising other students who want to take part in the study abroad program not to be afraid to try something new, Mawar also gave tips so that they do not take it personally when other people are conveying words clearly that could possibly break your heart. He mentioned this in the data below.

Excerpt 49

“The 4th is do not take it personally when people are straightforward with you. Because the people there mostly, if they say something are very explicit, if it is A, it is A. And in my opinion, do not think about those annoying words because they might disturb your focus” (NAT-M-Int-March 2024)

The last tip given by Mawar in excerpt 49 is when someone says something clearly and frankly (line 1). Because Mawar mentioned, it is possible that these words can offend our hearts and minds, so they can disrupt our focus when studying (line 3 & 4).

Similar to Mawar, Ahmad also has several tips that can be used by other students who want to take part in study abroad programs. According to Ahmad, the most important thing to

do is have the courage to involve yourself in any activity as long as the activity is positive.

This was conveyed by Ahmad in the following data.

Excerpt 50

“Actually, having the courage to involve yourself in society and academics is quite enough. like taking the initiative and being resourceful” (NAT-A-Int-May 2024)

Based on excerpt 50, Ahmad mentioned that in his opinion, having the courage to involve himself in the social and academic environment is very good (line 1). Because based on his own experience, this was not an easy thing and when he tried it, it turned out that it had a very positive impact on him, so he suggested this to other students who wanted to take part in the study abroad program.

The last thing that Ahmad said was that students need to have principles and awareness of the huge cultural differences. Because if they do not have knowledge of these differences and lack the principles within themselves to realize these differences, then the environment there can influence them further as he conveys in the quote below.

Excerpt 51

“And apart from that, you also have to be aware, especially in the western world. They have a very different culture. So, even if it is different, do not avoid it. You must always know your limits in order to learn what is suitable with your own values and what is not” (NAT-A-Int-May 2024)

Based on the data in excerpt 51, Ahmad stated that a student when studying abroad to a western country must have strong cultural awareness because the cultural differences could be said to be very different from Indonesian culture (line 1). Ahmad also stated that the existence of cultural differences does not mean that they are necessary or should be avoided, but that students need to make these differences into learning for them. Students also need to know the limitations of these differences (line 3 & 4).

4.3 Discussion

The present study investigated the role of Indonesian university students' cultural adaptation toward academic performance. Based on the research findings, this study revealed that it is obvious that cultural adaptation plays a significant role in influencing the academic performance of Indonesian university students studying abroad in the United States. The study explores the various challenges faced by these students during their adaptation process, highlighting the impact of cultural differences on social interactions, emotions, and academic aspects.

Making sufficient preparation and knowledge of the cultural differences between Indonesia and the culture in the host country, it can really help participants in adapting to the culture and environment there. So while participants adapt to the host country, they do not have any specific difficulties that could bother them while adapting to the host country. This also concurred with the findings of An and Chiang (2015) that students' preparation before studying abroad could significantly affect their adaptation process. Gong et. al (2021) also specifically confirmed that students' preparation process in research on the host country's culture could proceed toward their study abroad journey with a greater sense of readiness.

However, just doing research on cultural differences between Indonesia and the host country can be considered insufficient because participants have not experienced it directly. According to Akhtar et. al (2015) the lack of preparation in understanding cultural nuances may contribute to a sense of cultural shock and may lead to unrealistic expectations about the host country.

Apart from proper preparation, everyone needs to have a broad understanding of cultural differences when studying abroad. Global mindset or an open mind to cultural differences was first found in this study on Mawar. This was related to religious differences between Mawar's host parents during study abroad in California. The author found that good

communication about the differences between Mawar and her host parents really helped them adapt to each other. This certainly opens up broader thinking, especially for Mawar and her host parents.

The same thing was found in Ahmad. Although initially Ahmad was a little disturbed by some of the culture and habits of the people around him during his study abroad, over time he tried to understand these things. Based on this data, researchers found the importance of a global mindset, especially in international students. This is supported by Chiang (2015) who argued that open-mindedness towards different cultures encourages individuals to engage in continuous learning, self-reflection, and cultural exploration, enabling them to expand their knowledge, and perspectives beyond their own cultural background.

Regarding the way participants socialize, the author found that their way of socializing tends to be more open and broad. These findings are connected with the social network theory from Granovetter (1973) that claimed that weak ties are more valuable than strong ties and more likely to connect different social groups, leading to exposure to diverse perspectives and information that may not be available within a person's close-knit social circle. It means that the more someone expands their social network, the more likely they are to gain information and relationships. However, if a person only strengthens their connections to one group, it allows them to focus on what is around them and has a greater chance of gaining stronger pressure as well.

Based on the data findings on sub-theme 4.2.3, with participants expanding their connections, especially in academic aspects, it was proven to make it easier for participants while studying in the host country. According to Mawar, by having the courage to show their existence as one of the international students in the class, having the courage to speak in public, actively asking questions and giving opinions, students will be able to gain a huge privilege while studying abroad. Because of this, of course the lecturer will realize the

potential and courage of the student so it is very possible for the student to have the opportunity to participate in research conducted by the lecturer.

Meanwhile, if seen from Ahmad, he is trying to be brave by expanding his connections with New Haven students in his dorm. According to him, this can help him in knowing the slang language that is often used by other students and lecturers during learning sessions in the class and discussions so that he is able to understand the material presented clearly. Of course, actively asking lecturers and tutors about things that he does not understand, and taking part in learning discussions after class also broadens his knowledge.

Based on the data above, of course this supports the social networks theory explained by Granovetter (1973) that by expanding social networks without the need for strong ties in these relationships, individuals can gain many benefits. This is of course very necessary for international students to obtain information, expand connections and knowledge, especially in academic aspects.

In spite of that, Ye (2006) claimed the combination of strong and weak ties in students' social support networks contributes to their successful cultural adaptation by providing a range of emotional, informational, and social resources essential for navigating challenges and encouraging a sense of belonging in a new cultural context. The author found that besides participants' weak ties on social networks, strong ties that come from interpersonal networks such as friends and family also significantly helps the participants in adapting to the host country.

Besides having to adapt to a new environment and culture, they also have to adjust to the academic demands while there. Apart from each student's ability to control their own emotions, of course they also need extra support from the closest people while studying abroad. Erturk and Luu (2022) mentioned that while students are facing the process of adapting to a new culture, this will certainly have an effect on the student's psychological

aspects so that family support and social connectedness play a crucial role in their mental health. Erturk and Luu (2022) also mentioned that having friends who are understanding and empathetic can positively impact students' psychological well-being.

The statement above states that the presence of closest friends during the adaptation process of international students in the host country is very important in supporting their mental health. Each participant and other IISMA members in their group tried to strengthen their strong ties. This is proven by the way they solve internal problems together, need each other, help each other if there are other students who experience difficulties, whether they experience psychological problems or difficulties with assignments or how to adapt there.

In this context, strong and weak ties in social networks both have a very important role in supporting the success of students' academic performance. For example, Mawar, who has been given full support from her parents in her studies since childhood, and Ahmad who was supported by his parents, continued to maintain good communication when he studied abroad, thereby reducing the feeling of homesickness he experienced and being able to focus on his learning process. Another thing related to weak ties is the way participants expand their relationships with lecturers, tutors and students during study abroad, so that they can gain a lot of new knowledge and information.

The data above supports Ye's opinion that it is not only weak ties in social networks that are important, but strong ties in social networks also have a very important role. Weak ties on social networks contribute to expanding relationships, knowledge and new information, while strong ties play an important role in students' mental health while adapting to the host country. Regarding the social networks theory, the balance between strong and weak ties on social networks needs to be paid more attention so that the continuity of student learning while participating in the study abroad program can run smoothly. Students can feel that they are not alone and have someone they can rely on while studying abroad, and can

also remain focused on improving their academic performance so that their targets during study abroad can be fulfilled well.

According to Moussa (2021) who argue that openness, positivity, and motivation are key factors that contribute to successful cultural adaptation, enabling immigrants to overcome challenges and achieve academic success in the host country. This is related to the author's findings in this study that even though the participants experienced several challenges and problems during their study abroad process, these could be covered by their motivation and positive thinking while in the host country. Each participant thought that this was a very big opportunity for them so they did not want to waste it. From the beginning, they have determined what targets they will do and achieve while participating in the IISMA program, so because of their high motivation and positive thinking about these matters, they can remain focused on their initial goal. So that the problems that each participant faces during study abroad do not affect their academic performance, instead they feel challenged by these things. This means that all the problems they face cannot affect their academic performance and academic grades while studying abroad.

Apart from needing to adapt to the culture and environment in the host country, participants also need to adapt to the academic demands of their respective campuses while in the US. One of the things that is influenced by the adaptation process is the way participants prepare themselves with outstanding self-regulated learning to adapt to academic demands at the chosen campus and so that their academic achievements can be fulfilled during study abroad according to what they expect. This is explained by the author based on data analysis in sub-theme 4.2.1.1.

Based on the data in sub-theme 4.2.1.1, each participant has almost the same learning strategy where they both get used to time-management by scheduling their activities and doing assignments gradually. This is proven that the learning strategies they use, make them

accustomed to good time management during study abroad. This result is partially compatible with the result obtained by Gong et. al (2021) which determined that students' self-regulated learning could improve students' academic performances including their effectiveness on time management, students' metacognitive skills, and also improving their motivation in learning.

Apart from improving their time management, the participants also admitted that organizing their schedule and learning activities made it easier for them to focus on each task given by the campus. Another thing mentioned by Mawar was that the way she studied and managed all her activities very well greatly influenced her achievements during study abroad. Mawar admitted that she knew better what her goals in learning were and that it could be easier to achieve those goals. Meanwhile, Ahmad admitted that by frequently drafting when reading and writing, then getting used to discussing more often with the tutor made him feel that his writing skills had greatly improved.

This finding certainly supports the statement of Gong et. al (2021) and Mousa (2021) who revealed that self-regulated learning, positive and open thinking and high motivation can lead students to achieve successful academic performance. This of course can also minimize students from getting too involved in the problems they face while studying abroad and not letting these problems affect their core goals in studying.

After completing the study abroad program organized by IISMA, participants felt that their abilities had improved a lot. As explained by Mawar in sub-theme 4.2.3. Mawar felt that after she participated in the study abroad program, she was very happy because she was able to gain a lot of knowledge and enjoyable experiences. Mawar also stated that she really wanted other Indonesian international students to also be able to experience what she felt while there. Mawar also felt that after she returned from California, the views of the people around her became very different. She claims that the people around her think she is an

extraordinarily great student because she is able to take part in the study abroad program organized by IISMA. Mawar admitted that this greatly increased her sense of idealism. She also admitted that she had a better understanding of what kind of environment was suitable for her and felt that she knew better what goals she would achieve in the future.

Beaven and Spencer-Otey (2016) mentioned that Successful cultural adaptation may improve students' ability to navigate diverse academic environments and decide what environments are suitable for them, collaborate with peers from different backgrounds, and engage more effectively with course materials. They also argue that Improved cultural adaptation can lead to increased confidence, open-mindedness, and a broader perspective, all of which are beneficial for academic success post-study abroad.

This is of course related to the author's findings in this study in sub theme 4.2.3 that each participant admitted that they were much braver to approach people after participating in this study abroad program. They also think that it is easier for them to socialize in a larger environment. Meanwhile, in the academic aspect, of course many skills have improved. For example, as mentioned by Mawar that before he took part in the study abroad program, he admitted that his ability to speak English was still lacking. However, after participating in this study abroad program, he believes that his ability to communicate in English is much better. Ahmad also admitted that his academic writing skills in English in particular had greatly improved.

According to Gong et. al (2021) there are several strategies that students can use while studying abroad so that the adaptation process and academic achievements can run successfully. This includes students' ability to improve their communication skills with the local people so that this can improve students' language and communication skills and then be able to learn and understand cultural differences in the host country. Another thing that is

related to the academic aspect is that students are able to understand well the academic expectations on the campus where they study.

This is related to the opinions of the participants in this study regarding tips from each participant to other students who want to take part in the study abroad program. Explained in sub-theme 4.2.3. Mawar believes that if a student taking part in a study abroad program wants their academic achievements to be successful then they need to have the courage to speak in public, have critical thinking, and dare to take risks. Because by doing this, students' ability to communicate and socialize will certainly increase so that new information and knowledge will be easy to obtain. Meanwhile, according to Ahmad, it is not much different from Mawar, he said that when a student takes part in a study abroad program, he must have the courage to involve himself in society. Even though it is necessary to involve themselves in the social sphere, students also need to have cultural awareness, so that cultural differences in the host country cannot easily influence them during study abroad.

CHAPTER V. CONCLUSION AND RECOMMENDATION

This chapter summarizes the findings of this study and reflects on the weaknesses as well as suggests for future research. Details of these items are presented below.

5.1 Conclusion

The findings of this study have shown that the role of cultural adaptation when students participate in a study abroad program can influence their academic performance. The findings revealed that the role of cultural adaptation influences the academic performance of Indonesian students in the IISMA study abroad program. The students' cultural adaptation plays a significant role in enhancing the students' self-regulated learning, expanding global mindset, widening networking, developing positive mindset. The study also highlights the importance of social interaction and adaptability in enhancing the learning experience.

In the academic aspect, although participants stated that the academic demands they experienced while studying abroad were very different from what they were used to at Indonesian schools. However, they consider this as a place to hone their learning abilities. Their mindset, which tends to be open and positive, makes these challenges a place of improvement for them so they can do better in the future.

The findings in this research also prove that the role of social networks in students' cultural adaptation is very important. The role of social networks found in this study includes social and emotional support, information exchange, facilitating connections, encouraging adaptation ability, and academic improvements. Whether strong ties or weak ties, both have their own roles. With the existence of strong ties and weak ties in social networks, participants can expand their connections, provide more information, knowledge and experience. Apart from that, participants can also control and maintain their emotional

aspects better so that it does not interfere with their academic performance during study abroad.

5.2 The weaknesses, recommendation and implication

Even though the data obtained in this study is quite much, the author realizes that this study still has many imperfections. Especially because this study only took data from 2 participants, of course the information obtained was limited to only two students' points of view. The focus of this research is only on the setting in the US and focuses on Indonesian students only, so the cases of cultural adaptation obtained only focus on cultural differences between the US and Indonesia. This study also only employs interviews, so that information, data and data interpretation are influenced by the respondents' answers.

Therefore, considering the above limitation of this study, as this study only recruits two participants, it suggests conducting research by recruiting more participants, so that the research could investigate more comprehensive findings. In addition, further research is also suggested to examine cases in students and host countries who have different cultural backgrounds so it would be beneficial for further research to conduct comparative studies involving students from various cultural backgrounds studying abroad. This could provide insight into how cultural differences impact adaptation processes and academic outcomes, allowing for a broader understanding of the challenges faced by international students. Because this study also does not specifically discuss the influence of the time needed for students to adapt, the length of time students spend adapting in the host country also requires further research. Future research also could explore the long-term effects of cultural adaptation on academic performance and personal development. A longitudinal study could track students over several years to assess how their experiences during study abroad could continue to influence their careers and personal lives after returning home. The use of other

research methods is also necessary for future research so that the information obtained can be more diverse and more valid, considering that this research was only conducted using interviews.

The implications of this study can inform other students who would like to study abroad that they need to pay attention to 3 things, such as self-management (SRL and preparation), environment (social support and networking), mindset (global and positive mindset). By paying attention to these things, international students will find it easier to adapt in the host country while studying abroad. The challenges that they might face when studying abroad can also be reduced. The information, knowledge and experience obtained can be more diverse.

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APPENDICES

Appendix 1. Draft of Interview Questions

Appendix 1.1 Draft of Interview Questions 1

Beaven and Spencer-Oatey (2016) Cultural adaptation in different facets of life and the impact of language: A case study of personal adjustment patterns during study abroad. *Language and Intercultural Communication*, 16(3), 349–367.

Ye, J. (2006). Traditional and online support networks in the cross-cultural adaptation of Chinese international students in the United States. *Journal of Computer-Mediated Communication*, 11(3), 863–876.

Construct	Conceptual Definition	Parameter	Interview Questions
Students' cultural adaptation	Beaven and Spencer-Oatey (2016) divided some categories of challenges that could probably affect the academic performance of international students during study abroad, such as; Social Integration, Language proficiency and communication, Academic Adjustment, Emotional and Psychological aspects, and Reflection and Growth.	Social Integration	<ol style="list-style-type: none"> 1. Bagaimana cara anda berbaur dengan masyarakat di negara tuan rumah selama melaksanakan <i>study abroad</i>? Bisa dijelaskan? 2. Apa saja tantangan dan hambatan yang anda hadapi saat beradaptasi dengan lingkungan sosial disana? Mohon dijelaskan dulu tantangannya kemudian hambatannya? 3. Bagaimana cara anda berinteraksi dengan orang lain di negara tuan rumah yang berdampak pada proses adaptasi anda selama melaksanakan <i>study abroad</i>?

