



Culture shock and difficulties of Korean students in Indonesia and the United States

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ABSTRACT

Overseas students will have difficulty adjusting to the norms and habits in the new environment. This impacts discomfort and unhappiness in adapting. This condition is termed culture shock. This study aims to determine the culture shock experienced by South Korean students and the difficulties in Indonesia and the United States. The data is collected by using a literature study with qualitative method. The result of this study shows that South Korean students in Indonesia and the United States experience culture shock and difficulties due to different cultures and languages with a percentage of 60-80%. The differences that arise between Korean students in Indonesia and the United States are the difficulties caused by transportation and services from students in Indonesia because they feel that transportation and services in Indonesia are still lacking and personal difficulties in the United States because of the individualism that makes most students in the US feel lonely and find it difficult to express. However, despite experiencing culture shock, this Korean student tried to adjust to the new culture with several efforts, such as doing private lessons with Indonesians, then hanging out and communicating with Indonesians, and trying to compromise with the culture and social rules around him so that he well received and as it is. Meanwhile, adaptation efforts in the United States include conducting orientation sessions and meetings with advisors and making teams when studying with students in various countries to help break down the natural tendency to get along with students from their nation.

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1. INTRODUCTION

Students are defined as individuals who have completed High School and entered college. Migrant students are foreign nationals attending higher education institutions in Indonesia. These international students have motives when they decide to continue their education abroad. Furnham and Bochner in the book entitled *The Psychology of Culture Shock (2nd Edition)* by Ward in 2001, formulate that there are several motives for students to study abroad, namely getting a degree, gaining academic or professional abilities, studying other cultures, and adding personal experiences. In addition, Ward in the book entitled *The Psychology of Culture Shock (2nd Edition)* in 2001, also added that the reason students study abroad is to get a better education. International students are required to study English. Richard and Rogerts in the book entitled *Approaches and Methods in Language Teaching* in 1986 argue that English as the international languages is widely taught in many countries in the world. In addition, many people in various countries use English as a tool of communication in various meetings at the international level. In addition, international students are also encouraged to learn the national language of the country they are studying in. As explained by Maryanto in the book entitled *Tes UKBI dan Pengajaran BIPA (UKBI Test and BIPA Teaching)* in 2011 international students studying Indonesia will learn Indonesian through the BIPA program.

The BIPA (Indonesian for Foreign Speakers) Program is an Indonesian language learning program for people who come from outside Indonesia and do not speak Indonesian as their mother tongue. Even though these international students have studied both English and Indonesian, international students still find it difficult to adapt to the environment in Indonesia, such as South Korean students in Yogyakarta. In a study entitled *Cross-Cultural Communication of South Korean Students in Yogyakarta* by Zuraidah in 2011, found that South Korean students in Yogyakarta experienced difficulties communicating with indigenous students, especially those from the Javanese tribe. This communication barrier is caused by the pronunciation or intonation of South Korean students that is not clear or fast. This is because some of the Indonesian letters that are commonly used are not commonly used by Koreans when speaking. Furthermore, this study concludes that this communication barrier makes them experience culture shock and affects the adaptation process of South Korean students.

According to Gudykunst and Kim on the research by Frandawati in 2009, cultural shock is a reaction that arises when individuals experience shock and pressure due to being in a different environment that causes shocks to self-concept and cultural identity and causes unwarranted temporary anxiety. According to Ward in the book entitled *The Psychology of Culture Shock (2nd Edition)* in 2001, Newcomer students consider limited language skills a significant source of their academic problems, and language skills are related to academic performance. In addition, several other factors affect academic success. Individual differences affect learning styles and achievement and other factors such as motivation, level of dependence and independence, competitive and individualistic styles and even perceptions of learning intelligence. The language problem experienced by international students has been discussed by Furnham and Bochner in the Book by Manz entitled *Culture Shock-Causes, Consequences Culture Shock Causes, Consequences and Solutions: The International* in 2003 states that culture shock will occur more quickly if the culture is increasingly different. This includes social, behaviour, customs, religion, education, societal norms, and language. This means that the quality, quantity and duration of culture

shock experienced by individuals are influenced by the cultural differences between the environment of origin and the individual's new environment.

In addition to communication barriers, these international students will also find difficulties in their destination countries. These difficulties are in the form of racial discrimination, language problems, accommodation difficulties, dietary restrictions, financial difficulties, the emergence of misunderstandings, and loneliness (Lin & Yin, 1997). According to the research entitled *Relationship between Adjustment Difficulties and Depression in International Students: A Study on Indonesian Students around Washington DC* by Munthe in 1996, These difficulties occur because of differences in cultural values, causing pressure that results in a culture shock or commonly called culture shock. Culture shock is an active process in dealing with change in an unfamiliar environment. The active process involves the individual's affective, behavioural, and cognitive, namely how the individual feels, behaves and thinks when facing the influence of the second culture. Each individual is different in dealing with cultural shock, but some common symptoms are experienced. Culture shock hurts international students. (Xia, 2009) explains that individuals who experience culture shock will have difficulty paying attention to learning new cultures and cannot solve problems and make decisions. When individuals fail to deal with culture shock, they tend to become hostile to indigenous people, thus causing inhibition of relationship interpersonal.

