PHENOMENOLOGY STUDY OF CULTURE AND ACADEMIC SHOCK IN THE NEW STUDENT'S PERSPEKTIVE DIII NURSING STUDY PROGRAM

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ABSTRACT

Culture and Academic Shock is one of the unavoidable challenges for students who have just been accepted into a college. The type of research used is a combination research (mixed methods) between qualitative and quantitative research. From the results of interviews with 6 participants, researchers obtained data that a new student of theirs was a student who came from an environment that was culturally different from the area where they were overseas. They come with the aim of going to college, staying for a certain period of time or not for a long period of time, usually with the intention of returning home and with one thing that becomes the main motivation, namely to complete their studies at the university located in their new environment. Conclusion From the results of interviews that researchers have conducted on six overseas student informants from outside Pasuruan consisting of early semester students, it shows that a period of culture shock will be experienced by every overseas student who has just entered the initial semester of lectures, only culture shock that occurs every year. Individuals differ about the extent to which culture shock will affect their lives.

Keywords: culture and academic shock; new student's; therapeutic group therapy

INTRODUCTION

Culture Shock was first introduced by an anthropologist named Oberg. Where Culture Shock is defined as a nested anxiety that arises because of the loss of symbols and symbols that are known in social relationships. Therapeutic group therapy is a therapy that is carried out in groups. Where in this therapy all members get the same opportunity to share experiences on how to find solutions to prevent and resolve problems encountered in an effective way (Townsend, 2009). Stages of implementing therapeutic group therapy The stages of implementing therapeutic group therapy are divided into Session 1: assessment and discussion of the developmental tasks of young adults. In this session, the therapist's task is to examine the developmental tasks that have been achieved and the efforts that have been made by all group members covering 10 aspects, namely: biological development, psychosexual, cognitive, psychosocial, moral, spiritual, language, emotion, creativity and special talents. possessed, then the therapist describes the developmental tasks of healthy and deviant young adults. Session 2: stimulation of biological and psychosocial development. The therapist leads the discussion about the stimulation of biological and psychosexual development and shares experiences of developmental stimulation that have been obtained from the family, campus and social environment, the therapist then leads a discussion about how to live a healthy life, maintain a healthy body, how to control sexual desire and its consequences. At the end of this session all members were asked to make a commitment about physical and psychosexual health.

Session 3: in this session the therapist's task is to stimulate cognitive development, language, and creativity. The therapist leads a discussion on the stimulation of cognitive and language development as well as the task of stimulating the talents and creativity of members. The therapist asks all members to write down their respective dreams, and the therapist will ask questions if any members have difficulties in realizing their goals and ask what are the obstacles

in achieving these goals. The therapist trains members how to express opinions, ideas or ideas, how to discuss with friends, not to impose their will, views on others by doing assertive exercises, then all members are asked to make a commitment about language cognitive development, talent, and creativity. Session 4: This session stimulates aspects of moral and spiritual development. The therapist leads a discussion about the stimulation of moral and spiritual development and shares experiences of developmental stimulation that have been obtained from the family, community, and campus environment. Next, the therapist asks all members to make commitments about moral and spiritual development. Session 5: This session stimulates emotional and psychosocial development. The therapist leads a discussion about the stimulation of emotional and psychosocial development then all members share experiences about developmental stimulation obtained from the family, campus and community environment. Furthermore, the therapist directs members to play games that aim to increase emotional control in social relationships. The members were asked to share their experiences on how they made friendships / friendships, how to express anger with "anger management" and train members to do deep breathing exercises. At the end of this session all members are asked to make a commitment to their emotional and psychosocial development. Session 6: in this session all members share experiences after being trained to improve the development of readiness for the adaptation process: the focus of the actions taken in this session is to ask again about the stimulation method that has been taught and what are the benefits for themselves and share experiences among therapy members regarding developmental stimulation that has been carried out so far.

METHOD
The type of research used is a combination research (mixed methods) between qualitative and quantitative research. According to Sugiono 2011) the mixed methods research method is a research method that combines qualitative and quantitative methods to be used together in a research activity in order to obtain comprehensive, valid, reliable and objective data. This mixed methods method originated from the idea of combining qualitative data with quantitative data (Cresell, 2010). This combination emerged after a prolonged debate between the two paradigms that guide the researchers, the two paradigms are spiritual positivism which is the conceptual basis of quantitative methods and constructivist phenomenological paradigms that underlie qualitative methods.

