

The Effect of Qoutient Adversity on Culture Shock for Overseas Java Student's in the First Period Islamic University of Maulana Malik Ibrahim Malang

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Abstract- Every individual who enter new environment which is different cultural conditions will be attend to experience cultural shock, therefore it takes more effort to deal with cultural differences and good adjustment in the new environment. The purpose of this study to find out whether the influences of Adversity Quotient on Culture Shock on Overseas java Student's State Islamic University of Maulana Malik Ibrahim Malang. This study method used a quantitative method with dependent variables namely Culture Shock and independent variables namely Adversity Quotient. The sampling technique used cluster sampling. The number of respondents in this study amounted to 200 students of the Outer Java Overseas First Year of the State Islamic University of Maulana Malik Ibrahim Malang, with 200 samples according to the Measurement table in this study using 2 scales, namely Culture Shock Scale which had reliability $\alpha = 0.859$, Scale of Adversity Quotient with reliability $\alpha = 0.864$. The analysis used Descriptive analysis, simpleregression (Simple Linear Regression).Based on the results of the study it is known that there is an influence between the Adversity Quotient and Culture Shock which has a R Square value of 26, 8% ($F = 0, 000$; $P > 0.05$). This shows that the Adversity Quotient has an effect on 26.8% of Culture Shock and is influenced by other factors not examined in this study.

Keywords— *Adversity Quotient; Culture Shock; overseas students outside Java; Quantitative*

I. INTRODUCTION

The word of university has changed into a college institution that offers teaching in non-vocational fields and usually has the power to give degrees in modern era. Diferrencies between other university is academic freedom. According to the Law No. 22 article 2 of 1961 Teaching in tertiary education is one of the efforts personal formation to be good and cautious. The Universities in Indonesia are designed as to create the Pancasila spirit to support and develop the culture in Indonesia. There are several favorite areas in Indonesia which are one of the choices for students, especially students from various regions in Indonesia to continue their education in college, including Malang, Yogyakarta, Bandung, Jakarta,

Surabaya, Bogor, and Semarang. These cities are known to have adequate lecture facilities from various aspects and places that support during the process in terms of learning and teaching with high competitiveness among universities of Ahmad Ridha [1]. This shows that cities with adequate educational facilities are the choice to continue their studies for local and long-distance students. Universities spread in Indonesia are still not evenly distributed throughout the region. Prestigious universities only exist in big cities, while for remote areas it is still unreachable for the existence of prestigious campuses such as those in big cities. Well-know, one universities in Indonesia is the University of Indonesia, which is among the most desirable colleges for most prospective students [2].

The unevenness of the college system, which is the reason for a student has been choosen to continue their education that's not originally area within a certain period of time. So the student can say to be a migrant student. The concept of overseas students is someone who dies in his hometown to live in another place or city with the intent and purpose of studying in a certain period of time, then returns to the city to his birth after completing his studies in his overseas city.

State Islamic University of Maulana Malik Ibrahim Malang is one of universities which has a good image for most people. Many prospective students want to register themselves. In 2017/2018 reporting data on the database of Maulana Malik Ibrahim Malang State Islamic University colleges there were 17. 210 students who were active during the lecture period. Every year there is an increase for students who register from various paths provided. Students of Malang State Islamic University Maulana Malik Ibrahim come from different cities. The most majority are students of Java. Of the 3300 students there were 686 students from various regions outside Java in the year 2018. The various difficulties faced by university students were adjustment to their environment. Because of different cultural backgrounds and require new students to be able to adjust well. From the First Middle School level (SMA) to the level of higher education is a wider period of transfer of

education and individualism. This also makes individuals have to socialize and interact with their peers who are different in origin and different from before. This transition period for overseas students automatically changes their lives, for example, parting with family temporarily, leaving home and having to establish good relations with others, arrange their own needs such as finance and lifestyle for the first time.

Everyone has different ways of interacting with other people and their environment. The differences in culture that occur in the community are not expected to be a factor that inhibits the process of interaction in different cultures. Java Island, for example, Central Java Province is very thick with friendly culture and society. At all there are still differences that occur, for example, ethnic, religious, cultural and other differences, but all of them are not obstacles in their life. There are several things that must be considered in cultural differences, namely the background has an influence on the emergence of anxiety and uncertainty which become an obstacle in intercultural adaptation and communication.

The view of a lifestyle that will shape the mindset of an individual occurs because of several factors according to Kristian [3] for example: education, experience, ideals, beliefs and relationships and beliefs become the foundation in thinking, acting, and behaving in everyday life. Basically, humans do have patterns of life adaptation when in different environments, such as living quarters, cultural differences, time differences and others that are influenced by internal and external factors.

In the study of Anggraini [2], it was explained that overseas students would experience changes in the environment than before, which really needed good independence and adjustment. If in the first semester you can adjust well, then you will be able and smart in terms of adjustment to the final semester. Not a few students who were dropped out of the lecture class because they could not overcome the difficulties and experience, especially in terms of adjustment.