		4. Bagaimana upaya beradaptasi ini bisa berpengaruh ke aspek akademik selama study abroad?
	Communication	5. Apakah anda mengalami kesulitan dalam berkomunikasi dengan <i>native English speakers</i> baik dalam lingkup akademik maupun sosial? Jika iya, dapatkah anda menceritakan kesulitan yang anda alami itu? Jika tidak, bagaimana strategi anda ketika berkomunikasi dengan native English speaker?
		6. Bagaimana kemampuan bahasa and berdampak pada proses adaptasi anda selama melaksanakan <i>study abroad</i> ?
		7. Bagaimana kemampuan berkomunikasi dengan native English speaker ini bisa berpengaruh ke aspek akademik selama <i>study abroad</i> ?
	Academic Adjustment	8. Apakah ada perbedaan yang signifikan dari segi pembelajaran di negara tuan rumah dengan sistem pembelajaran di sekolah di Indonesia? Jika iya,

	<p>Bagaimana Anda menyesuaikan diri dengan tuntutan dan tantangan akademis dari program studi Anda?</p> <p>9. Bagaimana upaya adaptasi akademik yang anda lakukan menunjang keberhasilan capaian akademik selama <i>study abroad</i>?</p>
Emotional and Psychological aspects	<p>10. Faktor emosional dan psikologis apa saja yang mempengaruhi adaptasi anda selama proses <i>study abroad</i>?</p> <p>11. Apakah kesulitan-kesulitan yang anda sebutkan sebelumnya mempengaruhi anda secara emosional dan psikologis selama beradaptasi disana? Dan apakah hal tersebut memberikan efek terhadap proses pembelajaran dan pencapaian akademik anda?</p> <p>12. Bagaimana faktor emosi dan psikologis dapat menunjang keberhasilan/capaian akademik selama <i>study abroad</i>?</p>
Reflection	<p>13. Dari semua tantangan</p>

	and Growth	<p>yang Anda sebutkan sebelumnya, bagaimana cara anda mengatasinya?</p> <p>14. Dapatkah Anda merefleksikan bagaimana pengalaman Anda selama beradaptasi dan belajar di luar negeri telah berkontribusi pada pertumbuhan dan perkembangan pribadi Anda baik secara emosional, sosial maupun akademis?</p> <p>15. Menurut refleksi anda, adaptasi kultural seperti apa yang harus dilakukan oleh mereka yang sekolah di luar negeri agar capaian akademiknya sukses?</p>
<p>According to Ye (2006) social networks can be very useful for international students during the process of adapting to the new environment and culture in the host country.</p>	Social Network	<p>16. Bagaimana cara anda membangun jaringan sosial selama kuliah di luar negeri?</p> <p>17. Apakah di negara tuan rumah terdapat banyak populasi masyarakat Indonesia di sana? Jika iya, apakah hal tersebut membantu anda dalam beradaptasi di negara tuan rumah? Dan jika tidak, apakah hal tersebut menyulitkan anda?</p>

18. Bagaimana jaringan sosial dapat menunjang keberhasilan /capaian akademik selama kuliah di luar negeri?

Appendix 1.2 Draft of Interview Questions 2

INTERVIEW PROTOCOL

Opening the interview

1. Di negara mana anda mengikuti program IISMA ini? dan mengapa anda memilih untuk belajar di negara tersebut?
2. Berapa lama anda mengikuti program IISMA ini?
3. Secara umum, apakah anda senang mendapat kesempatan untuk kuliah disana? Mengapa demikian?

Main Questions

1. Bagaimana anda berbaur dengan masyarakat di negara tuan rumah selama melaksanakan *study abroad*? Bisa dijelaskan?
2. Apa saja tantangan dan hambatan yang anda hadapi saat beradaptasi dengan lingkungan sosial disana? Mohon dijelaskan dulu tantangannya kemudian hambatannya?
3. Bagaimana cara anda berinteraksi dengan orang lain di negara tuan rumah berdampak pada proses adaptasi anda selama melaksanakan *study abroad*?
4. Bagaimana upaya beradaptasi ini bisa berpengaruh ke aspek akademik selama *study abroad*?
5. Apakah anda mengalami kesulitan dalam berkomunikasi dengan *native English speakers* baik dalam lingkup akademik maupun sosial? Jika iya, dapatkah anda menceritakan kesulitan yang anda alami itu? Jika tidak, bagaimana strategi anda ketika berkomunikasi dengan *native English speaker*?
6. Bagaimana kemampuan bahasa berdampak pada proses adaptasi anda selama melaksanakan *study abroad*?
7. Bagaimana kemampuan berkomunikasi dengan *native English speaker* ini bisa berpengaruh ke aspek akademik selama *study abroad*?
8. Apakah ada perbedaan yang signifikan dari segi pembelajaran di negara tuan rumah dengan sistem pembelajaran di sekolah di Indonesia? Jika iya, Bagaimana Anda menyesuaikan diri dengan tuntutan dan tantangan akademis dari program studi Anda?
9. Bagaimana upaya adaptasi akademik yang anda lakukan menunjang keberhasilan

capaian akademik selama *study abroad*?

10. Faktor emosional dan psikologis apa saja yang mempengaruhi adaptasi anda selama proses *study abroad*?

11. Apakah kesulitan-kesulitan yang anda sebutkan sebelumnya mempengaruhi anda secara emosional dan psikologis selama beradaptasi disana? Dan apakah hal tersebut memberikan efek terhadap proses pembelajaran dan pencapaian akademik anda?

12. Bagaimana faktor emosi dan psikologis dapat menunjang keberhasilan/capaian akademik selama *study abroad*?

13. Dari semua tantangan yang Anda sebutkan sebelumnya, bagaimana cara anda mengatasinya?

14. Dapatkah Anda merefleksikan bagaimana pengalaman Anda selama beradaptasi dan belajar di luar negeri telah berkontribusi pada pertumbuhan dan perkembangan pribadi Anda baik secara emosional, sosial maupun akademis?

15. Menurut refleksi anda, adaptasi kultural seperti apa yang harus dilakukan oleh mereka yang sekolah di luar negeri agar capaian akademiknya sukses?

16. Bagaimana cara anda membangun jaringan sosial selama kuliah di luar negeri?



17. Apakah di negara tuan rumah terdapat banyak populasi masyarakat Indonesia di sana? Jika iya, apakah hal tersebut membantu anda dalam beradaptasi di negara tuan rumah? Dan jika tidak, apakah hal tersebut menyulitkan anda?

18. Bagaimana jaringan sosial dapat menunjang keberhasilan /capaian akademik selama kuliah di luar negeri?

Closing questions

1. Apakah ada hal lain yang belum saya tanyakan yang mungkin penting untuk di share? Atau adakah yang ingin anda tanyakan terkait wawancara kita hari ini?

Appendix 2 Description of the participant and link of audio recorded

<p>Mawar-P1, March 16, 2024</p> <p>Link of the audio recorded:</p> <p> Interview ...</p>	<p>The interview session with Mawar was held online on March 16 2024 at 12.00-13.00 WIB using the Google Meet platform. Mawar, Mawar (pseudonym), is an alumna of a bachelor's degree in English education at a university in Indonesia who participated in the IISMA program in 2021 in the US, California. Currently working as a research analyst at AddedEducation.</p>
<p>Ahmad-P2, May 02, 2024</p> <p>Link of the audio recorded:</p> <p> Interview ...</p>	<p>The interview session with Ahmad was held online using the Whatsapp telephone platform on May 2 2024 at 17.15-16.15 WIB. Ahmad, Ahmad (pseudonym) is an active student at a university in Indonesia who had the opportunity to take part in the IISMA program in the summer class of 2024 in the United States, New Haven.</p>

Appendix 3 Code book of theme and sub-theme used in this study

Node	Code	Description
<ul style="list-style-type: none"> • Cultural Adaptation 	CA	Describes matters related to the student adaptation process while in the host country. This includes cultural, environmental and academic adaptation, problems faced, and the role of social networks
<ul style="list-style-type: none"> a. Outstanding Self Regulated Learning 	CA-OSRL	Discusses students' self regulated learning when adapting to academic demands in the host country
<ul style="list-style-type: none"> b. Social Support 	CA-SS	The role of strong ties in social networks (e.g. family and friends) in supporting participants during the adaptation process in the host country
<ul style="list-style-type: none"> c. Global Mindset 	CA-GM	Explaining matters related to participants' knowledge and open thinking regarding cultural differences in the host country
<ul style="list-style-type: none"> d. Preparation 	CA-P	Discusses students' preparations on cultural differences before going to study abroad
<ul style="list-style-type: none"> e. Networking 	CA-N	Discusses the role of weak ties in social networks. The benefits they receive from social networks during study abroad
<ul style="list-style-type: none"> f. Positive Mindset 	CA-PM	Emotional and psychological aspects experienced by participants during study abroad and how they coped with those aspects

<ul style="list-style-type: none"> • Effect on Academic 	EA	How the challenges faced by participants during study abroad can affect their academic performance
a. Individual Achievement	EA-IA	Explaining how participants learn and adapt to academic demands in the host country can affect their academic aspects
b. Individual Struggling	EA-IS	Challenges faced by participants while adapting to academic demands in the host country and their impacts
c. Recognition/ Appreciation	EA-RA	The benefits of participants' attitudes when they are willing to actively participate in teaching and learning activities in class and in discussion sessions
<ul style="list-style-type: none"> • New Awareness and Tips 	NAT	Reflections on each participant after participating in the study abroad program and tips given by each participant to other students who would like to study abroad so that they achieve good academic achievements.

Appendix 4 Transcribed interview

Appendix 4.1 Transcribed interview of Mawar

Interviewer	<p>Oke, sebelumnya makasih banyak karena udah berkenan untuk membantu tesis saya dan terimakasih juga sudah meluangkan waktunya untuk menjadi Participant saya dalam proses pengerjaan tesis ini.</p> <p>Sebelumnya, perkenalkan lagi kak, nama saya Aryani Eka Putri, biasa dipanggil Aryani. Saya dari PBI-UII angkatan 20, seperti yang saya jelaskan sebelumnya. Kali ini, aduh agak grogi, agak deg degan ini.</p> <p>Kali ini, kita akan melakukan interview seperti yang saya jelaskan sebelumnya, untuk tesis saya yang berjudul <i>The Role of Cultural Adaptation Toward Academic Performance A Qualitative Study of Indonesian University Students in the US</i>.</p> <p>Jadi, tesis ini itu bertujuan untuk mengetahui bagaimana mahasiswa Indonesia dapat beradaptasi saat melakukan study abroad di US dan apakah mereka mengalami kesulitan dalam dua aspek. Yang pertama, <i>cultural aspect, including attitude, behavior, communication and language use, social interaction, traditions, and also religions</i>. Yang kedua yaitu <i>psychological aspect</i>, termasuk di dalamnya yaitu <i>lonely, depressed, stressful, anxiety, and also bored</i>.</p> <p>Nah, dari dua aspek itu, kesulitan atau tantangan apa saja yang dihadapi dan apakah kesulitan-kesulitan tersebut berdampak ke <i>academic performance</i>? kemudian bagaimana cara <i>Indonesian students</i> ini mengatasi hal tersebut, gitu kak.</p>
Participant	Oke Ini aku langsung jawab atau gimana?
	Oke
Interviewer	Oh enggak, ini aku baru jelasin. Nah, sebelumnya izin <i>record</i> dulu ya kak ya
Participant	Ya oke, eh ini pendengaran jelas kan?
Interviewer	Jelas-jelas
Participant	Oke

Interviewer	Mungkin kak Mawar bisa perkenalkan diri terlebih dahulu.
Participant	Oke, perkenalkan nama aku Mawar, biasa dipanggilnya Mawar. Aku sekarang sudah lulus dari tahun lalu, di April 2023. Terus sekarang sudah bekerja satu tahun. Aku di pendidikan Bahasa Inggris Angkatan 2019 dan ikut IISMA itu Angkatan pertama tahun 2021 Ke University of California, Davis di Amerika Serikat, gitu.
Interviewer	Oke, Jadi kak Mawar ini kan ikut IISMA di UC Davis California ya kak?
Participant	Iya
Interviewer	Aku ini penasaran nih kak. Di IISMA itu saat kita mengikuti IISMA, kita itu bisa memilih untuk ditempatkan di negara mana atau universitas mana atau sudah ditentukan dari program IISMA nya sendiri kak?
Participant	<p>Hmm Kalau IISMA ini jadi sebelum seleksi berkas, ya kan kita ada dua sesi, nah pas di pendaftarannya nanti akan diminta untuk memilih kampus yang ingin dituju. Lalu untuk Angkatan aku itu sekarang bisa satu kampus Terus misalkan gak dapet, ya udah gak diterima gitu.</p> <p>Tapi kalau sekarang, sistemnya dibagi jadi 2 kampus pilihan gitu. Kalau gak diterima di kampus A, bisa di kampus B diterimanya gitu. Jadi memang kita diberikan pilihan dikasih apa ya Untuk memilih mau kampus yang mana, kemudian baru setelah itu dikasih bareng <i>few of students</i> yang memang menuju ke kampus itu.</p>
Interviewer	<p>Oh, I see.</p> <p>Oke, nah kak Mawar ini kan berarti memilih sendiri untuk kuliah di UC Davis California ya kak? Iya betul Nah, alasan apa? Dan kakak kenapa sih memilih untuk belajar di negara tersebut atau kampus tersebut gitu?</p>
Participant	<p>Dulu, pas dari kecil sih Itu pengen banget yang bisa jalan-jalan ke Amerika gitu. Karena itu baru aja orang ku pulang dari Amerika Serikat untuk ada <i>business meeting</i>, terus aku jadi kepengen gitu kan.</p> <p><i>I've always been a huge fan of Disney.</i> Dari kecil nonton Disney, bacaan ku <i>Disney</i> segala macam. Jadi di Amerika itu kayak mereka punya <i>a few Disneyland and Disney world</i> gitu kak Dulu, saya pengen kesana gitu kecil. Tapi karena satu dan lain hal gak jadi Jadinya belum ada tuh kesempatan Amerika Serikat gitu kan, sampai akhirnya datangnya ini si IISMA dan pas milih-milih kampus gitu aku juga pengen yang <i>English country</i> gitu cuma aku gak ada ketertarikan <i>English speaking country</i></p>

	<p>seperti Australia dan England gitu Jadi emang dulu opsi itu ya udah Amerika aja gitu.</p> <p>Selain itu juga di UC Davis itu kan di California ya. California itu Disco's yang mana dia itu cuacanya beda banget sama Disco's. Karena ketika winter itu gak bersalju gitu, jadi terdingin cocoklah untuk Asia yang memang kita semuanya cocok di tempat ini gitu.</p> <p>Nah itu satu consideration aku kalau aku milih kampus juga gitu Selain itu Udah jadi a long dream online gitu kan dan itu terwujud juga Terus aku juga consider majors-nya <i>coursesnya</i> gitu. Mata pelajaran, mata kuliahnya Di over sama UC Davis Itu tuh banyak yang menurut aku great gitu. Itu sih consideration aku.</p>
Interviewer	Jadi, jadi selain karena memang pembelajarannya ditawarkan di UC Davis itu menarik ya kak. Terus karena ini juga ya berarti apa cita-cita yang dari kecil itu memotivasi kakak untuk berkuliah di UC Davis.
Participant	Iya betul. Betul
Interviewer	Oke jadi ikut program lisme itu berapa lama ya kak?
Participant	<p>Ikut program IISMA ini aku 5 bulan.</p> <p>Satu bulan pertamanya pas mulai Juli 2021 Itu mulai <i>online</i> dulu. Nah pas online itu kita masih di Indonesia karena itu <i>summer class</i> gitu.</p> <p>Nah, itu <i>Summer classnya online</i> juga karena kita waktu itu lagi masa-masa setelah lagi transisi setelah <i>covid</i> gitu loh Iya masih di tahun, tahun tiga ya berarti ya kan? eh mulai itu 2020</p> <p>Iya 2021 berarti tahun ke-2 nih Tahun ke-2 tengah-tengah gitu kan, jadi mash restrictednya banyak gitu kan. Jadi yaudah <i>online</i> gitu terus kita baru ke Amerika tuh September deh. Oh maaf Summer programnya itu mulai Agustus, terus kita September baru ke Amerikanya gitu. Terus abis itu kita stay di sana sampai Desember.</p>
Interviewer	Jadi kurang lebih selama satu semester ya kak?
Participant	Betul
Interviewer	Nah secara umum nih kak, Apakah kak Mawar tuh senang gak sih dapet kesempatan kuliah di sana?
Participant	<p>Seneng Seneng banget! Seneng banget!</p> <p>Iya karena ya maksudnya udah 2 tahun covid gitu kan terus Tiba-tiba ada program yang program yang ke luar negeri gitu Padahal lagi in the</p>

	<p>middle of covid gitu. Jadi itu <i>a breath of fresh air</i> juga lah buat kita anak-anak IISMA waktu itu yang <i>batch</i> pertama gitu bisa keluar gitu kan.</p> <p>Terus di Amerika juga saat itu tuh udah apa ya mereka tuh gak yang harus wajib pakai masker gitu loh kalo di luar. Jadi kita kalo di luar sepedaan main di taman gitu-gitu tuh gak pakai masker gak apa-apa gitu.</p> <p>Terus itu juga my very first time pergi ke luar negeri dan itu langsung sendiri gitu dan langsung jauh ke US dan saat itu juga aku jadi <i>student representative</i> gitu.</p> <p>Jadi <i>student representative</i> itu adalah ketua grup untuk anak universitas tersebut gitu loh Anak IISMA yang ke universitas tersebut gitu. Jadi it was <i>a whole new experience dan challenge</i> yang baru juga untuk aku gitu loh. Dan aku emang suka ya dapet challenge baru.</p> <p><i>So it was really fun</i>, Aku seneng banget sih.</p>
Interviewer	Ini ya kak apa suka mencoba tantangan baru gitu ya kak?
Participant	<p>Iya betul betul Dan aku suka travel juga gitu.</p> <p>Ya, Ya itu exciting banget buat aku dan banyak temen baru, bukan cuma dari UII kan Aku satu-satunya anak UII</p>
Interviewer	oh iya?
Participant	Iya! Ke UCD saat itu ya gitu dan baru pertama kali juga masih bener-bener apa ya kayak solo banget gitu.
Interviewer	<p>Oke menarik</p> <p>Oh iya, Mungkin langsung ke main questionnya aja ya kak ya?</p>
Participant	Iya boleh
Interviewer	<p>Oke</p> <p>Jadi bagaimana cara Kak Mawar berbaur dengan masyarakat di negara tuan rumah di California selama melaksanakan study abroad? Mungkin atau kak Mawar mungkin tipe orang yang berani menyapa dulu atau mungkin cenderung lebih introvert gitu?</p>
Participant	Aku sebenarnya, aku emang introvert sih. MBTI ku INFJ gitu. Salah satu yang paling langka kan?
Interviewer	IN apa kak?
Participant	INFJ