In this study, a sequential/staged mixed strategy/method is used, especially a sequential exploratory strategy. In the first stage (first year) in this research, the researcher collects and analyzes qualitative data in answering the problem formulation in this study, namely how culture and academic shock are seen from the perspective of new students of the DIII Nursing Study Program at Jember Campus. The population used in this study were some of the new students of the DIII Nursing Study Program, University of Jember, Pasuruan Campus. The sample is part of the population subject to be studied. According to Suharsini Arikunto (2010), regarding how many samples are taken, researchers need to consider the following things. a. the ability of the researcher based on the availability of time, energy and funds b. the narrow/wide area of observation seen from each subject. This is related to the amount of data. c. The size of the risk borne by the researcher Based on this opinion, the researcher uses a purposive sampling technique according to Arikunto (2010), purposive sampling is carried out by taking subjects based on the objectives of the researcher.

Based on the sample technique above, the population of 2 classes in the 2019/2020 generation period with a total of 84 students who were sampled in this study were 12 people. where the research was carried out at the University of Jember, Pasuruan Campus. The research time used

is the early lecture period (September-October). Variables, operational definitions, and measurement scales. Data Collection Techniques The technique used in the sequential exploratory research strategy/method is to collect data sequentially. Qualitative and quantitative data taken will support each other. Data collection in this study used the following methods: a. Observation Observation (observation) is an attempt to collect data by observing and systematically recording the symptoms investigated (Narbuko, 2005). Observation includes the activity of paying attention to an object by using several senses such as sight, hearing, in the sense that observational research can be carried out with tests, questionnaires, picture recordings and voice partners. Observations (observations) can be done in 2 ways, namely, non-systematic observation and systematic observation. Non-systematic observations were carried out by observers without using an observation instrument, while systemic observations were carried out by observers using guidelines as an observation instrument (Arikunto, 2006).

At this stage, the researcher observed in the field by distributing the depression anxiety stress (DASS) questionnaire, and was equipped with general participant data such as: finances, gender, school origin, etc. b. Interview interview technique is used to obtain information from students about how students identify themselves in the environment, identify characteristics and barculture and academic shock according to the perspective of new students in the DIII nursing program at Jember University, Pasuruan. Validity The process of validity in research will be carried out by confirming the information that has been found by: credibility, dependability, confirmability, and transferability (Speziale & Carpenter, 2010). The following operational techniques have been carried out to prove the validity of the research. Credibility is a way of proving the truth of research results when participants acknowledge research findings as their experience (Magnee, 2004),

In this study, participants will be asked to re-read the interview verbatim and or the grid of the results of the theme analysis, as well as the participants are asked to provide feedback on whether the verbatim interview results and or the grid of the theme analysis results have been in accordance with the intentions conveyed by the participants related to their experiences. lonely old widow widow who lives at home alone. Dependability in qualitative research is a form of data stability. The achievement of dependability in this study will be carried out by conducting an inquiry audit, namely by having an external reviewer to examine supporting data and documents during the research process. Confirmability in this study will discuss all transcripts that have been added to field notes, initial theme categorization tables and theme analysis tables for supervisors and participants. Transferability is the possibility that this study will find the same meaning for other researchers who will conduct research in the same situation (Speziale & Carpenter, 2010). The method applied by the researcher to ensure the transferability of the results of this study is by the researcher in making the report providing a detailed, systematic, clear, and reliable description of the characteristics of the participants, the research location and the data collection procedure. Schedule of implementation Table 3.1 Schedule of Research Activities for Culture and Academic Syock in the Perspective of New Students of the DIII Nursing Study Program, University of Jember, Pasuruan Campus

RESULTS
From the results of interviews with 6 participants, researchers obtained data that a new student of theirs was a student who came from an environment that was culturally different from the area where they were overseas. They come with the aim of going to college, staying for a certain period of time or not for a long period of time, usually with the intention of returning home and with one thing that becomes the main motivation, namely to complete their studies at the university located in their new environment. In addition to cultural differences, differences in

the atmosphere of the place and different educational methods from when they were still predicated as high school students and above which have differences with the status they bear as new students.