The challenges in life must always be there, and we must be able to solve them. The differences that exist around especially cultural differences must be dealt with properly, because each region has a different habit, some can pass it and some do not. There are two things that become factors in self-adjustment, namely internal and external factors. Internal factors include personality, attitude, self-concept, and perception, while for external factors, namely environment, family, peers, and norms that apply in the community.

Adaptation is a natural process that every individual will surely go through. But sometimes in practice there are still differences in the adaptation process even though they come from the same area. Overseas students are not a new thing in Indonesia, so it is not surprising if their experience a cultural shock in a new environment that is different from the previous environment which is a sign that they initially feel uncomfortable. If not overcome it will cause pressure, because it cannot understand and accept other cultures easily [4].

A person's identity will explain about a group that has to do with ethnicity, culture and commitment in the group. Identity

is also seen as a common relationship between culture, characteristics, evaluation, expectations, beliefs, norms and values. Intercultural communication between individuals, the experience gained is also different from the members who will become non-dominant tribes from an area, immigrants will also get more opportunities to get to know the culture for the local population.

According to Fitriany [5], The reasons that make this student migrate are various for example to get a better education than before, want to find something new in the overseas place, get to know the culture in other cities, and train themselves to be independent from family. This increasingly modern era is also a demand for every parent so that their children get a better education than before and one of them by allowing their children to study in different cities. The social problems faced in society differ from one another. Cultural differences that exist within society are in the form of social, moral, economic, political and other problems. The difference between social problems and other problems is something that is related to moral and social institutions, which always has to do with human relations with the context of the norm in which humans live [6].

One of the social phenomena namely Culture shock is one of the variables in this study which includes the unfamiliarity of local culture that often affects someone in a new environment, indeed it cannot be directly life threatening, but if it is not handled seriously it will impact later on and lead to habits bad, which is worse, feeling bad, insomnia and depression. So the strategy is needed in the form of Adversity Quotient as a strategy to overcome the problems faced, especially the problem of Culture Shock [7]. In this case, it was found that some of the UIN Malang overseas students had no communication skills understanding Javanese, which made them unable to get along with new people, especially Javanese who had cultural differences with them and had a comfortable feeling to spend time with friends. new friends so that they cannot express themselves with some people not with friends from the same area, overseas students should have motivation and perseverance with high productivity in improving themselves to be able to compete in finding opportunities and difficulties experienced. Individuals like this can also survive and be ready to accept the risks and cultural anxieties that they have tend to be not too high even though there are cultural differences that are prominent between each other. In addition, the first year UIN Malang students are also equipped with Ma'had education which in it implies more Islamic values and fosters a sense of togetherness in interacting every day by staying for a year with friends who are unknown and different from the previous region so that accustomed to dealing with people with different characters.

In overseas cities, these students face a new environment. Beginning to emerge and seen differences between individuals in language, culture, and behavior that exist in the new environment. These overseas students are required to be able to adjust to be easy to interact and socialize with peers and the people around them. The process of adaptation is also not

easy, because there are several obstacles that must be faced in carrying out adaptations [8].

With previous research, discussing Adversity Quotient with Culture Shock experienced when abroad, and researchers are interested in examining whether there is a positive relationship if using Adversity Quotient variables with Culture Shock experienced in Indonesia and specifically overseas students outside Java at the University The Islamic State of Maulana Malik Ibrahim Malang whose background is different has a Dormitory or Ma'had that must be taken for first-year students as a means to demand religious knowledge and general science which is more in-depth and expected to be a provision for first-year students to face events and events experienced until the end of the lecture period and face the challenges that exist.

In Indonesia it is a cultural shock, which in terms of describing a person's condition in the face of conditions that experience different environmental changes than before. Culture Shock is when a person does not know new things and social habits that exist in new cultures and must be prepared to follow and behave according to the rules and norms that apply in the new environment. Oberg defines Culture Shock as an anxiety experienced by individuals in adjusting to a new environment, which is different from their original environment because it will differ in the style of interaction from the previous one which is different from the previous culture and because they have to stay in a new culture for quite a long time with certain goals.

Cultural Concussion is not able to adjust itself which is a reaction to temporary efforts that fail to adjust to the new environment. Culture Shock is explained by Larry [10] as anxiety but not a clinical term or a medical condition. Culture Shock is a feeling of hesitation and confusion because it moves culture from before to settle for a while with a new or different culture.

Defining Culture Shock is the process by individuals face changes in a new environment consisting of affective, behavioral, and cognitive. This process makes individuals think and behave under the influence of the second culture of Dayakisni [6]. Defining loss of direction so that it does not know what to do in all matters regarding the new environment, and must be able to adjust well. So it can be concluded that Culture Shock is a condition in which individuals feel anxiety because they move culture from their previous or original culture, to a new culture that is unfamiliar in a certain period of time and raises demands on an individual to adjust well.

Adversity Quotient (AQ) according to Paul G. Stolz in 1997 in his Adversity Quotient account: Turning Obstacle Into Opportunities which means failure or sadness. Adversity Quotient (AQ) is the intelligence of an individual in facing challenges regularly. Adversity Quotient strengthens perseverance and ability to face challenges in his daily life. Adversity Quotient is the ability a person has to change the mindset and actions in dealing with difficulties that can come at any time to him. Fahmi [11] argues that Adversity Quotient is something that makes a person depressed when

experiencing difficulties in his life. Pangma, al argues that Adversity Quotient is a picture of individuals in solving and finding solutions to problems.