According to the research entitled *Cultural Stress Among International Students At an Australian University* in 2006, This is also emphasized by the research regarding the impact of culture shock experienced by international students in undergraduate and postgraduate programs at an Australian university. The students admitted experiencing stress due to new cultural pressures, especially those related to communication with family and way of life. This indirectly affects the academic results of these students. Furthermore, as explained by Samovar in the book entitled *Komunikasi Lintas Budaya (Cross-Cultural Communication)* in 2010 explains the various reactions to the existence of culture shock, namely hatred of the new environment, experiencing self-disorientation, a sense of rejection, stomach disorders and headaches, homesick or homesickness, longing for friends and family, feeling a loss of status and influence. She withdraws and thinks people in the new culture are insensitive to him. The reaction to culture shock varies from one individual to another and can appear at different times. This culture shock was not only faced by Korean students in Indonesia but also in the United States. According to the website Institute of International Education in 2019), 1,095,299 international students studied in the United States during the 2018/2019 school year. While international students bring unique cultural knowledge, they are also exposed to the often-contrasting cultural norms of the United States, particularly university culture. Culture is an essential variable that must be considered in the educational process for international students in the United States. There are many demands for an adjustment that individuals experience at the cognitive, behavioural, emotional, social, and physiological levels when they move to another culture. (Chapdelaine & Alexitch, 2004) suggest that international students need to adjust, which often causes problems of intrapersonal and interpersonal weakness.

In 2018/2019, International students from South Korea made up 5% of the international student population in the United States. South Korean students are an important part of the international student population who bring academic, cultural, and economic value to the universities they attend. However, transitioning from home in South Korea to university in the United States has not always been easy, with many of these students experiencing culture shock

upon arrival. This is because international students from Korea constitute a large group when it comes to studying in the United States. There is an urgent need for a better understanding of the variables associated with culture shock to help ease the transition of Korean students to academic life abroad. From the phenomenon above, the author feels the need to conduct its research using the literature study method to get a picture of the dynamics of culture shock and learning difficulties in students from South Korea both in Indonesia and in the United States.

2. METHOD

The literature study is used as the method of this research. A literature review is a research method carried out by reading various books, journals and other research topics to produce new articles related to certain topics or issues (Marzali, 2016). The object of this research is Korean students who are currently active or have been active in Indonesia and the United States. At the same time, the subjects of this research are several journals and publications that discuss the topic of culture shock or the difficulties faced by Korean students who are currently active or have been active in Indonesia and the United States. Papers are collected from the "Google Scholar" database via the web or the "Harzing's Publish or Perish" application. The criteria used in the selection of papers is an explanation of the culture shock or difficulties experienced by Korean students. The keywords used to search for related papers were "Culture shock," "Foreigners' Difficulties," and "Korean Students."

The data collection procedure starts by screening papers based on title, abstract and keywords using a manual search on the Google Scholar website and Harzing's Publish or Perish application. After that, the search results will be collected and filtered again after seeing the contents of the paper, especially the methods, findings, and results. Then, papers containing the information needed will be reprocessed in this study. The data analysis procedure starts from reading the entire contents of the papers that have been collected and selected, then proceeds to collect and record the important points needed in the form of cultural shock information and the difficulty of the object of research. The important points that have been collected will then be summarized in a table which is divided into two parts, namely basic information from related studies and conclusions or information that can be seen from it.

3. FINDINGS AND DISCUSSION

Due to the differences of South Korea's culture in so many aspects with the other countries' cultures, it certainly will make Korean people shocked when they are visiting or living in the other area or even other country. Based on that, from all the papers that have been reviewed, it can be found several different kinds of culture shock experienced by students and workers from South Korea in Indonesia and the United States.

3.1. Findings

Korean Students' Culture Shock

The culture shock experienced by students from Korea does not have many differences from the culture shock that foreigners can experience in general. What slightly distinguishes it in this case is how they also experience culture shock in the environment where they study.

The table 1 below explains the research conclusions regarding the culture shock of Korean students in Indonesia.