Interviewer	Oh kalo aku P
Participant	Oh really? Ya aku juga INFP tapi terus berubah
Interviewer	Oh, I see. Sama-sama Introvert yah kak
Participant	<p>eeh, jadi sebenarnya soal introvert atau extrovert itu aku introvert gitu tapi emang aku naturenya suka kenalan sama orang, aku suka ngobrol sama orang. Jadi untuk kenalan dan nyapa gitu tu untuk aku it's not a big deal at all, I actually really enjoy that.</p> <p>Terus untuk aku juga berbaur sama masyarakat di US itu gampang sih buat aku. Karena sebelumnya juga aku juga banyak apa ya, karna tadi kan aku bilang aku banyak konsumsi Disney kan dari kecil jadi untuk culture segala macam gitu aku juga langsung udah langsung masuk gitu lah langsung cocok gitu</p>
Interviewer	iya ngeklop gitu yah kak?
Participant	<p>Iya gitu, terus udah biasa juga gitu ngobrol sama trainers kan. Karna dulu aku tu sempet les di EF pas aku kecil, umur 6 sampai dengan umur 12 gitu. Itu lagi nyerep-nyerepnya kita sama bahasa baru gitu kan. Nah guru-guru aku tu orang-orang US biasanya, gitu jadi aku gak ngerasa kayak imperior gitu nggak sama sekali.</p> <p>Ya easy peasy lah menurut aku temenan punya temen disana gitu, aaa terus punya kenalan-kenalan baru gitu.</p>
Interviewer	<p>Oh, I see.</p> <p>aa jadi selama beradaptasi itu buat tantangan sama hambatannya mungkin sedikit ya kak, atau mungkin gak ada kak</p>
Participant	untuk aku sii nggak ada sih
Interviewer	Nggak ada yah
Participant	<p>eeh eeh, buat aku si seneng aja gitu. Kalo mau transport juga kita disana ada public transport, bis, atau kalau semisalkan mau sendiri-sendiri tu disitu terkenal dengan bike city. Jadi kita semua harus punya sepeda, harus bisa naik sepeda.</p> <p>Akusi suka banget, udaranya enak, polusinya rendah banget gitu. Beda kan? aku jadi ketagih kan karena aku gak bisa tuh aku sepedaan karena</p>

	<p>aku tuh duluan pulang-pulang tuh tidur. Tapi kalo disana engga gitu seneng banget.</p> <p>Terus soal ini kali ya Bidet, bidet itu kan buat misalkan kalo kita bersih bersih abis buang air gitu kan. Nah itu mereka nggak menggunakan air, mereka pakai tissue. Sementara, kan untuk kita yang muslim nggak bisa dong kaya gitu.</p> <p>Nah tapi karena aku udah well prepared juga. Aku udah beli bidet portable dari indo gitu jadi itu udah udah it's oke lah gitu.</p>
Interviewer	Berarti udah prepare banget ya kak ya sebelum ini
Participant	<p>Iya wah iya udah prepare banget, bener-bener udah research segala macem gitu. Pas udah hari pengumuman diterima, kita kan belum ditrima ya kelar wawancara itu. Terus malemnya itu aku udah kaya, gatau kan. Nah terus aku udah langsung bikin list, oke mau bawa apa aja giut ke US. Bener-bener se excited itu, bener-bener kaya yaudah lah gitu.</p>
Interviewer	<p>Oke I see.</p> <p>Nah dengan cara kak Mawar berinteraksi terlebih dahulu dengan masyarakat disana, menurut kakak itu hal itu dapat berdampak apasi pada proses beradaptasi kakak selama melakukan study abroad itu? mungkin bisa lebih luas gitu koneksinya atau teman-temannya gitu kak?</p>
Participant	<p>Oh ya, o ya jelas. Koneksi lebih luas itu jelas.</p> <p>Aku sekarang, punya kenalan gitu di Davis juga gitu, itu itu tu he is a way older gitu, dia has family of his own gitu tapi dia itu sangat helpful gitu untuk membantu aku navigate apaya hal-hal yang mungkin saat aku umur 20 tahun itu butuhkan gitu dan segala macem. Karena dulu dia itu udah sekolah di Harvard business school, dia udah kerja di New York bertahun-tahun emang orang New York gitu. Terus aku dapet banyak life lesson gitu dari dia, and selain itu juga dia ngajak aku sama temen-temen untuk trip dari california country kaya kabupaten california itu kan panjang kan. Nah kita tu di Davis dari bagian atas deket sama San Francisco, terus dari Davis itu naik ke atas lagi itu tu ke namanya ada country di ini kita ke deket ini namanya fyuba river itu.</p> <p>kalo kamu cari di Google ada itu bagus banget dan menurutku itu one moment yang aku tau I'll never get that dari berteman dengan orang lain nah itu kaya very unique experience gitu dan pake van bareng bareng gitu kesana terus main-main sama temen-temen disana gitu kita</p>

	ceritanya tracking disungai gitu. Jadi, sungainya tu dingin banget gitu jernih banget gitu. Terus kita masuk ke perkebunannya terus kita ngeliat pohon blueberry gitu-gitu, seru deh seru banget.
Interviewer	Itu orangnya, orang california asli atau orang indonesia atau orang mana kak?
Participant	Dia orang New York
Interviewer	Oh orang New York
Participant	<p>Iya gitu, seru banget gitu. Terus selain dia juga, eh terus cara kenalan aku sama dia itu sangat unique gitu. Karena dia itu ternyata dulu sudah pernah ke Indonesia, kira-kira 30 tahun yang lalu dia suka banget cinta banget sama Indonesia sampe bawa-bawa ke US balik tuh batik berlapis-lapis gitu kain itu tu banyak banget.</p> <p>Terus kita tuh baru pada dateng anak-anak INA anak-anak Indo ini anak IISMA terus lagi scrolling around di downtown Davis gitu gitu la, lagi baru inikan baru nyampe mau liat-liat. Terus kita lagi berenti nih di toko buku lagi liat-liat ngobrol-ngobrol dengan bahasa Indonesia dong gitu, terus dia ngedenger dan dia langsung came up to us terus gini “are you indonesian? I heard that you speak Indonesia” gitu terus aku kaya “oh iya kita anak Indo” gitu, terus dia nanya “oh dalam rangka apa kesini?” “Oh kita anak-anak UC Davis but on a scholarship” terus katanya “oh keren-keren” terus abis itu, kita tukeran nomor HP abis itu ya the rest is history yang tadi aku ceritakan gitu, itu si jadi</p>
Interviewer	Seru banget ya kak
Participant	Iya jadi, karena kalo di US itu you need to be very careful gitu, kamu share info kamu sama siapa. Cuman saat itu aku ngerasa kaya, this guy is like save lah, nggak yang bakal aneh-aneh yang macem-macem itu tu nggak dan alhamdulillah bener.
Interviewer	<p>Nah, kan ini dari sudut pandang Kak Mawar, yang Kak Mawar tuh kan berani untuk berbaur dengan masyarakat di sana. Nah, menurut Kak Mawar, kalo misalkan ada seseorang mahasiswa yang, dia cenderung introvert banget, ya Kak.</p> <p>Mungkin malu buat berinteraksi dengan orang-orang di sana, dan cenderung mengurung diri, gitu. Nah, menurut Kak Mawar itu, dampaknya apa sih untuk diri dia sendiri itu di sana, gitu, Kak?</p>
Participant	<p>Hmm, menurut aku rugi banget.</p> <p>Rugi banget. Karena, kayak kamu udah sejauh itu ke US,</p>

	<p>kamu dapetin privilege, ya, masuknya, gitu. Dan dapet kesempatan bisa, study abroad, pakai nama IISMA juga, ke kampus yang bagus, ke negara yang maju.</p> <p>Kenapa kamu tidak menggunakan kesempatan itu dengan sebaik mungkin, gitu. Menggunakan privilege itu sampai mentok banget, gitu. Kan mending, kayak eman ya, ketika kamu diberikan kesempatan yang bagus, gitu, ya, sudah seharga kamu pakai dengan semaksimal mungkin, gitu.</p> <p>Karena ada temanku juga, yang temen tattoo batch aku juga, tuh, cewek. Dia nggak se... apa ya, nggak seheboh aku, gitu kan.</p> <p>Let's say, gitu. Sama-sama in shock, gitu. Tapi aku lebih heboh, gitu. Lebih berani, gitu, segala macem buat ngobrol sama orang, segala macem. Sementara dia yang typical lebih ke ngikut. Kita pun jarang ngobrol, gitu. Jarang ikut-ikutan juga, gitu. Stay at home, gitu. Menurut aku, dia kan rugi, gitu. Karena dia nanti pas pulang ke Indonesia, dia jadi... Misal, simpelnya, gitu.</p> <p>Casualnya, kan, kayak diminta cerita, dong. Kemaren seru-serunya apa, gitu. Dia mau nyeritain apa, gitu kan. Iya. Terus, abis itu ditanya. Dia naro, gitu kan. Cuma kan pasti masuk ke CV orang, kan. Nggak mungkin kamu nggak masukin CV, apa, isma ke CV, gitu. Terus, di-tell sama recruiter, gitu. Kamu dapat pelajaran apa, emang, pas di sana, gitu. "What's something important" atau "life lesson yang kamu pelajarin di sana", gitu.</p> <p>Ya, mungkin ada, gitu. Tapi gimana dia tahu bahwa hanya itu yang sebenarnya dia bisa dapatkan, padahal lebih banyak yang dia bisa dapatkan kalau misalkan dia berani put her out there, gitu.</p>
Interviewer	Ya, bener. Rugi banget sih ya, Kak. Kalau misalkan udah dapat kesempatan tapi nggak berani explore, gitu ya, Kak.
Participant	Iya, betul.
Interviewer	Nah, kalau cara Kak Mawar beradaptasi itu... ..pengaruhnya ke akademik aspek selama study abroad itu apa sih, Kak?
Participant	Gimana tadi?

Interviewer	Jadi, kan, Kak Mawar tipikal orang yang mungkin berani untuk bertanya berani untuk mengajukan pendapat, mungkin begitu ya, Kak. Nah, pengaruhnya terhadap akademik aspek kayak misalkan mungkin dalam kelas Kak Mawar berani untuk bertanya berani untuk mengeluarkan pendapat, gitu. Itu pengaruh ke situanya gimana ya, Kak?
Participant	<p>oh, jadi kalau misalkan being vocal di US itu tuh....it's very greatly appreciated, gitu. Dan memang sebenarnya itu salah satu hal yang kita harus contoh juga sih ya di Indonesia, gitu.</p> <p>Terus kayak menurut aku dengan kamu be vocal... ..itu tuh kamu jadi sekaligus kayak dalam tanda kutip caper ke dosen tapi dengan cara yang baik, gitu. Karena you actually ask a question, gitu. Maksudnya gimana ya, kayak ya memang kamu mau belajar, gitu. Dan dosennya bisa melihat, oh ya memang benar anak ini belajar, gitu.</p> <p>Dan bagusnya adalah dengan dosen-dosen di US itu ketika dosen kenal baik sama kamu, kamu tuh bisa dapat opportunity banyak gitu, kayak kamu bisa diminta jadi TA-nya dia, gitu. Makanya di Indonesia ini juga bisa, kayak gitu. Bisa diajakin riset bareng, gitu.</p> <p>Itu kan jadi plus point juga untuk kamu, gitu. Itu bisa diajak misal kayak kalau misalkan di program yang apa ya, on field gitu, misal kayak anak perternakan atau apa yang harus ada riset-riset lapangan gitu, itu bisa juga kamu diajak, gitu. Itu sangat possible terjadi, gitu. Kalau misalkan dosennya tahu kamu dengan baik, gitu. Tahu kamu memang serius belajarnya, kamu bisa komunikasi dengan baik, gitu. Itu possible banget.</p>
Interviewer	Manfaatnya berarti besar banget ya, Kak, kalau misalkan kita berani speak up , kita berani tanya, gitu. Nah, selama Kak Mawar di sana itu, kak Mawar pernah nggak sih nemuin orang yang benar-benar dia nggak mau ngeluarin pendapat dia sama sekali? Atau mungkin dia cuma dengerin dosen doang, kayak gitu, Kak?
Participant	<p>Pernah. Ada. Kayak gitu juga, gitu. Dan sebenarnya kalau tergantung ya orientasi masing-masing seperti apa.</p> <p>Kalau misalkan memang dia pengen yang well known, dekat sama dosen... ..dikenal baik gitu sama dosen. Pasti dia nggak akan diem aja, gitu.</p>

	<p>Kalau dia udah tahu, ya oh mau nyari opportunity untuk riset ini, ini, ini berarti kan dia harus kenal baik sama dosennya. Pasti dia nggak akan diem aja, gitu.</p> <p>Tapi mungkin untuk anak-anak yang memilih untuk yaudah diem aja, gitu. Dengerin dosennya, gitu. Nanti nanyanya ke teman atau nanti diulang lagi. Jadi di rumah recording-nya.</p> <p>Ya mungkin orientasinya nggak untuk kenal baik sama dosennya, gitu. Lebih ke yaudah belajar.</p> <p>Lebih bagus ke itu sendiri. Iya, itu juga bisa, gitu.</p>
Interviewer	<p>Oke. Nah, kalau bicara soal bahasa nih, Kak. Tadi kan Kak Mawar sempat mention kalau misalkan dalam komunikasi itu nggak menemukan hambatan atau tantangan tersendiri. Nah, menurut Kak Mawar itu kemampuan berbahasanya Kak Mawar selama proses adaptasi ini gimana sih, Kak, dampaknya, gitu?</p> <p>Dampaknya?</p> <p>Dampaknya mungkin jadi lebih akrab gitu sama native speakers yang ada di sana atau gimana, Kak?</p>
Participant	<p>oh, iya, gitu.</p> <p>Jadi, fun fact-nya adalah anak-anak UC Davis ini kita satunya setau aku ya, di-batch aku, gitu.</p> <p>Karena itu satu-satunya yang tinggal dengan host parents, gitu. Jadi, kita nggak tinggal tidur.</p> <p>Sementara anak-anak untuk di kampus lain, di negara mana pun, itu tuh mereka tinggal sama teman-teman, gitu. Jadi, punya klip segala macam karena mereka tinggal sama kampus, gitu.</p> <p>Dan UC Davis itu tinggalnya di host parents, gitu.</p> <p>Jadi, kita punya keluarga angkat, gitu. Keluarga angkat aku, bapak, ibu yang di sana itu sebelumnya punya host student juga. Eh, punya, iya, student yang mereka host itu lancar bahasa Inggris, gitu.</p> <p>Jadi, mereka bilang, gitu, kayak interaksinya kurang kalau semisal kan ngasih tau. Misal instruksi cuci baju, gitu. Itu tuh benar-benar harus apa, ya?</p> <p>Di-check aja gitu sama mereka biar aku nggak bingung, gitu. Hmm. Terus, pas aku datang, gitu, ya udah ngomong seperti biasa.</p>

	<p>Karena aku gak ada hambatan dengan bahasa Inggris sama sekali, gitu. Terus, mereka bilang kayak, Oh, kita benar-benar menghargai kayak bisa bahasa Inggris langsung.</p> <p>Enak kitanya juga, gitu. Mereka gak perlu posting segala macam, gitu. Mereka juga senang aku ngerti, gitu, kalau semisal kan kayak... Apa ya? Kan suka ada... Apa ya?</p> <p>Social cues segala macam yang mungkin berbeda per culture, ya. Kalau di Indonesia gimana. Kalau di Amerika gimana, gitu.</p> <p>Aku tuh bisa ngerti, gitu, culture di Amerika seperti apa, gitu. Jadi, misal mereka straight forward ke aku kayak langsung mau tanpa babi-bubu. Eh, kamu nih begini doang, gitu.</p> <p>Aku gak take it personally terus kayak sakit hati. Enggak, gitu. Kayak, oh ya, nontonan mereka gitu aja, gitu. Mereka... Sempat, gitu.</p> <p>Mereka keingetnya adalah kayak... Student sebelumnya itu gak ngarep bahasa Inggris. Jadi, pas aku diantara pakai mesin cuci, tuh mereka... Keep it short, gitu. Terus, aku kaya "Why do you do that?" Terus, kata dia... "Hah?Kenapa?" Terus, aku kayak... "Can you speak normally?" Terus, kata dia... Oh, "I forgot you're fluent in English". "Ya, ya, just speak normal". Terus, kata dia "oh, ya, oke, oke, oke". Gitu. Terus, tadi kayak "Ya, ya, udah, gini-gini sih. Gampang. Terus, kata dia "I got it". Gitu.</p>
Interviewer	Jadi, untuk pendekatan sama host parent itu gak terlalu susah juga ya, Kak?
Participant	Enggak, enggak. Enggak susah. Enggak susah sekali. Berarti langsung... And very friendly juga, gitu.
Interviewer	Nah, kan Kak Mawar Muslim, ya? Sedangkan host parentnya itu beda agama. Nah, cara penyesuaian di sana itu gimana sih, Kak? Atau mungkin host parentnya agak shock atau gimana? Atau gimana, Kak?
Participant	Sebenarnya mereka penasaran aja, gitu. Jadi, gini. Host parents don't face it. Dan aku nyamuk, gitu kan. Terus, mereka tuh, I think this is like their first time, ada student Muslim, gitu. Dan Thankfully, gitu, sama si yang

apaya si yang punya housing kaya bisnis housingnya gitu lah yng datain anak-anak rumah mana segala macem tu dia ngasih form sebelum kita berangkat untuk nanya nih. “ee kalian, ada pantangan apa segala macem. terus ya aku yaudah langsung isi aja, aku gamau ribet kan disana, aku bilang kalo aku muslim, aku gamakan babi, aku gabisa wark? aku bilang aku alergi anjing aja gitu, dan itu yang paling gampang, dan pasti sama mereka bakal langsung dijauhin gitu sama anjing. Padahal akutu nggak alergi anjing gitu aku lebih ke gamau ribet aja gitu. Gitu sama pantangan gak minum alkohol.

Terus sama mereka yaudah, house parent aku juga kebetulan yang vegetarian gitu. Jadi, seru gitu. Terus pas aku sebelum dateng nih, kan udah email-emailan kan aku terus suka nanya “Mawar mau ini nggak, perlu cari sajadah nggak untuk sholat?” aku bilang “Gausah it’s oke, aku udah bawa sendiri kok dari indo”. Aku udah bawa alat ibadah sendiri. Terus oh ya yaudah oke, terus di california kan kekeringan pas itu. Jadi kan aku perlu wudlu 5 kali sehari, udah gitu kalo misalkan kita bersih-bersih abis haid, disana kan perlu air juga ya nggak kaya mereka. Jadi penggunaan airnya itu lebih banyak iya nggak?