According to Wangsadinata (in Suprayitno 2008) Adversity Quotient is the ability of a person to be able to be resilient and survive with trials and obstacles faced and how capable individuals can overcome them. From some of the definitions above, it can be concluded that Adversity Quotient is the ability and endurance contained in an individual who is physically or psychologically prepared to deal and to solve problems or obstacles experienced well and wisely.

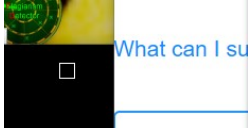
II. METHODS

The population of outside Java student's from the first year was monitored in Maulana Malik Ibrahim Malang State University as many as 686 subjects. The special characteristics of the subject are students who have cultural backgrounds that are very different from Javanese culture. The sample according to Arikunto [12] is part of the population to be studied. Because the population in this study amounted to 686 people, the number of samples in this study refers to the table with the provision of a population of 700 sample populations that required a total of 196 people. So the samples needed in this study amounted to 200 foreign students outside Java, Maulana Malik Ibrahim University, Malang. Retrieval Techniques The sample used in this study is cluster sampling (sampling by region). Cluster sampling technique used when the population consists of groups rather than individuals and the number of samples studied in a broad source. The Culture Shock Scale aims to determine the level of Culture Shock on overseas students outside Java at the Maulana Ibrahim Malang Islamic University which includes 3 aspects, namely Affective, Behavior, and Cognitive. The scale of the Adaptity Quotient Scale aims to determine the level of Adversity Quotient for overseas students outside Java at the Maulana Malik Ibrahim Malang State University was in accordance with the respondents and included aspects, namely Control (control) Origin (origins) Ownership (recognition) Reach (range) Endurance (endurance).

III. FINDINGS AND DISCUSSION

To find out the norm evaluation of the culture shock scale, the data divided into 3 categories, high, medium and low. To find out the level of categories in each data.

Table 4.4 Categorization of Culture Shock

	Discussion and Results
	To find out the norm evaluation high, medium and low. To find

The table above is a table of the level of Culture Shock for overseas students of Malang's Maulana Malik Ibrahim State

Islamic University totaling 200 people. The percentage of respondents with high levels of Culture Shock was 56 people (28%), 124 people (62%) had moderate levels of Culture Shock, and 20 people (10%) had a low level of Culture Shock.

To find out the norms for evaluating the scale of Adversity Quotient, the data is divided into three categories, namely high, medium and low. To find out the level of categories in each data, the standard score is first searched.

Table 4.5 Adversity Quotient Categorization

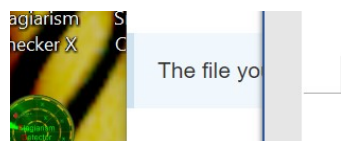


Table 4.5

The table above is an Adversity Quotient level table of 200 people. The percentage of respondents with a high Adversity Quotient level was 127 people (63.5%), 45 people (22.5%) had moderate Adversity Quotient levels, and 28 people (14%) had a low Adversity Quotient level. Based on the results of research conducted, it shows that the percentage level of Culture Shock is classified as moderate. The results of the 200 number of respondents showed that 56 students (28%) had a high level of Culture Shock, 124 students (62%) had a moderate level of Culture Shock, and 20 students (10%) had a low category of Culture Shock

It can be said that first-year students from outside of Java, UIN Malang who have moderate and low Culture Shock means having a good enough adjustment to the environment, atmosphere and new friends. Overseas students can also be said to be independent and socialize with new activities at the overseas place but there are still some things that still have to continue learning in interacting with other people from Java, so that they can carry out activities such as how they should and do not cause excessive anxiety and anxiety, everything can be controlled, only maybe in certain circumstances feel the situation where homesick homes are known as Homesick.

Based on the results of the study showed that the frequency and percentage of Adversity Quotient levels are high. The results of the 200 number of respondents showed that 127 (63.5%) had a high level of Adversity Quotient, 45 students (22.5%) had a moderate level of forgiveness, and 28 students (14%) had an Adversity Quotient level with low category. If measured from the existing aspects, aspects that have a high value are in the aspect of Endurance (endurance).

Based on the results of these studies indicate that the level of Adversity Quotient is high. This shows that overseas students from Java in the first year of UIN Malang tend to have competitiveness and good endurance in overcoming difficulties experienced in overseas countries, both personal and academic problems in college. This means that if the first year students are able to adjust and face challenges well then the following year will also be passed well and regularly.

IV. CONCLUSION

From the results of this study known that there is an influence of Adversity Quotient on Culture Shock for overseas Java student's in the First Year of the State Islamic University of Maulana Malik Ibrahim Malang. Adversity Quotient effectively contributed 26.8% to Culture Shock, so there are still 73.2% of other factors that affect Culture Shock in Overseas Students of the First Year of the State Islamic University of Maulana Malik Ibrahim Malang.

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