Table 1. Culture Shock of Korean students in Indonesia

Studies	Conclusions drawn
1. As explained by Mentari Ika <i>Widyaningrum in the reseacrh entitled Adaptasi Mahasiswa Asing di Universitas Muhammadiyah Surakarta (Adaptation of Foreign Students at Muhammadiyah University of Surakarta) in 2017</i>	Widyaningrum interviewed a Korean student (initials: JB) and she discovered some form of culture shock experienced by the source such as: <ol style="list-style-type: none"> 1. JB was shocked by how the locals around him would look at him with a judging and strange look because of his physical appearance that is different from the locals. 2. JB also shocked to find so many people in the university dress modestly by not wearing too revealing clothes also he's pretty confused to see people worship quite often. 3. JB thinks that the food sold outside is mostly unhygienic and the taste is also too salty/sweet. 4. It frustrates JB at how the locals prefer to speak in their native language instead of using English (including the teachers/lecturers in his classes). 5. JB also shocked at the 'smile to everyone' greeting habit that the locals always do.
2. "Komunikasi Antarbudaya Mahasiswa Korea Selatan di Yogyakarta" (Intercultural Communication of South Korean Students in Yogyakarta) by Zuraida Henny, Christina Rochayati and Isbandi (2011)	The three researchers managed to find some of the examples regarding culture shock experienced by 4 Korean students studying at The Indonesia Language and Cultural Learning Service (INCULS) such as: <ol style="list-style-type: none"> 1. They are shocked at how the locals speak very politely in a gentle tone. 2. The <i>ppalli-ppalli</i> (do everything fast/quickly) culture that they have is completely different from locals' <i>alon-alon asal kelakon</i> (do everything slowly as long as it's done) culture, and that also shocked them. 3. It also confused them to see people around them greet the others with a handshake. 4. Public transportation that can stop at any place also surprised and confused

them. Along with public facilities that lack of signs, making it difficult for them to go out by themselves.

3. In the research by Titi Nur Vidyarini entitled “Komunikasi Budaya Oleh Mahasiswa Internasional: Perspektif Komunikasi Lintas Budaya” (Cultural Communication by International Students: A Cross-Cultural Communication Perspective” in 2017 Vidyarini found the example of culture shock experienced by L, an international Korean student studying at Petra Christian University:
 1. L has difficulties with the internet speed in Indonesia which is slightly slow.
 2. The speed of service in Indonesia (especially service on his campus) that he considers very slow also gives L another difficulty.
 3. It also surprised L to see the frequent acts of 'bribery' among his local friends.

4. “Pola Komunikasi dan Adaptasi Budaya Mahasiswa Asing di Universitas Prima Indonesia” (Communication Patterns and Cultural Adaptation of Foreign Students at Prima Indonesia University) by Christin Agustina Purba and Yolanda Novita Silaban (2021) Purba and Silaban interviewed two Korean students who are majoring in Indonesian Language and Literature Education, Kim Somang and Kim Heeji, and here is the result they discovered about the culture shock of their sources:
 1. The differences of class conditions between Korea and Indonesia shocked them.
 2. It was hard for them when locals speak Indonesian in a different way with how they have learned. They learned Indonesian based on the official written rules but people around them usually speak in a way that is more casual and can't be found in their textbook.
 3. The speed of services in Indonesia that they consider it slow was also being another difficulty for them.

5. “Hambatan Komunikasi dan Gegar Budaya Warga Korea Selatan yang Tinggal di Indonesia” (Communication Barriers and Cultural Shocks of South Koreans Living in Indonesia) by Lestari and Paramita (2019)

The two researchers have gotten some informations about culture shock that Kim Sohyun, a Korean student who is studying at once of language institutions’ BIPA in Central Jakarta experienced:

 1. The shock and confusion Kim Sohyun feel when the locals speak Indonesian differently in daily life with how she has learned through textbook.
 2. She is confused with the public transportation where she can find a lot of *angkot* and motorcycle, which it’s really rare in Korea (for people to have and ride motorcycle). Also, the way local trains work (slow and irregular) made her uncomfortable to use it.
 3. Kim Sohyun is shocked to see a lot of locals eat their food with hands even though the restaurant already provides them cutlery.

6. From the research by Erwin Santoso entitled “Gambaran Dinamika Culture Shock Mahasiswa Dari Korea Selatan yang Tinggal di Salatiga (*An Overview of the Culture Shock Dynamics of South Korean Students Living in Salatiga*)” In 2015

Erwin Santoso conducted interviews with two student participants from South Korea about the cultural shock that existed in the two students:

 1. Feeling confused when using the bathroom and dressing style that is considered like a tourist
 2. Feeling surprised because, in Indonesia, smoking is allowed in public places and nervous when his girlfriend invites him to eat with his parents
 3. Had an error in the curfew when staying at his guardian's house
 4. Wrong dress when going to church and college
 5. Thinking that Indonesians are bad because, in the media, there are many reports that in Indonesia there are a lot of bad people
 6. Thinking that Indonesian women are easy to cheat because of free association
 7. They think Indonesia is a hypocrite because it is wishy-washy and thinks Indonesians are afraid of homosexuals.

7. “Culture Shock dan Strategi Coping Pada Mahasiswa Asing Program Darmasiswa” (Culture Shock and Coping Strategies for Students Foreign Darmasiswa Program” by Indo Salmah (2016).