Terus aku juga ngomong ke mereka kalo dari sebelumnya itu aku bakal ini nih, wudlu terus 5 kali sehari gitu dan aku tau kalo kalian dalam kekeringan gitu. Please let me know kalo semisalkan penggunaan airku terlalu banyak gitu, aku akan coba ngurangin. Please just let me know gitu. apaya gabisa kompensasi dengan yang lainnya gitu gak bisa dihilangin gitu karena itu wajib gitu.

emm tapi aku juga bilang ke mereka kalo please just let me know kalo too much water I used dan kalo misalkan ada aktivitas yang mengganggu gitu, please just let me know. terus iya ya sure i know, it’s alright gitu gapapa.

Terus aku juga disana dikasih kamar mandi sendiri gitu, kamar sendiri. And that’s a really nice gitu. Terus mereka tau aku sholat segala macem gitu kan jadi aku ngerasa nyaman gitukan. Aku sholat di ngeliat ke kamar aku soalnya aku suka buka pintu jugakan, jadi pintuku nggak selalu ketutup jadi ya ngobrol ya ngobrol aja gitu gaperlu tutup pintu gitu.

Terus suka ngeliat aku lagi sholat, lagi beres-beres lagi kayak aduh lagi pengen dengerin lagu Indo. dan aku dengerinnya tu lagu-lagu indo religi gitu. Terus pernah tuh kaya tanya “oh kamu lagi sholat” “oh tadi

	<p>tu itu lagu indonesia? terus iya itu kaya lagu religinya muslim gitu aku bilang haha</p> <p>Jadi mereka tu welcome banget</p>
Interviewer	Oh berarti dari segi house parentnya juga welcome banget dari segi komunikasinya juga lancar ya kak yaa?
Participant	Iya lancar kok lancar banget
Interviewer	Oke, nah kan perbedaan culture antara US sama Indonesia kan beda banget ya kak
Participant	betul
Interviewer	Nah pasti ada perbedaan dong kak dari segi pembelajarannya juga? Nah kan dari segi pembelajaran kan mungkin ada perbedaan yang signifikan? Nah jika iya, gimana sih cara kak Mawar menyesuaikan diri dengan tuntutan dan tantangan akademik selama melaksanakan program study abroad di California
Participant	<p>eee kalo disana itu lebih ke readingnya banyak banget. Kalo di Indo kan nggak yah? kan Jarang banget nggak sih kita disuruh baca?</p> <p>Tapi kalo disana tuh suruh baca bisa kaya banyak banget misal bab ini bab satu sampai bab tiga gitu dan nanti minggu depan kita bahas gitu. Ya kaya gitu.</p> <p>aku kaya bab satu tapi dari halaman ini sampe halaman ini terus dibikin report terus nanti next meeting ketemu kita bahas, ntar disubmit. kaya gitu tu bisa banget. Misalkan aku biasanya kalo aku kaya akutu nggak suka SKS gitu lo si ya anaknya, emang aku planning banget jadi pasti aku cicil gitu.</p> <p>Kaya aku I have no issue buat suruh mbaca karena aku suka baca gitu dan matkul-matkul yang aku pilih itu matkul yang aku memang seneng gitu aku memang tertarik. Untuk aku belajar aja tu menyenangkan aja sih. Aku seneng banget belajar disana jujur.</p>
Interviewer	Berarti mungkin gak ada yang bikin kaget atau nggak sesuai sama passion kak Mawar sendiri itu nggak ada ya kak yaa?
Participant	ee ya paling ada satu mata kuliah yang namanya dramatic art kaya kamu pernah nonton hsm comical?
Interviewer	Nonton apa kak?

Participant	Hsm comical H S M comical
Interviewer	Nggak kayaknya
Participant	<p>Nah itu filmnya disney juga. You can watch or research after this, yang main zac efron em itu tuh jadi kamu tu bukan kaya dikelas duduk gitu dan ngeliatin papan tulis ngeliatin teachernya ee ngomong a sampai z sampai selesai tuh enggak.</p> <p>Jadi kita tuh theater kelasnya dan itu seru banget, dan itu was like one of my favorite class karena nggak akan kamu temuin di Indo kecuali kamu ana ISI gitu. Cuma kan, cuma kan nggak semua anak mendapatkan itu kan kecuali kalo emang ikut program dan kita tuh nggak kaya yang harus ikut-ikut program.</p> <p>Jadi akutu seneng banget karena kita belajarnya tuh bukan belajar yang serius-seriusanlah sama terus kaya kita anak IISMA tuh dibilang gini grup kalian tu aku tau, semua orang tau. Karena kalian tu pinter-pinter banget gitu, “you guys are in a scholarship”. Tapi masalahnya adalah kalian itu terlalu intelektual, terus kita kaya “hah, kenapa?” gitu terus kata dia “iya, you guys are too intellectual serious” “I don’t know that you’re in this class” nah dia “here, in this class just to have fun” “Aku mau kalian keluarin kreatif kalian disini”. Gitu sisi intelektual kan, terus kita kaya “okey” gitu. Mungkin kita justru menjadi challenge anak-anak IISMA sih gitu yaa</p>
Interviewer	Oh karena itu hal baru ya kak? Di Indonesia gitu itu jarang banget
Participant	<p>Iya, di Indonesia kan masalah beasiswa itukan nilai bagus, ini ini pinter dalam pelajaran, serius-serius gitu kan, terus soal politik politik gitu kan.</p> <p>Tapi kalau disana kelas itu spesifikasinya itu tuh dia emang dia minta kita kaya “Ayo” gitu “move your body, move your body” kan. Jadi tiap sebelum kelas itu tuh kita aa ada pemanasan dulu. Pemanasan gitu udah kaya mau olahraga gitu. Gitu bener-bener kaya anak theater, teriak-teriak apa segala macam, latihan nafas wahh seru banget gitu. Dan kelasnya itu sama ini, anak-anak sholar bukan scholarship si, anak-anak Internasional lainnya gitu juga dari Jepang, ada yang dari Korea, ada yang dari Jerman, ada yang dari India, China, Hongkong gitu, itu tu banyak gitu dan nggak ada anak sana sama sekali itu tu nggak ada. Terus anak-anak ee apa yang dari negara lain gitu.</p>
Interviewer	I see, Oke. Seru banget ya kak

Participant	Seru-seru, seru banget gitu. Bahkan untuk projek kita tu kikta disuruh bikin iklan. Iya disuruh bikin iklan, kita ni yang jadi aktor iklannya gitu.
Interviewer	Nah, kak Mawar ini kan tadi sempet mention kaka itu tipe orang yang suka nge-planning tugas-tugasnya mau dikerjain kapan-kapan gitu kan kak? Nah menurut kakak seberapa besar sih upaya kakak dalam emm planning tugas itu menunjang keberhasilan dalam capaian akademik kakak selama study abroad?
Participant	Emm, menurut aku karena aku sangat planning jadi itu sangat penting ya buat aku. Aku ngerasa kaya panik aja gitu kalo gak ada planning gitu jadi, aku nyicil udah terbiasa waktu aku senin tu aku udah tau mau ngapain aja dan sampe minggu gitu. Dan tiap malem, bapak aku tu selalu nanya sebelum tidur gitu, “besok kamu ngapain, besok kamu mau ngapain, besok kamu mau ngapain” gitu aku harus bisa ngasih tau gitu besok aku ngapain ngapain ngapain gitu. Aku kalo dulu pas belajar scheduling itu sama ibu, kaya bikin dari jam 7 sampe jam 9 kita belajar lah nanti sampe jam 12 aku main. Jadi itu perjamnya itu adil gitu. Tapi sekarang karena udah lebih apaya, a lot of things move around lah in our schedule gitu, jadi biasanya ngasihnya targetnya lebih besar. Misal jam 7 sampe jam 12 emm kerja gitu terus setelahnya ngapain ngapainnya buat melakukan sesuatu yang lebih besar gitu. Dulu kan masih kecil-kecil banget kan waktu sekolah dan itu juga jadi it was like affect my scours juga, nilai-nilai ku tu alhamdulillah bisa tercapai lah targetnya. Karena aku tau schedule ku seperti apa gitu aku tau goals aku seperti apa. Karena ketika kamu tau your schedule, gitu misal jam 6 sampe jam 8 emang schedule aku tu belajar juga ya aku akan belajar dan apa aku dateng nah pas schedule itu udah gitu tu udah otomatis keluar gitu, aku gabak ikut, gitu karena ya itu udah nggak ada di schedule aku sejak awal gitu. If you want to, kaya aku ngomong sama temen-temenku gitu kalo kamu mau have fun sama aku, kamu seenggaknya ngomong sama akutu h-7 gitu, jadi aku bisa masukin itu dijadwal. Supaya belajarku nggak terganggu, belajar kamu juga nggak terganggu gitu.
Interviewer	Jadi, dari kecil udah terbiasa planning-planning gitu ya kak ya?
Participant	Iya betul
Interviewer	Oke, selanjutnya itu, faktor emosional dan psikologis apa saja yang mempengaruhi adaptasi kak Mawar selama proses study abroad? Mungkin selama proses belajar disana, kak Mawar ngalamin home scik atau atau gimana gitu kak?

Participant	eee jujur aku nggak ada homesick hehe.
Interviewer	Nggak homesick sama sekali?
Participant	Asli, nggak ada homesick sama sekali. Aku seneng banget disana kaya, ahh ya ampun i'm free.
	Seneng banget ya kak?
Participant	iya, aku have fun. Temenku tu ada si homesick gitu yang kaya tiba-tiba kangen rumah gitu kan. Oke kita clearly we have different experience here. Karena aku kaya yaudah biasa aja.
Interviewer	Kalo misalkan, kaya mikirin sesuatu gitu kak, kaya ada masalah terus jadi stress, depresi kaya gitu, pernah nggak si kak ngalamin kaya gitu?
Participant	<p>ee pernah dong, pernah dulu. Ini emm pernah gara-gara satu kelas di matkul kokasi? waktu itu, nah itu tu mau ee ini ujian, ujian aku yang kedua. Nah terus lagi kaya mau UTS gitu deh gitu, terus yang kedua. Terus aku tuh salah set time zone. Nah time zone aku tuh kaya ee apaya ke setnya itu kaya ya gitu deh kaya di middle east-an gitu nge setnya, sedangkan kalo disini tu PST gitu kan di California gitu, jadi buat aku nah ini tu udah pas ini sama jadwal yang aku set, nah ternyata pas aku click si examnya udah dibuka gara-gara disitu tuh tulisannya udah ikut ujian gitu. Nah itu tuh aku nangis-nangis aku panik bangetkan gitu terus aku kontek lagi lah itu PAnya buat matkul itu. Terus kata dia kaya “Oh oke, but the time is profe ya kalo misalkan kamu misalkan emang miss clock nih soal time zonenya” gitu terus aku kaya eh “iya” aku kasih terus aku bilang aku kasih screen shoot segala macam pas aku kontek PAnya segala macam juga, terus kata professornya “oh, o udah nggak papa. kamu nge set lagi aja, ambil lagi” oke masih nyusul ini bisa kan. Akhirnya yaudah aku ambil gitu besokkannya, terus aku make sure bener-bener udah bener lah time zonenya selaga macam lah biar nggak ke ulang lagikan. Nah udah, itu tuh bener-bener stressful banget aku, karena aku sampe, aku rencananya kaya ee apa mau ujian dulu abis itu mau dateng ke kelas selanjutnya. Tapi aku ngerjainnya tu maunya dirumah, jadi aku pulang kampus abis kelas pertamaku itu aku pulang mau ujian terus nanti berangkat lagi buat kelas ke-2. Aku sampe ijin kelas keduanya tuh sampe ketinggalan, udah telat banget. Disana pun aku nangis-nangis dulu ngeset E-book gitu.</p> <p>Gitu, udah gitu pas mau ke kelas itu kan terus kan udah telat yah gitu. Terus yaudah ini aku naik bus gitu. Tapi ketinggalan bus gara-gara lari aku kurang cepet. Nah itu tuh aku ngangseb banget, nah itu tuh di halte</p>

	aku nangis, gila aku kaya gaboleh kaya gini terus kan harus gerak cepet gaboleh ngaret yaudah balik lagi ke ee apa rumah terus dirumah yaudahlah mau naik sepeda. Nah terus aduh aku baru inget kalo sepeda aku ketinggalan dikampus. Terus pas itu tuh aku balik lagi ke halte terus aa tapi tu di halte kaya nggak lewat-lewat. Jadi tu kamu tau apa, aku jalan kaki tu kaya Astaghfirullahaladzim
Interviewer	Haha berapa menit kak?
Participant	Aduh ada kali ee hampir setengah jam, makannya aku telat banget
Interviewer	Haha jauh banget
Participant	Iya udah mana di Indo kan nggak biasa jalan kaki waktu itu. Nah pas awal-awal kan mana nggak biasa jalan gitu cape kan kita. Aduh udah ngos-ngosan banget udah kringetan udah bercuuran, laper gitu kan. emm terus summernya udah mendekati fall, jadi udah agak-agak dingin cuman gara-gara aku panik terus aku lari-lari, jadi kaya wah udah keringetan bercucuran banget gitu, sambil bercucuran air mata juga gitu terus aku gimana nih gitu. Padahal yang lain tuh santai aja gitu.
Interviewer	Eee kalo masialkan disana tuh kalo telat ada konsekuensi apa gitu-gitu nggak kak?
Participant	Nggak-nggak ada
Interviewer	Oh berarti tinggal masuk aja gitu ya kak?
Participant	Iya, sebenarnya tergantung dosen si. Ya 15 menit ee kalo nggak dateng ya lupakan lah gausah dateng gitu. Tapi dosen-dosenku semuanya baik-baik si kaya yaudah if you wanna come, you come. if you don't , ya terserah. Lebih ke kaya gitu sebenarnya. Karena dosen di sana tuh nggak kaya di Indo, dosen di indo tuh kaya “ini anaknya mana” gitu kan. Tapi kalo disana tuh kaya yaudah mau dateng, dateng. Nggak dateng ya , it's your parents money juga yang ngebayarin gitu. Dosennya kamu dateng atau nggak dateng juga tetep dibayar. Jdi kalo kamu nggak dateng, ya kamu yang rugi gitu. Bener-bener mahasiswa disana tuh bener-bener responsible banget, gitu.
Interviewer	emm, selama kak Mawar belajar disana pernah nggak si kak Mawar ngerasa ada di titik terendah kakak pas disitu gitu kaya, masalah tuh numpuk itu itu banyak pikiran. Pernah nggak nagalamin kaya gitu? selain yang tadi?

<p>Participant</p>	<p>aaaah pernah! itu gara-gara akutu jadi kan tadi ya aku cerita aku jadi students representative kan UC Davis, untuk IISMA UC Davis kan? itu nah itu kita angkatan pertama gitu. Jadi, aku gabisa misal kaya ke senior kaya “kak, kaka dulu jadi student representative gimana? ngapain aja?” kan nggak ada? sibuknya nih nggak ada yang ditanya, mau nanya sama siapa, gitu kan. Gitu terus, stres banget karena dulu waktu itu tu temen aku ada yang kecelakaan, ada yang itulah nah itu aku harus nulis report pengaduan gitu. Nulis repost pengaduan untuk briefe nya IISMA nih, apa aja yang terjadi di negara ini. ee masing-masingnya gimana ada report apa, hal apa kecelakaan apa segala macam itu harus dibikin ppt gitu.</p> <p>Saat itu sebenarnya tuh, sampe saat itu ngerasa lonely gitu. Lonelynya tuh karena nggak ada, IISMA tuh student representative tuh yaudah kerja sendiri. Nggak ada kaya wakil ketua nya tuh nggak ada. Jadi kamu nggak bisa kerja sama yang lain gitu. Gitu, dan emm aku juga misal kaya IISMA ngasih apa segala macam, kita yang students representative itu harus ngasih tau dulu gitu, kaya ini bisa dikasih tau sekarang atau dikasih tau nanti gitu.</p> <p>Kadang ada hal-hal kaya, kita “waduh, kayanya ni infonya info jelek” misalkan dan nggak bakal enak nih gitu. Itu kita benerin sendiri dulu gitu bentuk yang lama sampe akhirnya kita kasih tau ke mereka gitu. Atau mungkin ada kenapa-kenapa terus dimarahin tapi kita ngasih tau ke yang lain sebel kan bisa jadi gitu kan. Nah aku stressnya karena sebenarnya itu student representativenya itu bukan aku. Jadi student representativenya itu adalah anak lain. Cuma karena satu dan lain hal, visa dia nggak di approve, nggak jadilah dia berangkat ke US, gitu jadinya aku, gitu. Terus aku ngerasa kaya, duh aku bisa kerja bener nggak sih, takutnya temen-temen disappointed nggak ya sama aku, gitu. Dan nggak ada a friend to share burden point gitu loh saat itu karena aku kerja sendiri.</p>
<p>Interviewer</p>	<p>Nah, kalo soal misalkan kak Mawar apunya masalah pribadi gitu, terus kaya yang tadi waktu ketinggalan bis lah atau salah jadwal kaya gitu. Ada nggak sih tempat buat cerita, temen yang dukung kak Mawar mungkin, bantuin kak Mawar pas kak Mawar lagi sedih atau gimana gitu, mungkin ada nggak kak?</p>
<p>Participant</p>	<p>Kalo itu, temen-temen sih kita saling peduli juga ya satu sama lain. Gitu, aku juga encourage mereka untuk cerita gitu kalau ada apa-apa gitu. Karena sejak awal, sejak awal banget aku tekanin ke mereka, kita ber-17 cuman punya satu sama lain gitu, gitu kan, gitu. Walau punya</p>