DISCUSSION

Culture academic shock or in Indonesian is called academic culture shock, is a term to describe a person's circumstances and feelings in dealing with different conditions of the academic socio-cultural environment. Kalervo Oberg defines culture academic shock as an anxiety disease suffered by individuals in an effort to adjust to a new environment or habit that is different from their original culture, triggered by anxiety that arises due to the loss of signs and symbols of social relations that they are familiar with in social interactions, especially in the case of when the individual lives outside his or her cultural environment and lives in a new culture for a relatively long period of time (quoted from Mulyana and Rahman, 2006: 174). As social beings, they are required to be able to adapt to their new surroundings. In this new environment, it will allow for demands to be able to understand the prevailing culture, and the responses they give may not always show the desired results directly due to differences in language, customs, procedures for relating or communicating, all of which This requires a process of learning something new which will then be understood and applied by immigrant individuals in their daily lives overseas. This is what causes a culture shock for overseas students, resulting in a number of reactions that have the potential to cause troublesome problems for expatriate individuals. At the very least, culture shock can cause feelings of discomfort, exhaustion and hopelessness.

From the results of the interviews that the researchers obtained showed that intrapersonal influences within individuals, such as communication skills, experience in cross-cultural settings, social skills and individual character traits (tolerance or independence being away from family as important people in their lives who play a role in the support and support system). supervision) really has a big or small effect on the cause of culture shock in individuals. The researcher concludes that in general, individuals who have never had cross-cultural experiences and lack factual information about the environment and overseas locations will more easily experience culture shock, which is because these individuals are not quite ready to prepare strategies for all things such as cross-cultural understanding of themselves in the area. overseas as their new environment which can then spread to a wider and more complex problem of discomfort (mood).

Therapeutic group therapy is a therapy that is carried out in groups. Where in this therapy all members get the same opportunity to share experiences on how to find solutions to prevent and resolve problems encountered in an effective way (Townsend, 2009).
The purpose of implementing therapeutic group therapy is: Maintaining homeostasis gradually against changes in situations / events that were not previously expected, Helping to overcome stress in life by focusing on behavior, function of feelings and thoughts, Helping to solve growth and development crises, stress, emotions, and adjustment towards social activities, Help reduce feelings of isolation and improve social relations for problematic environments, Increase ability to solve problems faced
.

The principles in conducting therapeutic group therapy are: As soon as possible to help clients, Focusing on the current conditions that are happening, Minimizing stress by providing support/ treatment when deemed necessary, Using clarification techniques and finding solutions/ problem solving, Help prevent / reduce the occurrence of crises in the community. the future by looking for the right solution Characteristics of the therapeutic group Members who

participate in therapeutic group therapy are 7-13 people, young adult group (male / female), willing to participate in activities fully, have autonomy, membership nature volunteer and willing to share stories about experiences related to problems faced at the developmental stage of young adulthood.

The rules in implementing therapeutic group therapy are as follows: Members must be cooperative, maintain comfort, security and safety of group members, Able to express feelings and desires to share experiences, Able to maintain confidentiality, Have a sense of belonging, play an active role, accept one another, willing to Be a good listener, be free, loyal and have power. The existence of sociocultural variations, namely abilities related to the level of cultural differences that affect the high and low transition between the original culture to the new culture (Dayakisni, 2012: 270). Culture shock occurs faster if the culture is increasingly different, this includes social differences, culture, customs, religion, climate, food taste, language, gestures/body expressions to facial expressions, ways of dressing/lifestyle, technology, education, social rules and norms in society as well as differences in the behavior of host citizens.

CONCLUSION
From the results of interviews that researchers have conducted on six overseas student informants from outside Pasuruan consisting of early semester students, it shows that a period of culture shock will be experienced by every overseas student who has just entered the initial semester of lectures, only culture shock that occurs every year. Individuals differ in the extent to which culture shock affects their lives. The experience of culture shock is normal for overseas students who start their lives in new areas with different socio-cultural environmental situations and conditions from their original areas. The level of success in overcoming the problem of culture shock is very dependent on the effort and sincerity of each individual in upholding the initial goal of wandering. From the results that the researchers collected, it was stated that the culture shock experienced by overseas student informants did not actually cause permanent despair in completing their academic studies.

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