The results of the study are that the subject of CHY, as a South Korean student, experienced culture shock during the process of cultural adaptation in Samarinda, namely as follows:

1. The shock of facing the new culture felt by the CHY subject was mainly due to the very striking differences in language, climate, daily habits, norms and values of life, a different culture from the previous civilization, and feelings of excessive fear that the subject felt as a feeling of trauma. When faced with an unpleasant situation, feelings of extreme anxiety about his safety when outside the house, floods that often hit the city of Samarinda when it rains, differences in perception in communication, and so on make the subject very stressed and frustrated to deal with these things.
2. The subject of CHY is more likely to try to respond to everything by holding back because he does not know what to do or is confused about how to deal with the problems faced in foreign countries. CHY subjects often use both coping methods by minimizing and minimizing their negative feelings. Although it cannot be articulated as ‘effective’, it has been able to prevent the subject from deciding to return to their hometown immediately before the end of their study period.

8. In the research entitled “Strategi Adaptasi Antarbudaya yang Dilakukan Mahasiswa Asing Guna Beradaptasi di Surabaya” (Intercultural Adaptation Strategy by Foreign Students to Adapt in Surabaya) by Ziphora Windy Jatmiko in 2017.

The research results in this study were that international students studying in Surabaya experienced obstacles in adapting to the new environment in Surabaya, including the informant Lee Seung Hwan, a student from South Korea. The informant undergoes an adjustment phase in the culture shock curve, in which the informant must adjust to the culture, food, and values of a new cultural group for him.

9. “Praktik Komunikasi Antar Budaya Pada Mahasiswa Eskpatriat Dalam Program Bahasa Indonesia Untuk Penutur Asing

The study results are students from the east who are very surprised by the number of traffic violations and crimes in Indonesia. Such as a

(BIPA)” (Inter-Cultural Communication Practices for Ex-Scholarship Students in the Indonesian Language Program for Foreign Speakers (BIPA)) by Anindita & Novita Woelandari (2020).

high crime rate and violations on the highway. For example, the use of motorcycles for children under the age of 17 years without a driver's license. Eastern countries, especially South Korea, are challenging for their citizens to obtain a driver's license. They must undergo various lengthy tests to obtain a South Korean driver's license. In addition, junior high school students who tried cigarettes made students from South Korea very surprised. In South Korea, smoking is only allowed if they are over 19 years old. Smoking indiscriminately is also a severe offence in South Korea, while in Indonesia, they find many people smoking everywhere, even on public transportation.

The table 2 below explains the research conclusions regarding the culture shock of Korean students in United States.

Table 2. Culture Shock of Korean students in the United States

Studies	Conclusions drawn
1. “Culture Shock and Coping Mechanisms of International Korean Students: A Qualitative Study” by McLeod et al(2021)	<p>The researchers from this paper interviewed three Korean students (Sang 32, Kwang 30 and Hong 27) who are studying at a large public university in the Southwest United States. And the information they got about the sources’ culture shocks are:</p> <ol style="list-style-type: none"> 1. They are startled to witness how locals act freely, including napping or lounging in any places, eating loudly during lectures, and putting their feet up in front of the professors, which they perceive as being self-centered. 2. They are also shocked at the relationship between professors and their students, because they can talk casually about any topics: textbooks, problems, and so on. 3. The way people around them call their parents or professor as just “you” also give them culture shock. This attitude looks the same between children/younger people and adult.

2. “An Exploratory Study of the Adaptive Process Among Selected Korean Students at Michigan State University” by Ronald A. J. Cadieux (1984)

The subjects for this study were six Korean students of Michigan State University who met the criteria established for subject selection. And the information Cadieux got about their culture shocks were:

 1. Mr. U at first had difficulties about the language barrier and the different taste of the food (for him, American food is not only expensive but also not to his taste).
 2. Mr. V could not understand Americans very well and their sense of humor and individualistic ways were puzzling to him upon his first arriving in the country. He also experienced some difficulty with American food.
 3. Mr. W stated that his two great problems here were his English language ability and loneliness, another aspect that he found quite difficult was the adjustment to American food.
 4. Mr. X had initial concerns such as change in his diet, missing his family and language difficulties. He wanted to develop friendships with Americans, but his shy nature and lack of understanding of American cultures make it difficult for him.
 5. Mr. Y major concern upon his arrival was in reference to his English language ability and another concern was in being able to make friends. He also expressed a puzzlement with American cultures and some of its norm.
 6. Mr. Z did not have any major difficulty about living abroad in the United States. The most difficult problem was about finding housing, but it’s also in a short-term duration.
3. According to the research entitled “The Role of the Self in Intercultural Adaptation: A Study of the Adaptational Process of Korean Students to the United States” by Ronald A. J. Cadieux (1984)

This study is designed to investigate some Korean graduate students at the University of Texas at Austin. The conclusion drawn from this paper is that all the students/sojourners