	<p>orang lain, punya host parent lain segala macem, tapi we go there together, kita akan pulang ber-17 jadi, kita, kita ni keluarga. Jadi kalau misalkan ada emm ada stress-stress kita saling cerita sih disana gitu. Tapi yang cerita itu ketinggalan bis lebih ke yaudah lucu-lucuan gitu. Kaya aku tau, aku nangis-nagis gitu tapi aku ngerasa kaya salah aku juga kan kenapa ku tinggal gitu kan ini segala macem. Jadi, apa pas udah nyampe dikampus gitu cerita ke temen-temen juga sambil ketawa-ketawa gitu. Kaya eh aku ketinggalan gini-gini segara macem gitu.</p>
Interviewer	<p>Oke, nah menurut kak Mawar nih. Kan ada tipikal orang yang mungkin dia cenderung buat mendem masalahnya sendiri, atau banyak pikiran atau gimana gitu. Nah, dari segi stressful, depresi gitu seberapa besar sih hal tersebut bisa mempengaruhi ke Academic performance seseorang itu gitu?</p>
Participant	<p>eee itu ngaruh sih. emm aku nggak ngeliat maksudnya temen-temenku alhamdulillah kita excel semua di akademik kita jadi nggak papa lah. Cuma, emm eh oo ada ding temen aku satu nilainya tuh jeblok gara-gara dia itu nggak kebiasa ngebaca, jadi dia ngerasa dia struggle gitu dengan bacaan yang banyak terus itu jadi bikin emm dia tuh gak pede. Kaya ee aduh aku gabisa nih dapet loads segini banyak, langsung baca segini banyak gitu. itu dia struggling banget nah itu dia nggak pede karena buat kita-kita yang lain tuh it's not a big problem tapi buat dia kan it's a big deal gitu nah terus nilainya itu jadi jelek saat itu gitu.</p>
Interviewer	<p>Oh jadi ngaruh banget ya kaknya soal prestasinya</p>
Participant	<p>Bener-bener</p>
Interviewer	<p>eeee selanjutnya nih kak, gimana sih cara kak Mawar merefleksikan bagaimana pengalaman kak Mawar selama beradaptasi dan belajar disana dapat berkontribusi pada pertumbuhan dan perkembangan pribadi kak Mawar nih, secara emosional, sosial, maupun akademis? Nah, sepengalaman kak Mawar disana, ee ada nggak sih yang kaya ngerasa setelah dari sana aku jadi lebih kaya gini nih, kaya gini gitu?</p>
Participant	<p>emmm oh iya ada hahahaha. Pas pulang dari sana, itu tu aku ngerasa langsung kaya Oh my God aku pengen orang-orang Indonesia tuh bisa ngerasain apa yang aku rasain. Gitu, terus itu jadi ngedorong Idealisme aku jujur, karena kaya akutu pulang dari amrik, idealisme akutu gila gitu hehee. Idealis banget gitu yang kaya orang tu kalo denger aku kaya wah tinggi banget gitu. Gitu dan aku maksudnya karena akutu udah ngeliat kaya kita tu kalo bisa kaya gitu kita keren banget gitu walaupun</p>

	<p>memang pasti aduh lama yah gitu prosesnya gitu. Tapi dulu kan maksudnya sangat apaya ya yaampun idealisme anak umur 20 tahun gitu kan jadi masih-masih kaya gak nampak gitu pas menyampaikan that idealism gitu. Nggak realistis gitulah. Gitu, cuma other than that menurutku juga dengan adanya idelisme itu sebenarnya bagus juga ya karena kita jadi ada intrinsik motivationnya itu kuat banget gitu dan lebih tau oh apasih yang mau dicapai, yang kamu kejar tuh yang seperti apa kaya gitu gitu tu lebih terlihat jelas gitu. Mau apa, kamu makin tau eh environment yang bagus buat aku tu yang kaya gimana sih. Karena disana aku ngerasa wah aku happy banget, walaupun aku ada yang tadi kamu denger nangis sambil bolak balik bercucuran airmata ke halte ke rumah, sampe jalan lari-lari ke kampus gitu, tapi tetep aja ketika I look back aaa on my experiences di US itu tu I feel so happy gitu. I remembered US as am Davis lah ya not like the hole US gitu Davis itu a happy memory buat aku. Gitu dan aku lebih ee apa lebih pede, lebih berani approach orang sekarang gitu. Dulu aku berani untuk approach orang gitu, tapi nggak dibanding sekarang lebih berani sekarang gitu. Terus aku udah tau sekarang, mana sih environment yang cocok untuk aku gitu, environment yang cocok untuk belajar itu yang kaya gimana. Kenapa aku ngerasa senang disana, ada raefleksi seperti itu oh karena disana tu banyak taman, aku bisa lebih luas leluasa pergi kemana-mana sendiri udaranya enak, bangun tidur mataharinya nggak nyengat langsung ke muka, nggak ada polusi gitu. Terus aku jadi kaya, oke terus sekarang aku kerja gitu, aku jadi tau oke aku kerja apakah aku mau di Jakarta terus atau mungkin aku mau keluar negri gitu gitu. Aku mau cari the same environment di negara lain di kota lain gitu. Hal-hal kaya gitu tuh ngaruh gitu kedepannya.</p>
Interviewer	<p>Nah, menurut kakak refleksi kak Mawar nih. Adaptasi kultural seperti apa sih yang harus dilakukan oleh mereka-mereka yang ingin atau mau sekolah diluar negri agar capaian akademiknya tuh sukses</p>
Participant	<p>eeem menurut aku yang pertama mereka harus terbiasa dengan be vocal gitu mereka harus berani speak up ngomong depan umum gitu gitu tuh harus berani. Yang ke-2 harus kritis, jangan takut untuk kritis gitu. Terus ke-3, jangan takut untuk salah. Iya gitu karena I mean being apa ya being wrong is fine gitu, kamu nggak akan selamanya bener juga kan. Gitu, you're currently learning gitulah. Terus abis itu aaa yang ke-4 adalah aa emm jangan take it personally ketika orang straightforward sama kamu kaya gitu. Indonesia kan kulturnya kan memang ya kita basa basi dulu gitukan, gaenak gitu kalau mau langsung. Derr ngasih tau gitu, tapi kalau disana ya udah it is what it is gitu. kalau mau a ya a kalau mau b ya b gitu, dan menurutku ya yaudah</p>

	take it aja gitu, gausah terus kaya lah kok dia gini gini gini sih gitu, itu gausah sih gitu sih.
Interviewer	Oke, oiya kak. Aku denger kalo misalkan di California itu aa banyak ini ya masyarakat indonesia yang kesana ya buat abroad ataupun apa gitu. Nah kalo misalkan di kota kaka sendiri nih banyak nggak si masyarakat Indonesia yang ada disana.
Participant	aaa enggak sih disana dikit banget disana tuh. heeh heeh.
Interviewer	ooh gitu yah, oke. Nah mungkin diluar anggota IISMA yang kakak waktu itu ada nggak si orang Indonesia lain yang kakak temuin disana?
Participant	emmmm orang Indo lain yang ketemu disana? Ada ada, cuman ya itu tadi paling yang anak perhias itu juga nggak yang banyak banget gitu. Ada sih yang emm udah tinggal disana gitu satu keluarga, satu dua keluarga gitu. Tapi nggak yang terus kalo apaya kalo ngumpul tu bisa jadi yang rame banget gitu tu enggak sih.
Interviewer	Ohh, berarti pengaruh masyarakat Indonesia disana nggak sebanyak itu ya kak yaa?
Participant	Iya heeh
Interviewer	Nah, kak Mawar nii suka nggak si kaya memperluas jejaring sosial gitu kaya aaa memperluas relasi temen-temen gitu suka nggak?
Participant	Suka-suka, karena menurut aku itu penting banget sih networking tuh.
Interviewer	eee mungkin ada temen deket atau mungkin kenalan yang samoe sekarang masih kontekan gitu kak selain dari anggota IISMA itu?
Participant	eeh Oh masih, ada temen-temen dari Jepang dari China Korea emm itu masih in contact masih deket gitu. AKu pas ke Jepang ketemu sama mereka gitu di welcome banget sama mereka pas mereka ke Indo kita juga pada ketemu gitu pada ya happy happy barenglah gitu ketemu setelah sekian lama. terus full team members dari UC Davis gitu mereka suka ke Indo gitu terus mereka kaya ayo dong ketemu, trip bareng gitu itu waktu itu sempet kita tiga hari full sama mereka terus gitu.
Interviewer	Jadi, emm untuk eee saling mendukung satu sama lain saling support satu sama lainnya itu ada banget ya kak ya.
Participant	Iya ada dong, ada banget.
Interviewer	Oke kak, udah abis nih pertanyaannya hehe. Makasih banyak ya kak

Participant	Oh iya iyaa, it's ok. It's fine
Interviewer	Oke, mungkin aku ijin tutup sesi interviewnya aja ya kak Mungkin ada pertanyaan yang kurang jelas atau mungkin ada hal yang ingin kak mawar tanyakan ataupun tambahkan? Barangkali ada pertanyaan yang belum saya tanyakan kak?
Participant	Ohh sejauh ini si nggak kok, iya nggak. Aman-aman aja heeh
Interviewer	hehe oke kak. Mungkin nanti aku juga izin untuk menghubungi kakak lagi, kalau memang ada data yang perlu ditambahkan atau kurang jelas gitu nggak papa kak?
Participant	Nggak papa banget dong. Iya iyaa hubungin aku aja
Interviewer	Oke, terimakasih banyak kak mawar karena telah berbagi ilmu dan pengalamannya serta mau membantu aku dalam pengambilan data thesis ini hehe. Maaf kalau ada pertanyaan yang kurang jelas ataupun menyinggung
Participant	Nggak kok jelas aman semuanya aman
Interviewer	Hehe oke oke Aku izin tutup sesi wawancara ini ya kak, sekali lagi terimakasih atas partisipasinya. Wassalamu'alaikum warahmatullahi wabarakatuh
Participant	Wa'alaikum salam

Appendix 4.2 Trancripped Interview of Ahmad

Interviewer	Maaf ya ganggu waktunya ini ya Allah
Participant	Gak, gak sama sekali Gak masalah kok ya
Interviewer	Oke, sebelumnya makasih banyak ya karena udah berkenan buat bantu aku buat jadi partisipanku, buat bantu tesis aku
Participant	Terima kasih kembali kak
Interviewer	Mohon maaf juga karena ganggu waktunya nih dari kemaren kemaren nge-WA terus
Participant	Gak apa-apa, Kak Aku juga seneng bantu kok Ya juga menarik lah tema skripsi yang dilakukan sama ka Aryani ini
Interviewer	Oke, terus maaf nih sebelumnya pakainya call WA soalnya partisipanku yang sebelumnya kan pakai Google-meet ya. nah terus terkendala sinyal, takutnya nanti ada beberapa sesi wawancara yang nggak bisa ke transkrip gitu, jadi pake call WA nggak apa-apa?
Participant	Nggak apa-apa, ngga papa
Interviewer	<p>sebelumnya perkenalkan nama aku Aryani Eka Putri dari PBI 20. kayak yang aku jelaskan sebelumnya sesi wawancara ini tuh bertujuan untuk mengambil data tentang tesisku yang berjudul <i>The Role of Cultural Adaptation Toward Academic Performance: A Qualitative Study of Indonesian University Students in the US</i>. Nah berhubung Kak Ahmad ini pernah mengikuti IISMA di US, jadi pas banget nih untuk jadi partisipan di Thesisku, gitu Kak. Nah aku jelasin lagi ya tujuan dari tesisku itu apa. Nah, tujuannya itu untuk mengetahui bagaimana mahasiswa Indonesia dapat beradaptasi saat melakukan study abroad di US.</p> <p>Dan apakah selama mereka beradaptasi di sana mengalami kesulitan dalam dua aspek yang pertama, cultural aspect including attitude, behavior, communication, and language use social interaction, tradition, and also religion. Yang kedua yaitu psychological aspect lonely, depressed, stressful, anxiety, and also bored. Nah, Nanti dari dua aspek itu, kesulitan atau tantangan apa saja yang dihadapi oleh Indonesian Student ini ketika beradaptasi di sana dan apakah ada dampaknya kepada academic performance kemudian bagaimana cara Indonesian Student ini mengatasi hal</p>

	tersebut, gitu. Jadi izin record ya. Oke, mungkin Kak Jelul bisa memperkenalkan diri lebih dahulu.
Participant	Terima kasih sebelumnya, Kak. Ini Ini panggilnya Aryani ya?
Interviewer	Ya, Betul.
Participant	Terima kasih sebelumnya, Kak. Aryani Aryani udah mengundang aku untuk jadi pasisian. Sebelumnya, perkenalkan nama aku Ahmad, biasa dipanggil Ahmad. Sekarang, mahasiswa tahun ke-3, semester ke-6 di jurusan Hubungan Internasional, FPSB, Universitas Islam Indonesia. Dan kemarin kebetulan Alhamdulillah aku menjadi salah satu awardee atau penerima beasiswa IISMA 2023 ke Yale University, letaknya di New Haven, Connecticut, USA. Dan programnya kurang lebih berjalan 2,5 bulan. Jadi kurang lebih seperti itu.
Interviewer	Oh berarti nggak satu semester penuh ya?
Participant	Secara normal, iya. Tidak satu semester penuh, karena hitungannya semacam semester pendek, gitu kak. Semester pendeknya jadi, dari 28 Mei sampai 6 Agustus. Itu summer, full summer di sana.
Interviewer	Oh, oke oke. Nah, kak Ahmad ini kan memilih untuk di Yale University, ya? Kenapa sih memilih untuk belajar di universitas atau di negara tersebut?
Participant	<p>Oke, untuk rasionalisasi paling awalnya yang aku temukan itu sebetulnya QS World University Ranking atau QS WUR itu yield lumayan tinggi kalau nggak salah sekarang udah di top 20 atau top 10 tapi memang nggak semata soal ranking gitu pertama kampus dan matahari kolegi yang di yield itu menarik banget buat aku. Salah satunya itu matahari kuliah yang namanya Global Health Ethnography, atau etnografi kesehatan global. Ini menarik karena aku pengen belajar antropologi sebetulnya udah lama, dan di HI kan lumayan jarang, tapi ini ada konteks antropologi yang HI, global, Tapi juga dikaitkan dengan kesehatan yang itu bagi aku kayaknya worth untuk dipelajari. Terus juga ada maku lain kayak namanya education and empire. Itu tentang pendidikan internasional tapi dari perspektif yang kritis.</p> <p>Jadi ini alasan mata kuliah yang pertama. Yang kedua itu alasan negara, dan itu US sebenarnya udah lama banget pengen kesana, pengajarannya juga kompeten, terkenal dengan sistem kampusnya</p>

	<p>yang baik. Dan kalau dalam konteks HI itu juga pusat dunia, alam tanah kusti pusat dunia. Karena interaksi luas budayanya oke, kemudian dekat dengan kampus-kampus lain juga, kayak Harvard atau MIT, dan sejujurnya juga memang banyak rencana sebenarnya pengen ke sana di luar konteks IISMA, gitu, dulunya. Dan, ya, itu lah untuk kedua, mungkin ya, alasan negara. Yang</p> <p>Yang ketiga, yang paling penting itu sebenarnya kita ada kecukupan syarat abstrasi aja sih kayak misalnya IELTS gitu kan, ya kebetulan itu syaratnya 7, minimal banget, dan aku alhamdulillah dapat IELTS 7 jadi, aku like, nothing to lose, yaudah tembak dan alhamdulillah penerimaan gitu</p>
Interviewer	<p>oke nah, secara umum itu, Kak Ahmad seneng gak sih bisa mendapat kesempatan buat kuliah di sana? Nah, kenapa?</p>
Participant	<p>Secara umum, tentu senang sih. Kalau Kalau dia bilang senang, ya senang banget. Ya, betul. Yang paling dasarnya tentu karena memang ini privilege ini gak semua orang bisa dapatkan. Tapi memang kalau boleh jujur secara pribadi memang gak spesifik AS doang sebetulnya.</p> <p>Karena dari dulu tuh, dari zaman-zaman SMP, SD itu memang udah bermimpi untuk kuliah ke luar negeri, dimana pun itu. Dan alhamdulillahnya, meskipun dulu tuh sempat semacam mencoba daftar beasiswa S1 di luar negeri, BIM namanya kalau kalian tidak tahu, beasiswa Indonesia Maju. Tapi memang gagal daftar karena syarat administrasi yang memang lumayan mahal. Tapi alhamdulillah, waktu kuliah di UII, ada kesempatan IISMA ini dari MBKM, dan saya dapat mengalami itu, jadi sangat senang sekali. Dan pengalamannya juga menyenangkan sampai di sana.</p> <p>Banyak-banyak banget hal baru, baik itu akademik ataupun non-akademik yang semacam membuka mata aku lebih luas gitu. Banyak Banyak ngeluasan-ngeluasan baru. Yang banyak banget hal yang ternyata aku sangka gak ada tuh ada di sana. Dan bahkan ada yang membudaya gitu kan. Dan paling kerasa ini tentu ini soal adaptasi budaya ini sih yang...</p> <p>...Apa ya, keras sama aktivitas keseharian yang tentu ini satu sisi itu baru, kayak nggak nyangka banget, tapi sisi lain ini juga menyenangkan gitu, jadi apa ya, lebih terbuka lah awasannya</p>

	untuk melihat dunia, itu nggak terbatas apa yang ada di sekitar kita di sini.
Interviewer	Oke, menarik ya. Mungkin langsung lanjut ke main questions-nya aja ya. Boleh, Kak. Nah, selama Kak Ahmad berbaur dengan masyarakat di sana tuh gimana sih cara berbaurnya gitu dengan masyarakat-masyarakat lokal yang ada di negara tuan rumah selama melaksanakan study abroad mungkin bisa ditinggalkan?
Participant	Oke, kalo berbaur dengan masyarakat lokal tuh, aku termasuk orang yang introvert sebetulnya kan, jadi dia memang agak susah untuk interaksi dengan orang lain, apalagi di negara lain. Tapi aku cukup memaksakan diri.
Interviewer	Mohon maaf kak, tau MBTI nggak kak? kalo boleh tau MBTI kakak apa ya hehe
Participant	Oh ini, menarik. Aku tuh sempet coba-coba ngetes yaa, mungkin bisa dibilang aku tipe INFP kalo nggak salah
Interviewer	Oh sama dong kak, iya hehe
Participant	<p>Oh iya? Nah selain kepribadian tadi, aku juga ngerasa... ..Aku broken English, jadi bahasa Inggris itu bahasa Inggris yang cukup... ..Untuk sesama dengan orang lain, tapi kurang cukup untuk diomongkan... ..Dengan ...Dengan orang lain, Tapi memang kalau orang lain ngomong, paham.</p> <p>Tapi untuk memahami itu susah. Jadi, maksa diri banget itu... Tantangan banget di awal waktu aku coba untuk berbual dengan orang lain. Ngomongnya Ngomongnya pun awalnya terbatas-batas dan semacamnya. Tapi ya aku memaksain.</p> <p>Mulai dari misalnya di kelas, itu biasanya sih dengan bahasa bahasi sih. Misalkan Misalkan duduk di kelas, di bangku sebelah, ya nanya kayak, oh this is this. Such as a sunny day, misalnya segala macam ya. Hal Hal yang berhubungan dengan bahasa bahasa gitu. Jadi nanti mulai berkembang-berkembang jadi pembicaraan yang lebih dekat gitu.</p> <p>Oh siapa namanya, dari mana, salahnya, oh ternyata hilang juga dan semacamnya. Dan atau selain di bahasa bahasa juga lewat tugas kelompok misalnya, atau bahkan nyampa-nyampa random... ..Di kelas, ya dimana pengenalan. Jadi, aku coba untuk cara itu.</p>