- States” by Jaeyeon Sohn Sung in 1997
- face the same of many difficulties such as the language (some of them are uncomfortable when they speak English in front of the locals), climate differences, loneliness of being apart from their families, lack of friends, etc.
4. “Self-Constructs, Coping, and Stress in Cross-Cultural Adaptation” by Cross in 1995
- There is a lot of international students from different countries for this paper’s subjects, including South Korea with total 49 students (9 females and 40 males). The culture shock that they have experienced was when they directly saw the American individualism culture that is very different with Korean culture. The Korean students felt uncomfortable with the individualism culture that happened in the lectures/classes.
5. “Difficulties and Coping Strategies of Chinese, Japanese and Korean Immigrant Students” by Christine Yeh in 2002
- Korean students from several junior high and high schools in a metropolitan area of the East Coast are included as the sample of this paper. Some kinds of culture shock and difficulties they think they have experienced is about: Fluency in English that if they are lack of it, it can affect their academic performance. Norms and behaviors that are difference from their origin country also created confusion and discomfort for them. The difference of teaching styles also made them feel pressured to succeed academically. Even they experienced a great fear of academic failure.
6. In the research entitled “A Qualitative Examination of Culture Shock and The Influential Factor Affecting Newly Arrived Korean Student At Texas A & M University” by Ken Doehr Mcleod in 2008
- Ken Doehr Mcleod Finds that cultural factors have been shown to affect participants’ adjustment to US culture. More precisely, culture and ethnicity, the differences between Korea and the US, were found to be the source of many challenges Sang, Kwang, and Hong faced during the study:
1. In the first case, it was discovered and demonstrated that cross-cultural disparities in terms of economy, social structure, environment, transportation, diet, and safety issues had an impact on how the three participants integrated into US society.

2. In the second case, although only mentioned by Sang, concerns about racism and discrimination lead to a more notable stress adjustment. Their reactions to these differences can occasionally set one apart from another, demonstrating the uniqueness of the culture shock phenomena.
3. For Hong, his lack of response could be a result of his few interactions with American. The possibility it gives Kwang to escape the social restrictions imposed by the group mentality in Korea makes him grateful for the freedom of speech provided by the cultural standards of the host country.
4. For Sang, the more frequent mention of differences in one's self as opposed to the group orientation exhibited by members of the US and Korean cultures, respectively, indicated that it was a factor influencing his adjustment over a semester. Although not ignoring these cultural differences, Sang is significantly developing a sense of the group instead of the individual being a source of stress.
5. Sang aims to strike a balance between individualism's advantages and drawbacks in US culture. The main focus of the entry, in Sang's opinion, is on new understanding of concerns related to efficiency, recycling, and conservation.

By Another theme raised by the three participants was related to transport. Perceptions of differences in strict compliance and enforcement of traffic laws and the number of modes of public transport are cited by Sang, Kwang, and Hong as examples of influential factors that hinder their respective adjustments to US culture to varying degrees.

7. “Exploring Korean International Students' Culture Shock and Adjustments in U.S. Higher and Postsecondary Education” by Goldoust & Ji-Hye Lee (2018).
The results show evidence of the cultural, academic, and personal components of culture shock experienced by Korean international students. Language, interpersonal relationships, cultural adaptation, and motivation are some of the influencing elements. Faculty, fellow students, student service, roommates, friends, and the church are all sources.
8. “A cross-cultural comparison of the relationship between ICA, ICMS and assertiveness/cooperativeness tendencies” by Hong in the Annual Meeting of the International Communication Association in 2003.
From the results of this study, it was discovered that Korean students were far more communicatively concerned that US-American students in intercultural conflict scenarios. This is due to the fact that deep-rooted Confucian principles and philosophy, which include allowing all participants in the transmission to save face wherever possible, are reflected in part in Korean’s use of high-context communication. While US citizens have higher degrees of self-face than South Koreans, the former place more emphasis on the faces of others. Replacing direct and indirect communication is a significant approach to help people save face in high-context settings. People do not have to endure if a posture is not taken, which is hot threats are faced in Korean society.
9. “We Are Not All The Same: A Qualitative Analysis Of The Nuanced Differences Between Chinese And South Korean International Graduate Students Experiences In The United States” by Chi Yun Moon, Shuai Zang, Patricia Larke & Marcon James (2020).
The results obtained in this study of culture shock experienced by the informants are as follows:
 1. Language Difficulty
The informant said that while in South Korea, she only learned English only through textbooks and listening to tapes. When it comes to America, informants realize that there are many different accents and uses of English. Learning English in real life is essential to communicating with other students. I use the Facebook app to learn to use English
 2. Difficulty with writing assignments, group work, group discussions and content knowledge
Other challenges mentioned included difficulties in writing assignments, group work, class discussions, academic

understanding of content, and strategies for overcoming an obstacle. The language barrier was a challenge regardless of the participant's culture, but the academic experience seemed to vary mainly with the length of time they studied in the United States.

3. Nuances in Interaction Patterns

In this study, South Korean students said they were uncomfortable with their initial relationship with the instructor. Still, they felt more comfortable with the instructor as they began to adjust to their teaching style and had increased interaction with them. Participants felt that the impersonal interactions between South Korean students and teachers influenced how they approached interactions with their instructors in the United States.

3.2. Discussion

Student exchange programs allow students as participants to experience international learning, see new cultures, get to know diverse populations, and increase knowledge of foreign cultures that can change students' global perspectives and enrich their cross-cultural understanding (Opengart, 2018). After students complete student exchange activities, students will experience positive changes in their character development, such as the growth of self-confidence, curiosity, discipline, adaptability, and tolerance ability (McKay et al., 2022). While living in Indonesia, they will make cultural contact and find similarities and differences in culture with their country of origin. When these students discover cultural differences from their home countries, they experience symptoms of culture shock. According to the book entitled *The Psychology of Culture Shock (2nd Edition)* by Ward in 2001, The symptoms that appear in South Korean students, both when they feel (affective), behave (behaviour) and think (cognitively) when experiencing cultural differences, are an active process in dealing with second cultural influence when in an unfamiliar environment or what is called culture shock. South Korean students experience similar cultural shocks and difficulties. However, they remain diverse in learning activities in Indonesia and the United States. In this study, an attempt has been made to examine the differences, standard cultural shocks, and difficulties South Korean students face.

Some of the findings that emerged from this study were the surprise of Korean students in Indonesia at the local people's more closed dress style and frequent visits to places of worship. Several Indonesian cultures caused a culture shock for these Korean students, including the culture of smiling at everyone and shaking hands when greeting others. In addition, they also feel confused when using the bathroom, and their dress style is considered a tourist. In addition, he also mistook his girlfriend's invitation to eat with his parents as an invitation to get married. Especially in the Yogyakarta area, Korean students were also amazed by how the locals spoke,

who was very friendly and gentle. Some are also surprised that many locals eat with their hands, which is considered dirty and impolite in Korea. However, apart from the positive differences, a negative culture also surprised a student in one of the papers, namely the habit of bribing, which occurred among his friends. In addition to culture, Indonesian transportation also provides a cultural shock for them, for example, because much public transportation can stop at any place, the large number of Bangkok and motorbikes also surprises some of them because, in Korea, it is very rare to meet them. Motorcycle rider. Other information that can be seen from the paper is that class differences such as class design and class atmosphere also surprise Korean students.

Regarding difficulties, the biggest obstacle that can be encountered is in terms of language, where residents usually use Indonesian in a more relaxed and relaxed manner, which is very different from formal Indonesian in textbooks. Some of them also prefer to use Indonesian as their first language instead of English, so it is very difficult for Korean students to communicate with the locals. In terms of transportation, it is also quite difficult for them because there are differences in transportation in Korea, such as the train system. In Korea, the train is fast and very efficient, while in Indonesia, the wait is long, and the train schedule is always changing. Limiting signs in public places is another obstacle for Korean students. This can also be seen from the cultural differences of Korean people, who always do things quickly, while in Indonesian culture, most people prefer to do things slowly. Another difficulty is the slow service in Indonesia, especially on campuses for Korean students, which is very difficult for them. Some students feel uncomfortable because residents often look at them wherever they go because of the difference in appearance between Korea and Indonesia. Foods considered unclean, sometimes too salty or too sweet, and relatively slow internet speeds add to the list of difficulties they feel.

Furthermore, these cultural differences also make them think negatively about their social environment. Such as the assumption that Indonesians are evil because, in the media, there are many reports that there are many bad people in Indonesia. They think Indonesian women easily cheat because of their free association. They think Indonesians, especially Javanese people, are hypocrites because they are fickle and think Indonesians are afraid of homosexuals. Ward in the book entitled *The Psychology of Culture Shock (2nd Edition)* in 2001, stated that the negative thoughts of the two participants about the social environment are a dimension of cognitive culture shock, which is the loss of things considered true by individuals due to cultural contact.

Self-adjustment efforts from culture shock show a relationship between culture shock and adjustment. This is to the theory presented by Dayakisni and Yuniardi in the book entitled *Psikologi Lintas Budaya (Cross-cultural Psychology)* in 2008, which states that when overseas students experience an obstacle in the process of culture shock, overseas students are required to be able to make adjustments. In addition, as explained by Hafiz et al in the book entitled *Psikologi Sosial: Pengantar dalam Teori dan Penelitian (Social Psychology: An Introduction to Theory and Research)* in 2018 also state that when individuals migrate and learn a new culture that is different from their original culture, in this case, adapting to diversity needs to be carried out properly, especially in a new environment. Therefore, surviving in a new environment is an obligation that must be carried out by students who migrate to adapt. As immigrants, South Korean students can understand, cope and adjust to our new environment to avoid culture shock. And as an immigrant, South Korean students are also obliged to maintain and respect the culture of other societies. Must be able to respond to any changes wisely.