	<p>Atau Atau mungkin di asrama, itu biasanya sih dimulai dari teman yang satu dorm.</p> <p>Kebetulan kalau di Yale, satu dorm itu kan banyak kamar... ..Satu asrama itu dengan kamar, satu kamar itu kamar gede dan kamar itu mencakup... ..Tiga kamar kecil lain, jadinya kita kayak semacam ada ruang bersama gitu. Dan ruang bersama itu ada tiga mahasiswa lain yang itu juga... ..Bantu banget untuk lebih mengenal islah-islah yang mungkin slang-slang gitu ya. Yang itu gak terbiasa untuk kita ucapkan di Indonesia gitu. Dan untungnya sih disana banyak mahasiswa yang mencakup jadi panitia. Semacam panitia untuk terima kami. Jadi mereka juga interaktif. Kita juga jadi lebih nggak sungkan untuk ajak bicara.</p> <p>Jadi itu contoh-contoh kasus yang mungkin bisa aku sebutin.</p>
Interviewer	Berarti di dalam dorm itu banyak anak US-nya juga ya?
Participant	Iya, mereka Karena ini summer, jadi summer kan sebetulnya libur untuk kampus di US. Tapi ada anak Yale juga yang mungkin ke Indonesia ambil semester pendek. Jadi Jadi juga ikut tinggal di dorm. Jadi dengan itu kami sempat interaksi dengan masiswa-masiswa Yale di sana yang satu kamar gitu Jadi yang ya dengan berbagai macam latar belakang tapi yang jelas itu membantu banget untuk berbaur.
Interviewer	Oke, tadi kan Kak Jala sempat mention kalau misalkan Kak Jala itu pribadi yang introvert ya berarti kajalah itu berusaha untuk push diri sendiri untuk memulai obrolan dengan orang lain terlebih dahulu atau cenderung nunggu orang lain tuh nanya ke kajalannya dulu?
Participant	Sebetulnya kalau ditanya kecenderungan, kalau aku nunggu orang lain untuk bicara tapi karena aku ngerasa lagi-lagi, aku ngerasa itu privilege untuk datang kesana, Cara aku untuk nackle? ke apa ya semacam, ke malunya aku untuk bicara itu dengan bawa temen biasanya. Biasanya ada temen sesama anak Indonesia, anak Isma juga yang supel, yang dia tuh ramah-ramah... ..Enak banget buat ngajak ngobrol. Jadi kalo dia, temenku ini sudah mulai bicara dengan siswa US misalnya... ..Udah lumayan hangat pembicaraanya, topik-topiknya udah lumayan lebar. Aku bisa join kesana. Jadi ada kebiasaan yang muncul diantara kami... ..Per ...Per 20 di sangkatan ISMA itu, kalau satu anak, satu orang-anak Indonesia... ..Udah kenal dengan satu orang masyarakat US,

	<p>biasanya 19 anak Indonesia yang lain bakal kenal... ..Otomatis ke orang US ini. Jadinya</p> <p>Jadinya aku lumayan terbantu, meskipun di sisi lain aku memang... ..Maksakan ...Maksakan diri untuk ngomong, walaupun terbata-bata awalnya... ..Walaupun, kok ngomong apa ya, kok, sorry, sorry, agak gimana gitu kan... ..Gak nyambung bicaranya dan tapi memang walaupun walaupun pengalamannya agak apa ya, ya semacam itu tapi aku ngerasa lumayan worth it itu, untuk nyoba pun udah lembut banget</p>
Interviewer	<p>Selama dalam waktu sesingkat itu nih kak kakak pernah nggak sih ngikutin kayak organisasi atau mungkin ekskul yang diajarin dari universitas itu pernah nggak kak?</p>
Participant	<p>Oke, fakta uniknya kalau kami yang Yale itu kebetulan karena summer student, visiting student, itu nggak boleh untuk ikut KM. Sayang sebetulnya. Tapi, cara kami interaksi itu memang gak terbatas di organisasi. Karena memang libur tadi ya. Jadi, kepanitiaan yang tadi aku bilang di awal, kepanitiaan mahasiswa YaLe, itu di tiap minggu membuat kegiatan non-akademik di tiap harinya.</p> <p>Misalkan Senin malamnya itu ada, katakanlah, nonton film bareng. Atau hari Selasa, ada melukis bareng di halaman asrama Rabu.... aaa Pokoknya setiap hari itu ada aja acara yang dilakukan oleh Kepala Penelitian dari YALe... ..Yang itu kami bebas ikutin. Termasuk kalau menjelang weekend itu biasanya trip.</p> <p>Ada trip nonton baseball, ada trip ke kota lain, ada trip... ..Dan lain semacamnya. Jadi interaksinya itu, selain di kelas tentunya, itu memang lebih banyak di kegiatan-kegiatan non-akademik yang dilakukan oleh mahasiswa Yale ini. Itu satu contoh. Contoh kedua itu, karena kami mahasiswa IIsma, itu juga diwajibkan membuat semacam acara.</p> <p>Ada waktu itu namanya, yang lumayan sukses itu namanya Batik Challenge. Kami, jadi kan di asrama itu ada semacam cafetaria gitu kan ya. Dan kami take over, take over kafe itu untuk kemudian kami jajalkan... ..Makanan-makanan Indonesia gitu lah kasarnya. Walaupun memang cuma kayak indomie, atau minuman-minuman kayak nutrisarii gitu-gitu.</p>

	<p>Itu, apa ya, cara untuk lebih banyak berinteraksi dengan berbaur juga dengan orang-orang baru di asrama supaya mereka kenal dengan mas Indonesia di sana. Jadi itu kurang lebih gimana kami bisa berbaur meskipun memang secara organisasi itu nggak bisa gabung karena summer</p>
Interviewer	<p>karena di dorm juga ya, jadi banyak banget ketemu orang-orang baru, ketemu orang-orang US-nya jadi interaksinya juga cukup luas ya, kak ya?</p>
Participant	<p>Betul, betul. Itu kan baru satu dorm, kaya belum yang dorm sebelahnya, belum dorm yang satunya jadi ya memang luas</p>
Interviewer	<p>kalau dalam satu dorm itu isinya cuma mahasiswa isma doang atau dicampur-campur nih Kak?</p>
Participant	<p>Dicampur-campur, kalau aku kebetulan jadi kan satu dorm itu kurang lebih ada 5 lantai aku kebetulan dapet lantai ke 5,5</p> <p>di dorm itu ada 5 lantai tapi ada 1 lantai kecil terakhir itu di di loteng banget. Aku dapatnya di loteng. Aku kebetulan sendiri di loteng itu. Tapi Tapi karena justru karena sendiri jadinya aku kadang pindah-pindah ke tempat teman-teman Isma yang lain. Dan Dan mereka bercampur.</p> <p>Misalnya temanku itu ada ke... Misalkan Misalkan aku suka ngep di tempat temanku yang ada. mahasiswa US-nya. Dan itu ya sering banget ngobrol. Dia lagi ternyata selama summer dia lagi riset soal apa aku kurang paham yang jelas dia di riset dan semacamnya, jadi memang anak-anak isma memang di satu-kan di satu dorm itu, tapi ada yang memang gabung, ada yang kecah-kecah, jadi mencar.</p>
Interviewer	<p>Nah, Kak, perbedaan kultur antara US sama Indonesia itu kan beda banget ya, kayak misalkan cara mereka bergaul, cara dari agamanya juga beda nah, cara kak Ahmad menyesuaikan perbedaan itu gimana sih? Gitu</p>
Participant	<p>kalau untuk menyesuaikan perbedaan tentu kalau aku pribadi awalnya bahasa inggrisnya itu upholding values upholding personal values Tentu ada nilai-nilai dalam diri yang aku tetap pegang, misalnya kayak jaga sholat dan semacamnya, karena memang ada kegiatan yang non-akademik... ..Yang itu terberakan dengan sholat. Tapi kalau untuk menyesuaikan dengan kebiasaan</p>

	<p>mereka, aku cukup bisa dibilang fleksibel... ..Karena kemampuan bahasa Inggris itu meskipun terbatas-batas, mereka pun lumayan empati. Terlihat lumayan empati untuk kita.</p> <p>Kalau misalkan ada slang yang mereka sebutkan, itu dibantu jelasin. Oh, nggak ini artinya. Gini, gini, gini. Jadi kami tuh lebih banyak menerima cerita. Menerima cerita, kalau mereka di Yale tuh kayak gini loh, bla bla bla. Oh,</p> <p>Oh, kita nangepin kasusnya kalau Indonesia tuh kayak gini loh, ternyata bla bla bla. Saya Saya sih masam kayak membandingkan gitu. Membandingkan Membandingkan antara kasusnya Yale dan kasusnya kampus masing-masing kami Mas Yai Isma. Itu contoh topik yang menurutku menarik karena masing-masing itu kan udah lumayan ngerti dengan asal lembaganya gitu ya. Jadinya cara itu untuk beradaptasi dengan budaya mereka itu lumayan membantu.</p> <p>Kalau... Mungkin contoh lain deh. Ehm... Sebentar, Sebentar, aku ingat-ingat dulu.</p> <p>Kalau contoh akademiknya misalnya tuh, Mereka nggak menyebut... Ini dalam kelas ya? Dosen Dosen itu kan biasanya kalau kita disini pake istilah-istilah, senioritas gitu ya kayak pak atau bu, atau sir, atau miss, atau professor dan semacamnya kalau misalnya lumayan bebas bahasanya bebas karena kita memanggil kita memanggil apa ya, nama langsung aja nama pertama itu. Meskipun Meskipun mereka jauh banget lebih tua, profesornya udah sekian tahun belajar. Itu tetap, apa ya... Dipanggil pake nama pertama gitu, itu yang aku beda banget awalnya. Karena ya...</p> <p>Ya mulainya kan manggil profesor aja kan, Profesor, I want to do this, bla bla bla. Tapi malah belitanya nyuruh, Don't call me like that. Just call me, just say my name, gitulah. Itu contoh di kelas ya. Jadi Jadi selama itu aku rasa gak pertentangan dengan apa yang kita percaya secara individu itu menurutku cukup fleksibel untuk menyesuaikan diri</p>
Interviewer	<p>Selain yang tadi nih, Kak Jelle kan sempat nyebutin agak kaget kan kalau misalkan manggil profesor atau apa itu pakai nama. Nah, Nah, ada nggak sih culture shock lain yang Kak Jelle alami selama beradaptasi di sana atau selama study abroad di sana?</p>

<p>Participant</p>	<p>Ini particularly for US. Itu sebetulnya soal gender. Soal gender. Aku agak kaget mungkin ya. Sebenarnya udah tau, tapi memang nggak terbiasa untuk menyebut orang sesuai dengan gender pronounnya mereka.</p> <p>Kayak misalnya... ..Dimulai di kelas... ..My name is bla bla bla... ..My pronouns are... ..He or him.</p> <p>Itu kan maksudnya kalau sama laki-laki kan gak terlalu bermasalah. Tapi aku pernah temui satu temen di kelas itu yang... ..Gendernya, pronounnya ini, they dare. Maaf, they dare. Is it? Yes,</p> <p>Yes, they dare. Dan... ..Kalau lagi diskusi, kadang suka... ..Suka apa ya, salah nyebut gitu mungkin ya. Like what he said before misalnya kan, I'm sorry, I'm sorry, I misspell your gender pronoun, it's okay, it's okay katanya.</p> <p>Kan kita kan sebagai orang luar negeri kan takutnya tersinggung dengan salah nyebutin pronoun kan. Karena setidaknya dari yang aku baca-baca itu lumayan apa ya, offensive gitu ya. Offensive. Offensive. Tapi mungkin satu anak kelas ini lumayan paham dan it's okay, it's okay, no problem at all. Jadi, apa ya, itu, hal yang menurut gue agak, kaget juga sih mungkin ya, kaget.</p> <p>Meskipun udah tau, tapi untuk mengalami salah langsung di kelas, dan salah ngikutin juga, itu... Kayak shock, lumayan shock. Meskipun ya akhirnya ketawa-ketawa aja sama sesama mahasiswa dalam kelas ya, nggak terlalu ofensif atau gimana tapi yang jelas tadi lumayan apa ya, unik gitu ya bukan hanya unik</p>
<p>Interviewer</p>	<p>I see. Nah itu kan yang kakak Alamin punya kelas ya? Kalau misalkan di luar kelas gitu kayak di dorm atau di lingkungan sekitar kampus gitu ada culture shock sendiri nggak sih yang kak ahmad jalanin gitu?</p>
<p>Participant</p>	<p>Kalau di luar kampus, kalau di luar kampus, sebenarnya nggak terlalu bermasalah ya. Ini Ini counter strike lebih ke sifat-sifat yang teknis. Kayak misalnya, oh kalau makan di restoran harus bayar tip. Di US kan harus bayar tip ya jadi aku baru aku bukan bilang aku baru tau, aku baru ngeh ternyata wajib banget untuk bayar tip wajib banget di US restaurant aku kira memang sekedar yaudah bayar tip kan, kayak kita di Indonesia. Tapi disana tuh ditungguin, ditungguin bayar tipnya.</p>

Dan itu tuh ada semacam maknanya gitu, kalau bayarnya sekian persen dari harga total berarti dia kecewa dan semacamnya. Jadi kayak, ya ini lah. Aku awalnya terganggu banget sama budaya itu, tapi... Ngeluh-ngeluh ngomong-ngomong sama temen-temen, tapi akhirnya yaudah lah, mungkin ini budaya mereka. Dan misalnya kalau bayar pake kartu, itu memang udah ada opsi bayarnya berapa persen, mau 10 persen kah, mau 30 persen kah, jadi emang tips memang dikasih oleh, ibaratnya restoran itu sengaja mengurangi gaji pekerjaannya, karena udah tau pelanggan bakal bayar tip maksud gue nah, selain tip juga mungkin eeeemmm aku agak kaget dengan homelessness, sebetulnya ya banyak banget banyak homeless disana dan eeeemmm, maksudnya tuh kalo kita disini kan mungkin yang ada satu kawasan tertentu dalam sebuah kota gitu ya, maksudnya ada kayak tempat ngumpul mereka tapi ini nyebar di taman-taman, kalau ada bahan di kursi taman yang menyeramkan sebetulnya kalau malam karena kami itu di dial suka dapet email oh ada penusukan di taman ini juga, malam-malam itu kan Jadi kami menghindar dari taman itu malam-malam.

Dan banyak banget budaya kaya, kalau orang di jalan, Naik mobil, ada kecenderungan buat muter musik yang gede-gede. Pake jendelanya dibuka. Jadi, kami kan dorm itu kan cukup jauh dari jalan raya. Tapi Tapi masih bisa kedengeran musik dalam mobil itu karena jendelanya dibuka semua jendela itu, musiknya full volume 100% kali ya. Jadi Jadi kayak kenceng kenceng banget. Saking Saking kerasnya. Saking kerasnya, dan itu... ..Gak ada yang marah, maksudnya kayak, ini kok gak ada yang protes ya, kayak begini kah budaya orang-orang. Beberapa orang disini gitu. Selain memang kebebasannya kayak... ..Sering di Umanyium ganja, di Jalan-Jalan gitu kan.