The most pronounced culture shock in the United States is about cultural differences. The culture in the US tends to be more individualistic. This culture shock for Korean students creates

difficulties in their daily lives. In addition, there is no honour between young and older people, which is also very surprising for Korean students. Due to the absence of honorary degrees, Americans tend to be relaxed in their behaviour even in public, such as sleeping or lying in the park, eating during lectures, talking casually with professors and not even being awkward about discussing things. The difficulty in almost all papers is language fluency. Most of the students find it difficult to communicate and socialize because of their limitations in speaking English. The next difficulty is in the food, which is quite different from the food they usually have in Korea. Differences in norms and behaviour, as well as teaching styles, also make it difficult for Korean students to adapt.

However, despite experiencing culture shock and bad experiences, South Korean students try to adjust to the new culture with some effort. In Indonesia, for example, this student takes private lessons with Indonesians, then hangs out and communicates with Indonesians, trying to compromise with the culture and social rules around him so that he can be accepted properly and as he is. The students' friends who liked Korean culture influenced the adjustment effort. This makes students feel cared for because they are reminded when they make mistakes. After finding a way to adapt to a new environment, these students also undergo cultural assimilation. The similarity of cultural values assimilated by the two participants is the cultural value of greeting others. This value in Javanese society is the value of harmony. The value of harmony aims to maintain a harmonious society. As explained by Suseno in the book entitled *Etika Jawa Sebuah Analisa Falsafi Tentang Kebijakan Hidup Di Jawa (Javanese Ethics A Philosophical Analysis of Life Policy in Java)* in 1984 on the principle of harmony, the Javanese try to eliminate signs of social or interpersonal tension so that social relations still look harmonious and good.

Meanwhile, by holding orientation sessions and meetings with individually assigned advisors throughout the semester, South Korean students will be able to learn more about the university and feel like they are valuable members of the campus community. By holding monthly meetings, for example, these people may feel as if their needs are being marginalized. These orientation programs and workshops may cover topics such as community information, university requirements and resources, class expectations, and safety and security concerns. Academic advisors can closely monitor international students' grades and, based on this information and their contacts, recommend methods for problem resolution. Further development of brochures or pamphlets on campus, as well as community resources, to assist international students in remembering the importance of the English language and religion in assisting them in adapting to the challenges they face in the host culture. Using groups or teams made up of students from different countries can help break down the natural tendency for students to associate with students from their own country.

From the five reviewed papers, it shows that language and cultural differences are the two factors with the largest percentage influencing the occurrence of culture shock and difficulties of Korean students in Indonesia with the following details in Fig. 1:

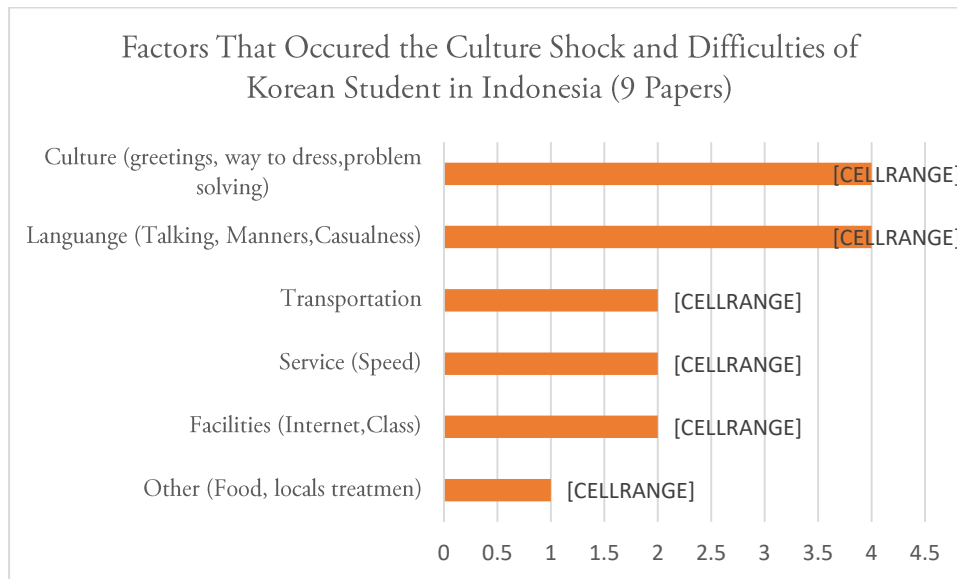


Fig. 1 - Percentage of factors that occurred the culture shock and difficulties of Korean students in Indonesia

From Fig. 1, we can see that the symptoms of culture shock experienced by South Korean students studying in Indonesia are affected by cultures such as Culture (greetings, way to dress, problem-solving) and Language (Talking, Manners, and Casualness) with a percentage of 80%. At the same time, the lowest other symptoms are in the food section, with local treatment by 20%. As shown in Fig. 2 below, culture and language are also the main difficulties that are faced by Korean students in the United States.