Dan mungkin teknis lainnya sih kayak model-model bisnis sih. Kalau Kalau Indonesia kan bisnis itu... ..Tap in, tap out. Kita Kita naik di mana, turun di mana, harga segitu. Di sana sistemnya pakai... ..Ada sistem, setidaknya di kota aku ya. Sistemnya Sistemnya pakai jam. Jadi ya, kita beli... ..Apa sih, semacam kartu kupon gitu. Itu satu dolar... ..Bisa dipakai selama dua jam... ..Untuk turun di stasiun atau halter mana pun itu kayak subscribe gitu ya selama 2 jam yang jelas sistemnya beda gitu, tapi itu teknis-teknis aja sih, walaupun ya unik-unik sampai sekarang keingat

Interviewer	<p>menarik banget ya kak terus, kak Ahmad ini kan tipe orang yang introvert gitu kan Nah kalau misalkan di dalam kelas nih Kak Misalkan ada pembelajaran atau dosen tuh lagi ngajar gitu Terus ada momen Kak Ahmad tuh gak paham Kak Ahmad tuh tipikal orang yang berani bertanya langsung ke dosen atau dalam forum diskusi Kak Ahmad berani menyampaikan pendapat lebih dahulu atau gimana, Kak?</p>
Participant	<p>Oke Kalau konteks yang belum ngerti soal apa yang disampaikan, aku prefer yang... ..Approach dosennya itu setelah kelas selesai. Jadi kan biasanya setelah kelas selesai, dosennya masih duduk, masih minum, masih nyantai. Dan aku biasanya membiasakan diri, bahkan membiasakan diri ya bukan cuma kalau gak ngerti. Tapi Tapi kalau pengerti pun bakal datang kesana.</p> <p>Jadi Biasanya sih kalau ada jargon atau istilah-istilah asing banget di kelas itu yang aku gak paham banget, sampe-sampe baru ditanyain personal. Cuman kalau mungkin sifatnya itu miss sama pembahasannya dikit kayak kelewat ya, tadi apa ya, kayak ke-skip gitu. Aku Aku biasanya nanya langsung di kelas, tapi kalau... ...Istilahnya asing banget, gak paham banget. Baru Baru tak tanyain secara personal gitu, nanya langsung.</p> <p>Dan alhamdulillah dosen-dosennya pun lumayan open untuk ditanya. Bahkan, nyediain kalau di UEL tuh namanya office hour. Jadi selama seminggu, sorry, dalam satu waktu di satu minggu... ...Ada kayak sejam atau dua jam dosen itu bakal buka Zoom... ...Atau bakal stand by di kantor nungguin siapapun yang mau datang dan diskusi office hour, dan yang lain-lain jadi memang, apa ya, ya karena ada fasilitas itu aku ngerasa aku belum ngerti, yaudah aku datengin gitu buat opinion, aku datengin ke dosennya buat ngobrol-ngobrol ini kok aku nggak paham ya, emang ini gimana sih lebih penjelasannya lebih mudahnya dan semacamnya gitu</p>
Interviewer	<p>nah kalau sama temen-temen ini kalau misalkan lagi diskusi bareng atau kerja kelompok kayak gitu itu ada masalah nggak kak?</p>
Participant	<p>kalau untuk kerja kelompok, alhamdulillah nggak ada masalah yang gimana-gimana sih aman-aman aja paling mungkin, ini sekali lagi bukan masalah tapi lebih keunikan orang-orang kan kebetulan, aku kebetulan pernah sekolah sama orang mahasiswa internasional juga dia dari Tiongkok, dari Suwetar dan kebetulan ada beberapa</p>

	<p>masnya Tiongkok di kelas aku itu yang bahasa Inggrisnya mungkin agak struggling gitu ya jadinya dia Agak susah bicara, dia agak malu, sungkan, dan walaupun ngomong agak terbata-bata. Dan aku pribadi sebagai masyarakat tradisional juga cukup empati. Ngerasa kayak, oh ya gak ada masalah kan, walaupun susah-susah untuk menyampaikan pendapat. Dan juga aku pun jadi lebih berinisiatif untuk nanya, ini kita kira kamu gimana pendapatnya. Atau mungkin, kalau aku mau selokan ini untuk pembahasan kelompok kita gimana, trus ya.</p> <p>Jadi bukan terlalu masalah yang major, tapi lebih ke lebih ke apa ya ya mungkin semacam challenge kecil gitu ya tantangan kecil</p>
Interviewer	jadi aman-aman aja ya kak ya?
Participant	aman-aman aja
Interviewer	<p>oke yang selanjutnya tuh nah dari segi pembel selain dari segi kultur, terus bahasa, pasti kan dari segi pembelajaran juga antara Indonesia dan US itu beda banget kan, Kak? Nah, kira-kira perbedaan-perbedaan apa sih yang menurut Kakak tuh keliatan banget gitu dari segi pembelajaran antara pembelajaran di negara tuan rumah sama pembelajaran di Indonesia. Nah, kalau emang ada nih, Kak, gimana cara Ka Ahmad itu menyesuaikan diri dengan tuntutan-tuntutan pembelajaran dan tantangan akademis selama KaAhmad itu menjalani study abroad di sana?</p>
Participant	<p>Kalau dibilang ada perbedaan antara pembelajaran di Indonesia sama US, tentu kalau aku bilang ada, bisa bilang ada dan banyak. Lumayan banyak. Misalnya itu, aku bisa bilang tuntutan atau standar akademik di sana itu lumayan tinggi. Terutama kalau tugasnya itu soal nulis-nulis. Aduh lumayan demanding lah bahasa Inggrisnya. Di Indonesia misalnya itu, di Indonesia kan aku kebetulan... ..Lumayan jarang dapet tugas misalnya kayak review buku. Jadi ada satu matkol, dua matkol sebetulnya. Yang kami tuh diharuskan buat resiu buku itu, like sekitar 300 halamanan dan dibikin review Selama kelas itu sebenarnya cuma bikin dua review aja, dua review buku. Tugasnya Tugasnya tuh cuma bikin dua review, ujiannya bikin comparative book review. Artinya, Artinya, buku review tapi dua buku dibandingin. Jadi ya itunya susah. Dan aku gak terbiasa.</p> <p>Di sini kan paling, kalau di HI ya setidaknya, itu kan paling review jurnal. Itu pun terbantu banget sama AI karena ya ngasih modeling, ngasih framework gitu kan. Sedangkan di sana itu,</p>

	<p>donsenya ini udah ngasih contoh, esay yang baik, contoh review buku yang baik, dikasih contohnya, dan aku lihat, aku yakin, aku bisa ngeyakinin dia dari kesedihan, kalau ini sebenarnya nggak bisa banget pakai AI. Karena Karena per paragraph itu, apa ya, sangat koheren gitu ya bahasa Inggrisnya. Kayak nyambung, ngalir aja bacaannya.</p> <p>Dan aku ngerasain ini standar tinggi banget. Dan... ..Dan aku pun ga terbiasa untuk bikin buku review di Indonesia. Dan itu harus dirangkum, kayak konsep-konsep kunci dalam satu buku. Alaman harus bikin review yang concise, harus bikin review yang singkat</p>
Interviewer	itu biasanya di waktu gitu nggak, kak?
Participant	Di waktu, iya sebenarnya tuh docentnya udah ngasih tau sih dari perkuliaan pertama kali kalau tugasnya bakal buku review tapi spesifik formatnya, spesifik contohnya baru dikasih sekitar hamin seminggu dari pengumpulan
Interviewer	oh lumayan singkat banget ya
Participant	<p>lumayan singkat dan ya karena sebelumnya udah ngedraft. Jadinya kan agak... Wih, ternyata gini. Ya, standarnya tinggi banget. Kalau aku bisa bilang pun itu...</p> <p>Standar masih selesai S2 gitu dia tuh. New book-nya. Dan... Ya, cara aku nyusun diri dengan itu ya... ..Sebetulnya banyak ngedraft tadi sih, aku lebih banyak nulis.</p> <p>Jadi lebih terpaksa lebih banyak nulis sih, karena... ..Kalau baca bukunya langsung tulis, baca bukunya langsung tulis. Kalau Kalau dulu kan biasanya kalau baca bukunya cuma... ..Highlight pakai stabilo, highlight pakai stabilo. Tapi waktu itu gak bisa banget aku harus baca sambil nulis, atau baca sambil nulis.</p> <p>Oh. Itu Itu pun sambil nulis dan... ..Sambil-sambil diskusi sama... ..Masih suaya-suaya yang ambil buku yang sama untuk review. Memang banyak trial dan errornya sih, tapi lagi-lagi teman harus dimulai dulu dan kebetulan...</p> <p>...Nah ini mungkin dua fasilitas yang, sorry, ya pak pokoknya ada mekanisme tugas disana itu yang mungkin aku kira gak ada di Indonesia atau mungkin di kampus kita seenggaknya dan itu bisa jadi opsi atau apa ya, kayak masukan yang baik gitu. Misalnya,</p>

	<p>Misalnya, kalau di sana itu kebetulan tutor, asisten dosen itu masuk PhD. Jadinya, kalau pun dosen itu nggak bisa masuk, maaf, kalau pun dosen nggak bisa ngasih masukan untuk tulisan-tulisan kita, Masih sahabat PhD ini yang bakal ngasih masukan. Karena mereka sudah SDP kan berarti kan pengalaman akademiknya udah matang banget ya. Lumayan Lumayan lebih matang di Banjir.</p> <p>Itu yang satu. Dan kedua, kampus itu juga ngasih kalau dia namanya, Purview Writing Center. Ini semacam fasilitas dari perpustakaan untuk, kita harus dibayar S.I. Jadi misalkan, aku bikin S.I. Terus mau direview sama mahasiswa itu bisa lewat fasilitas di sana gratis.</p> <p>Oh. Jadinya kayak... ..Ya dikasih masukan-masukan, walaupun memang gak se-detail itu. Tapi setidaknya aku dapat gambaran, oh ternyata bisa loh ya. Sesama mahasiswa itu ngasih masukan terhadap tulisannya. Dan itu aku rasa kalau di UIG misalnya itu nggak ada kan komunitas yang bisa ngasih masukan ke tugas-tugas yang sudah dilakuin.</p> <p>Dan aku rasa itu contoh kecil dari banyak banget contoh-contoh lain yang berbeda antara perkuliaan, setidaknya di UII dan Yale</p>
Interviewer	<p>I see. Nah, gimana sih upaya karjala ini dalam adaptasi akademik yang kakak lakukan untuk menunjang keberhasilan capaian akademik selama study abroad Mungkin kajalah tipe orang yang suka SKS, sistem kebut semalam, atau orang yang planning dari awal, bikin jadwal, hari ini ngapain, gitu-gitu.</p>
Participant	<p>Oke, ya tentu kalau Aku yakin orang-orang bakal conditional ya, tapi... ..Aku bisa bilang... ..Kalo aku agak kurang bisa SKS Tapi di saat yang sama, walaupun planning gak bakal sedetail itu, gak bakal ideal itu.</p> <p>Oh iya. Jadi... Jadi Aku cenderung orangnya yang... ..Penyituh harus dicil setiap hari. Jadi misalkan ada tugas, misalkan katakanlah amin seminggu.</p> <p>Nol banget ke akhir gitu lah. Nah, kalau adaptasi yang Aku lakuin tadi memang harus sifat yang paling dibutuhkan menurutku itu inisiatif sih. Harus Harus memang, apa ya, kalau dosen pun nggak nyuruh, kalau asisten dosen pun nggak nyuruh, emang harus mulai baca dari awal. Terus emang harus mulai nyetat, apa sih, kayak</p>

	<p>selama kelas misalnya tuh hal-hal menarik yang didapatkan tuh emang harus dicatat entah di HP entah di tulisan, karena emang apa ya dari hal, dari catatan-catatan kecil tuh menurut gue itu membantu banget karena pas ujian muncul atau pas SSM muncul, oh ini loh pernah ada catatannya. Jadi sebenarnya nggak terlalu beda dengan apa yang Indonesia ya kalau untuk cara retasnya kreditnya.</p> <p>Dan diskusi sama tutor dan dosen itu lumayan bantu. Dan mereka lumayan, apa ya, dibandingkan kursus-kursus Indonesia, seenggaknya di HI, itu mereka lebih punya banyak leisure time, punya lebih banyak waktu kosong untuk menjawab pertanyaan-pertanyaan mahasiswa. Dan aku rasa itu membantu banget untuk diskusi</p>
Interviewer	ini udah maghrib nggak Pak Kadi lanjut?
Participant	Nggak apa-apa, aku masih bisa lah sampai jam 6
Interviewer	oke, mungkin yang selanjutnya itu faktor emosional dan psikologis apa saja yang mempengaruhi adaptasi kajoral selama proses tadi itu? Mungkin pernah nggak sih kayak ngalamin homesick, stress, depresi, lonely kayak gitu? Pernah Pernah nggak, kak?
Participant	<p>Oke, Kalau untuk depresi, aku rasa aku... Sekali lagi ini bukan self-diagnose, tapi aku rasa aku gak sampai ke tahap depresi. Iya. Kalau Kalau homesick pasti ada, tapi memang... Kebetulan aku udah merantau dari rumah itu lumayan lama, bertahun-tahun jadi sebenarnya gak terlalu kerasa.</p> <p>Dan walaupun homesick sangat kecil, itu pun bisa diobatkan, beneran aku tiba-tiba diobati dengan nelpon orang tua gitu ya. Tapi kalau merantau stres itu pasti ada, Pasti ada. Karena Karena satu tugas muncul, deadline-nya hamil seminggu, tugas lain muncul, tugas lain muncul. Dan Dan itu bertubi-tubi, bertumpuk-tumpuk dan capek banget. Tapi ya aku ngerasa lumayan banyak, walaupun dibandingkan antara burn out sama senangnya, tentu lebih banyak senangnya.</p> <p>Karena se-capek-capeknya, senangnya-senangnya, sedihnya kerjaan tugas pun, yaudah ngumpulin selesai-ngumpulin selesai. Kalau Kalau senangnya kan lumayan berjalan lebih lama gitu. Iya. Iya. Jadi ya, itulah kurang lebih.</p>

Interviewer	Oke. Nah, apa ya, kalau lagi ngerasa stress kaya gitu-gitu kak, pernah gak sih sampai keganggu gitu fokus pembelajarannya atau lagi di kelas tiba-tiba kayak ga fokus, gara-gara banyak pikiran, kayak gitu pernah ga, Kak?
Participant	<p>Kalau selama di sana, selama aku ikutkan 4 month school itu alhamdulillahnya engga, engga, karena aku selalu punya ekspektasi di tiap pertemuan kelas apapun bahwa aku bakal belajar banyak banget hal baru di kelas itu. Dan kebetulan juga karena... ...Stres atau overwhelm yang aku rasain itu memang karena tugasnya sebetulnya. Jadi kayak, apa, kalau udah karena tugasnya kan kalau tugasnya selesai ya udah gitu. Tapi Tapi kalau pembelajaran kelasnya, pengalaman akademiknya, diskusi sama teman-teman di kelas itu, gak ada kayak feeling pressure, gak ada feeling, pressure mungkin ada ya? Iya.</p> <p>Iya. Maksud Maksud pressure itu gimana ya? Karena kelasnya misalnya full diskusi, ya kita harus ngomong, itu kan wajarnya tapi ga sampai mengganggu gitu tetap diskusi bisa jalan banyak pikiran tetap banyak pikiran, karena itu tugasnya numpuk, tapi eee bare minimum yang aku tempatkan itu bisa selesai dengan tepat waktu dan Alhamdulillah bisa kecapai semua dan gak ada yang telat-telat banget gitu</p>
Interviewer	berarti gak sampai ngganggu proses pembelajaran selama di sana ya kak?
Participant	Betul dan ya lumayan lancar Alhamdulillah
Interviewer	nah menurut pendapat kak Ahmad nih seberapa besar sih faktor emosi dan psikologis itu dapat menunjang keberhasilan atau capaian akademik selama study abroad?
Participant	Kalau dibilang berpengaruh kalau menurutku berpengaruh banget cuma mungkin karena kasusku ini oh sorry, gini kalau menurutku pribadi, itu kan tiap orang pasti punya apa ya, isu tertentu yang itu tuh bikin banget. Atau itu mungkin biasa aja bagi orang lain, namun bagi dia tuh itu apa ya, kerasa banget. Kayak, yang itu, oh capek-capek banget gitulah. Dan ambilannya aku ketemu hal-hal yang bagi aku itu gak terlalu mempengaruhi emosi. Misalnya kayak tadi stress karena tugas, problem karena Misalnya ada masalah kecil diantara kami, diantara mas Indonesia, kayak debat-debat kecil itu kan gak terlalu banyak masalah sebetulnya. Cuman kalau kasusnya yang menurutku seenggaknya itu yang

	<p>berpengaruh banget ke faktor emosi tentunya kayak misalnya ada, katakanlah, ...emosi, tentunya misalnya ada, katakanlah, amit-amit... ..Keluarga di Indonesia yang sakit, misalkan. Atau kemudian... ..Ada ancaman, misalnya setelah dia pulang ke Indonesia, itu Gak bisa dikonversi, hal-hal administratif yang itu membuatnya ragu untuk melanjutkan belajar di sana. Itu yang menurutku bakal ngaruh, setidaknya buat aku pribadi, itu mengaruh secara emosional maupun psikologis. Terus contoh lain mungkin, eee... Apa ya, gimana selama di sana itu dia merasa nggak dilibatkan, ngerti mungkin ya, jadi kayak eee... Bahasa statistiknya tuh outlier gitu, Jadi orangnya beda banget di sendiri. Sedangkan kami alhamdulillah, setidaknya pada kasus kami, itu 20 orang masuk Indonesia... ..Saling dilibatkan satu sama lain. Saling Saling diajak ngobrol, diajak terbuka untuk mendengar pendapatnya. Kami sering sekali ngumpul, buat memastikan gak ada yang... ..Pasti-pasti ...Pasti-pasti gak enak, kalau ada masalah langsung diselesaikan saat itu juga.</p> <p>Jadinya lumayan terjaga dan memang berpengaruh kalau menurut ku. Kalau faktor emosional dan psikologis itu berpengaruh ke progres akademik. Karena Karena nanti kan bisa aja dia gak masuk kelas, atau misalnya tugasnya gak selesai. Atau misalnya dia tiba-tiba travel ke kota lain sendiri untuk... ..Apa misalnya, Healing gitu ya, tapi gak ngomong kan, susah. Paling kerasa sih kalau gak masuk kelas, karena itu keliatan banget.</p>
Interviewer	<p>I see nah, berdasarkan pengalaman Kak Ahmad nih dapatkah Kak Ahmad merefleksikan bagaimana pengalaman Kakak selama beradaptasi dan belajar di luar negeri telah berkontribusi pada pertumbuhan dan perkembangan pribadi Kakak baik secara emosional, sosial maupun akademik. Nah berdasarkan pengalaman kakak selama di sana, setelah di sana merasa ada lebih pede kah atau mungkin lebih berani buat ngomong depan umum atau gimana sih?</p>
Participant	<p>Oke, kalau ini aku bisa bilang banyak banget lesson learned ya sebetulnya... ..Dari pengalaman, enggak spesifik untuk Kia tapi karena keluar negeri dan jauh... ..Dan ...Dan harus mandiri dalam tanda kutip, ya itu banyak banget yang bisa aku pelajari. Misalnya, Misalnya, segipun aku mengaku bahwa diriku ini introvert, tapi aku merasa aku lebih supel. Dengan orang lain tuh, Misalnya dulu cenderung, yaudah nunggu aja mereka yang nyapa, nanya apa, ternyata sekarang aku udah mulai bisa mengontrol Kapan</p>

	<p>timingnya untuk berbahasa basi, kapan enggak gitu Dan aku rasa sekarang lebih banyak bahasa basi dari orang lain, meskipun Meskipun ga ada urgensinya sebetulnya kan, tapi kan yaudah lah Dan ternyata itu membantu banget untuk berjajarin dan semacamnya gitu ya dan aku makin mudah mengelola ekspektasi orang lain karena keberagaman di luar itu ternyata ya tadi ya, banyak hal yang aku gak nyangka ada dan ternyata ada. Dan itu lumrah dan aku ngerasa, oh ternyata ini bantu banget untuk aku mengulangi ekspekasi untuk orang lain. Maksudnya mengulangi ekspekasi itu, apa ya, aku punya kesadaran baru kalau tiap orang itu punya latar belakang dengan pengalaman sejarah yang beda-beda, keluarganya yang beda-beda, dan hasilnya pun bakal beda-beda, dan Aku hanya bisa mengaklumi itu mereka, mengaklumi orang lain. Kalau secara akademik tentu banyak banget yang berkembang. Terutama sih soal nulis dalam bahasa Inggris. Akademik conversation sama akademik writing yang lumayan berkembang banget.</p> <p>Terutama akademik writing, karena... ..Kita di standar tinggi itu ternyata bikin aku... ..Sampai sekarang tuh ngerasa, oh... ..Apa ya... ..Ada semacam Ngerasa perfectionist gitu, rasa perfectionist. Misalnya... ..Oh kalau nulis dalam satu kalimat jangan repetitif, harus pakai sinonim yang lain, gitu-gitu. Itu kan contoh-contoh kecil dari tentutan dosen dulu dia. Aku juga makin secara pribadi makin tertarik sama riset, sebetulnya.</p> <p>Karena pengalaman nulis di sana, diskusi di sana sama dosen-dosen itu malah makin bikin aku relate sama untuk terlibat dalam proyek-proyek penelitian sebetulnya.</p>
Interviewer	Menurut kakak nih, menurut refleksi yang kakak tadi sebutkan, adaptasi kultural seperti apa sih yang harus dilakukan oleh mahasiswa-mahasiswa di luar sana yang ingin sekolah di luar negeri agar capaian akademiknya bisa bagus, bisa sukses?
Participant	First and foremost, sebetulnya berani untuk melibatkan diri pun udah alhamdulillah banget gitu. Menurutku Menurutku itu kunci paling utamanya sih. Berani untuk melibatkan diri itu sinonimnya ya, kayak berinisiatif, being resourceful bahasa Inggrisnya. Jadi, enggak nunggu dan merasa dikasih hadiah untuk disuapkan, gitu lah kasarnya ya. Tapi, berani untuk melibatkan diri, untuk nyapa orang, untuk bahasa bahasi.

	<p>Hal-hal kecil, keseharian, aktivitas itu tuh membantu banget. Dan ya, atau... ..Kalau nggak, nggak harus ngomong deh, misalnya... ..Kalau ...Kalau misalnya di... ..Ya kemarin itu ada permainan Lokal di sana namanya Cornhole. Itu semacam oaraga lempar... ..Kayak apa nih, saya lihat. Pokoknya Pokoknya permainan tradisional lah gitu ya. Tapi Simple memang, tapi obrol-obrol yang kami alami itu... ..Apa ya, membantu lah, membantu banget karena setelahnya ternyata... ..Oh ...Oh diajak makan jajan gitu kan, oh diajak ke kamarnya untuk... ..Kenalan, untuk makin apa sih, Oh ternyata dia tinggal di kamar ini, oh nanti kita ketemu, dan semacam-sembacam. Dan Dan itu, menjadi supel tuh menurut ku jadi sebenarnya bukan, menjadi supel tuh bukan berarti jadi extrovert tiba-tiba. Karena</p> <p>Karena aku berubah jadi extrovert, jadi extrovert. Enggak. Enggak. Lebih ke tau timing atau reading the room gitu ya, kapan harus ngomong, kapan harus enggak. Dan aku rasa itu paling penting kalau orang memang mau Sukses lah akademiknya di luar. Karena Karena itu kan basic skill di sana.</p> <p>Dan selain itu juga harus sadar sih kalau di barat terutama ya. Kan punya cultural awareness yang beda-beda. Kesadaran budaya yang beda-beda. Jadi, walaupun beda itu pun janganlah dihindari. Haruslah tetap tahu batasan untuk belajar kira-kira mana yang sesuai dengan value masing-masing, mana yang enggak.</p> <p>Tapi meskipun ada yang beda, beragam, dan enggak harus tiba-tiba enggak temenan sama orang itu misalnya. Karena sudah ada sense tadi, ada kesadaran tadi tentang keberagaman budaya dan akurasi itu justru nggak mempacati orang nggak mempacati orang lain untuk dengan berinteraksi itu jadi bagus karena ya saling belajar satu sama lain meskipun beragam gitu oke,</p>
Interviewer	kalau boleh tau nih kak di New Haven ya?
Participant	Iya New Haven
Interviewer	nah itu tuh banyak gak sih populasi masyarakat Indonesia yang di sana? Atau mungkin masyarakat Indonesia yang kuliah di Yale University atau mungkin keluarga-keluarga orang Indonesia yang tinggal di sana itu banyak gak, Kak?
Participant	Sebetulnya kalau aku bisa bilang, kalau secara Yiel-nya ya, angka persis-nya aku kurang tahu. Cuman memang di Yiel-nya itu nggak

	<p>segede Indonesia di misalkan Harvard, atau Indonesia di New York City, Columbia University, atau New York University, wait, enggak. Atau di kampus-kampus lain kayak, sorry, oh, Pennsylvania, University of Pennsylvania di Philadelphia. Kalau menurut gue dibandingkan itu, memang Yale itu termasuknya kecil, meskipun ada asosiasi, sorry, pernias ya, persatuan mahasiswa Indonesia AS. Kalau di New Haven-nya pun, karena New Haven tuh sebetulnya kota kecil.</p> <p>Kota kecil, kayak, aku suka banget bilang ke temen-temen, New Haven itu ibarat megelang diantara Jogja dan Sumarang. Jadi, ya itu kota kecil diantara dua kota besar, karena New Haven itu letaknya diantara New York City sama Boston. Dari New Haven ke New York City 2 jam, Dari New Haven ke Boston 2 jam. Boston Boston kota gede, New York City kota gede. Dan New Haven tengah-tengah, itu pun bukan ibukota provinsi.</p> <p>Jadi bener-bener kayak... Ya, walaupun sering bilang ke temen-temen, emang gelang. Jadi nggak terlalu banyak. Satu, itu situasinya. Kedua, summer kan.</p> <p>Lagi pada liburan interstate, keluar state-nya. Dan, ya itunya nggak banyak yang standby deh. Meskipun kalau Ada ada orang Indonesia di sana. Dia ngajar bahasa Indonesia, bodai Indonesia, ada matkulnya banget. Jadi, gitu.</p>
Interviewer	<p>Oke. Nah, gimana sih kalau boleh tau nih, Ca, Kak gimana cara Kak Jhoel itu eee membangun social networking selama kuliah disana mungkin eee cara deketin temennya, bikin kenalan baru sampai sekarang yang mungkin masih kontek-kontekan gitu, Kak? caranya gimana?</p>
Participant	<p>Ehm... Cara paling yang aku sering lakukan sampai sekarang itu sebenarnya minta kontak sih. Bahkan email bagi orang US kan, setidaknya yang aku kenal. Email itu kan gak yang formal-formal banget, gak masalah sebetulnya kan. Kayak</p> <p>Kayak ngobrol-ngobrol. Itu kan via email bisa, dan aku minta email mereka. Terutama mahasiswa yang aku kenal yang itu... ...Punya bidang minat yang sama dengan aku yang di bidang resep. Terus...</p>

	<p>Kalau sampai sekarang sih, betulnya juga masih stay in touch sama beberapa temen. Kebetulan misalnya, misalnya contohnya itu kan kampus-kampus US sekarang tuh lagi demo banyak banget soal Gaza sama Palestina. Dan aku masih katakan dengan salah satu-salah satu temenku ini yang dia itu, apa ya kalau bahasa Indonesianya, mungkin korlap gitu ya, korlap demo gitu ya. Koordinator lapangan demo, jadi kayak pambong yang orang demo itu, dia organizer nya bahasanya, organizer demo disana dan masih stay in touch, masih... ..Minta informasi, ini apa aja poin-poin yang di demo kan disana.</p> <p>Tau how to progress. Semacamnya. Dan aku rasa itu dengan stay in touch, maintaining connection itu bikin aku... ..Apa ya, paling enggak diingat lah oh ini mahasiswa Indonesia yang dulu pernah... ..Belajar ...Belajar bareng aku sekelas, selama DGL gitu-gitu.</p> <p>Tapi kalau cara untuk mulai... ..Pasti ...Pasti ya minta kontak tadi sih Dan ada misalnya contoh lain tuh dosen yang mau kenal. Kami masih stay in touch, meskipun ini masih rencana. Aku paling enggak punya koneksi ke dosen dia itu. Paling enggak barangkali di masa depan dosen ini mau ke Indonesia, bisa aku temani misalnya. Atau in one, in a thousand chances, dari satu di antara seribu kesempatan, barangkali bisa ngisi kuliah tamu, di HI, itu sangat kecil kesempatannya. Tapi banyak yang aku rencanakan dengan maintaining connection, mulai dengan menjaga email dia. Dan aku rasa itu membantu sih, juga di jaring. Seenggaknya Seenggaknya dengan kontak dengan isu-isu yang relevan dengan aku dengan mereka, apa yang sama, bidang-bidangnya.</p>
Interviewer	Nah, kalau dalam aspek akademik sendiri, Nika, menurut kakak, social networking itu seberapa besar menunjang keberhasilan dalam capaian akademik?
Participant	Ini konteksnya setelah pulang atau masih di sana? Selama Selama jujaringnya?
Interviewer	Mungkin bisa dua-duanya Kak diceritakan.
Participant	Oke. Kalau... Dalam kasusku, aku ngerasa pas disana ya, jejaring akademik itu membantu banget karena aku kebetulan waktu itu masih ada tanggungan riset di UI. Nulis buku sama teman-temanku yang satu grup, dengan dosen. Dan dosen kami ini minta bantuan supaya barangkali dosenku dia bisa minta referensi,

	<p>kayak kontak, kira-kira siapa sih yang bisa dihubungi atau diwawancara dengan dia, tentang buku yang mau kami tulis. Dan</p> <p>Speaker 1:</p> <p>Dan waktu itu tanggungan deadline bukunya itu memang pas lagi aku di New Haven. Jadinya sangat membantu banget, sejarang dengan dosen itu kan, gak hanya tentang itu, karena akhirnya gak cuma tentang tugas, gak cuma tentang revisi segala macam. Tapi Tapi juga ada hal di luar kelas, masih dalam bidang akademik, yang itu ngebantu aku buat nemuin referensi kontakannya. Dosen Dosen gue nggak dikontak, oh ini nih contoh mungkin ini dosen yang bisa kamu hubungi buat cari narasumber yang bisa yang relevan gitu, jadi mungkin disana selama disana itu yang cocok ya, untuk contoh kasusnya tapi Contoh kasus setelah aku pulang ke Indonesia, untuk pencapaian akademik memang sebetulnya lebih banyak ke memperluas pengetahuan sih. Belum sampai ke tahap, ada apa ya, maksudnya masih lebih ke tahap diskusi aja sama dosennya. Misalnya, Misalnya, dosennya kebetulan ahli antropologi Timur Tengah. Aku lagi sering baca isu-isu Timur Tengah yang lagi hangat segala macam, dan kebetulan beliau pun sering nulis di media, dan kami sering diskusi via email soal itu, dan soal tentang gimana menurut dosen aku tentang region atau kawasan di Mertengah itu, perkembangannya seperti apa, kemudian aku juga ngasih perspektifku, banyak orang Indonesia yang dukung gerakan boikot banyak yang dukung gerakan apa dan semacamnya jadi lebih ke tahap, apa ya lebih banyak ke diskusi sih. Kalau Kalau misalkan setelah... ..Eksensi yang selesai itu ya ...Proses ekonomi kita tetap lancar, tetap ada. Tapi... ..Masih terbatas ke tahap diskusi aja gitu.</p>
Interviewer	Jadi kayak bisa saling bertukar informasi juga ya, Kak ya?
Participant	Betul, betul. Saling Saling itu sih paling penting tuh, tukar perspektif aja.
Interviewer	Oke, I see ini udah jam 6 kak barangkali kak Ahmad ada keperluan lain gapapa?
Participant	gapapa kalau misalkan masih ada
Interviewer	iya takutnya apa, lagi diburu-buru kak jalannya, Jadi kalau misalkan nanti nih Kak Pas aku review sama dosen pemimbingku

	Terus ada beberapa yang mungkin perlu ditanyakan lagi Gak apa-apa Kak, kalau misalkan aku kontak lagi
Participant	Ya, bersedia kok gak masalah
Interviewer	Mungkin pertanyaan-pertanyaannya cukup sampai situ dulu buat sesi wawancara kali ini. Nah, apakah ada hal lain yang belum aku tanyakan, Kak? Ya Ya mungkin menurut Kak Ahmad itu penting tapi aku belum nanyain buat dishare gitu
Participant	Sejauh ini belum kepikiran sih, Kak kayaknya enggak ada sih
Interviewer	mungkin ada yang ingin ditanyakan terkait sesi wawancara kita hari ini?
Participant	Udah clear juga sih kak, ga ada yang, mungkin kalau ada nanti bakal via chat gitu
Interviewer	jadi ga apa-apa ya kak, kalo misalkan nanti aku tiba-tiba ngechat lagi buat nanya-nanya
Participant	ga apa-apa, aku berkenan kok, ga apa-apa, ga masalah
Interviewer	sekali lagi makasih banget udah mau jadi partisipanku, udah bantu tesisku dan maaf banget karena udah ganggu waktunya ya kak kayak misalnya buru-buru banget dari kemarin nge-WA terus ya Allah
Participant	aduh aduh justru aku yang minta maaf udah ngundur-ngundur terus loh sekarang emang ya emang waktu kosong aja jadi gapapa sih
Interviewer	Makasih banget ya, Kak Ya.
Participant	Makasih banyak juga, Kak Ariane, udah... Apa? Udah... Udah... Milih aku untuk ikut partisipasi. Oke.
Interviewer	Oke, thank you.
Participant	Semoga lancar, Kak, skripsinya.
Interviewer	Amin, makasih ya Allah. Semoga Semoga kamu juga lancar ya.
Participant	Amin, mohon do'a ya, Kak.
Interviewer	Amin. Oke, see you!
Participant	Oke, see you, Kak. Assalamualaikum. Assalamualaikum.

Interviewer	Assalamualaikum Assalamualaikum Waalaikumsalam Terima kasih.
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Appendix 5 Processing data using NVivo 12 software

Final Project.mvp - NVivo 12 Pro

File Home Import Create Explore Share PDF Tools

Zoom Annotations Quick Coding See Also Links Coding Stripes Highlight Text Region PDF Selection Code Code In Vivo Uncode New Annotation Annotations Word Cloud Chart Compare With Explore Diagram Visualize PDF Query This PDF Find Query

Quick Access: Files, Memos, Nodes

Data: Files, File Classifications, Externals

Codes: Nodes, Relationships, Relationship Types

Cases: Cases, Case Classifications

Notes, Search, Maps, Output

Name	Files	References
Cultural Adaptation	0	0
Global Mindset	2	13
Networking	2	14
Outstanding Self Regul	2	14
Positive Mindset	2	6
Preparation	2	7
Social Support	2	8
Effect on Academic	0	0
Individual Achievement	2	3
Individual struggling	2	11
Recognition or Appreci	2	6
New Awareness and Tips	2	20

Drag selection here to code to a new node

In Nodes Code At Recognition or Appreciation (Nodes\Effect on Academic)

12 Items Codes: 10 References: 54 Read-Only Page: 11 80%

Data Sortasi Wawancara Partisi Data Sortasi Wawancara partisip

menyesuaikan diri dengan tuntutan dan tantangan akademis dari program studi Anda?

kelas itu sebenarnya cuma bikin dua review aja, dua review buku. **Tugasnya Tugasnya tuh cuma bikin dua review, ujiannya bikin comparative book review. Artinya, Artinya, buku review tapi dua buku dibandingin. Jadi ya itunya susah. Dan aku gak terbiasa.**

Di waktu, iya sebenarnya tuh dosennya udah ngasih tau sih dari perkuliahan pertama kali kalau tugasnya bakal buku review tapi spesifik formatnya, spesifik contohnya baru dikasih sekitar hamin seminggu dari pengumpulan. Lumayan singkat dan ya karena sebelumnya udah ngedraft. Jadinya kan agak... Wih, ternyata gini. Ya, standarnya tinggi banget. **Kalau aku bisa bilang pun itu writingnya yaa, itu udah standar hampir atau setara S2 sih sebetulnya tuh.**

4) cara aku nyusun diri dengan itu ya, sebetulnya banyak ngedraft tadi sih, aku lebih banyak nulis. Jadi lebih terpaksa lebih banyak nulis sih, baca bukunya langsung tulis, baca bukunya langsung tulis. Kalau Kalau dulu kan biasanya kalau baca bukunya cuma highlight pakai stabilo, highlight pakai stabilo. Tapi waktu itu gak bisa banget aku harus baca sambil nulis, atau baca sambil nulis.

Final Project.mvp - NVivo 12 Pro

File Home Import Create Explore Share Project Map Tools

Zoom Layout Zoom Add Project Items Show Associated Items

Cases Coding Files Coded Children Relationship Set or Search Folder Memo Links See Also Links Framework Items Attributes Classification Attribute Values Connector Labels

Quick Access: Files, Memos, Nodes

Data: Files, File Classifications, Externals

Codes: Nodes, Relationships, Relationship Types

Cases: Cases, Case Classifications

Notes, Search, Maps, Maps

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New Awareness and Tips	2	20

Compared by number of coding Data1

Add Associated Items

0 Items Editable 89%