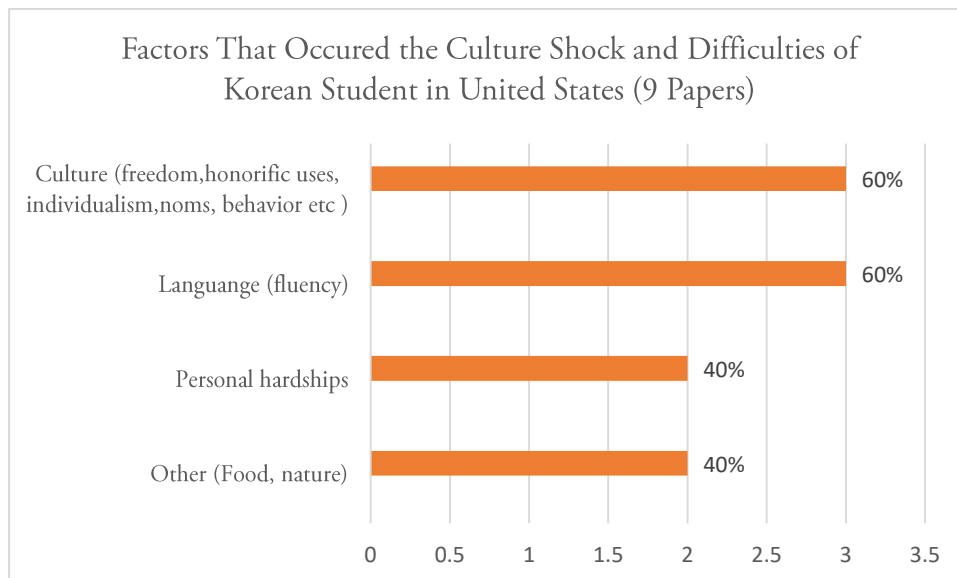


Fig. 2 - Percentage of factors that occurred the culture shock and difficulties of Korean students in the United States

From Figures 1 and 2 it can be seen that both in Indonesia and in the United States, South Korean students experience culture shock with different symptoms. When a person experiences culture shock, this can be a good or a bad thing depending on the individual treating it because each individual's reaction to culture shock is different. Good things will happen if international students quickly adjust to a new environment and blend in. However, culture shock can affect their physical and psychological conditions if the opposite happens. For international students, in particular, various disturbances from the effects of culture shock that they experience in overseas areas cause many problems of feelings of emotional discomfort, including physical discomfort as a reaction suffered by immigrant individuals when they come to other areas or an environment with socio-cultural conditions that are different. Different from their place of origin, the individual does not immediately find things that can make him feel comfortable. At the same time, in another country, there will be ongoing things such as loss of sense of humour caused by feelings of sensitivity or irritability, which can later affect the output of individual behaviour in everyday life related to the ability to socialize with the community around the range of activities, loss of enthusiasm in carrying out daily activities caused by feelings of homesickness, and changes in sleep patterns. Someone uncomfortable will be threatened with being unable to live life as an immigrant to the fullest. This is related to the ability to adapt in the process of social adaptation, which is a burden for the individual immigrant and the strongest effect in a cross-cultural experience that will be obtained. Based on previous research, several ways Korean students in dealing with culture shock also vary, namely starting to learn little by little the behaviour that already exists in the new environment, obeying the rules that exist in the environment, respecting and appreciating cultural differences between Korea and Indonesia and Korea with the United States of America.

4. CONCLUSION

This study collects data in the form of information about culture shock and difficulties experienced by Korean students in Indonesia and the United States from various types of publications with related themes. The data that has been collected is analyzed and broken down into several factors so that it can be concluded in more detail. The similarities between the factors that trigger culture shock and the difficulties of Korean workers in Indonesia and the United States are cultural differences (in various aspects), followed by slightly different language factors and other factors that differ from place to place. Based on the discussion above, it can be concluded that the similarity of cultural shock experienced by South Korean students in Indonesia and the United States is in the culture and language section. South Korean students experience culture shock and learning difficulties in Indonesia and the United States due to cultural and language factors, with the highest symptoms at 60-80%. In addition, the differences that arise between Korean students in Indonesia and the United States are the difficulties caused by transportation and services from students in Indonesia because they feel that transportation and services in Indonesia are still lacking and personal difficulties in the United States because of the culture of individualism that makes most students in the US feel lonely and find it difficult to express. However, despite experiencing culture shock, this Korean student tried to adjust to the new culture with several efforts, such as doing private lessons with Indonesians, then hanging out and communicating with Indonesians, and trying to compromise with the culture and social rules around him so that he well received and as it is. Meanwhile, adaptation efforts in the

United States such as conducting orientation sessions and meetings with advisors as well as creating teams when studying with students in various countries in order to assist in breaking down the natural tendency to associate with students from their nation.

The limitations of this study are the difficulty of finding a wider research subject so that further researchers are expected to pay more attention to how to collect research subjects so that with many data, the research results to be obtained will also be more accurate and detailed.

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