

COPING EFFORT OF STUDENTS TO OVERCOME HEALTH EFFECT CAUSED BY CULTURE SHOCK: A CASE STUDY OF NON-JAVANESE STUDENTS IN UNIVERSITAS AIRLANGGA

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ABSTRACT

World population growth must be accompanied by increasing quality of human societies. Age Projection Structure of Indonesian Population on 2010-2035 based on Bappenas et al in 2013 showed that productive age between 20-24 years old have being increased continously (Jalal, 2014). Those ages were including age of students according to School Enrollment Rate (BPS, 2015). Therefore, need to be concern in roles of educational institution that health is one of it goals. In this case, college must to maintain and improve health of students. Besides, expansion of interregional students lead to increasing cross-cultural students, trigerring culture shock that can affect their health. So that, required to identify their coping effort in dealing with the health effect of culture shock. Transactional Model of Stress and Coping Theory by Lazarus and Folkman (1984) in Glanz et al (2008) were used to identify it.

This study was a descriptive qualitative study with observasional approach and cross sectional study. Informants were non Javanese students on second semester in Universitas Airlangga. Study included of culture shock's screening, indepth interview, and triangulated by Focuss Group Discussion. Data were analyzed by reduction, narration, and conclusion.

Primary appraisal shows that most of informants said they felt severely suffered of culture shock as well as they felt susceptible suffered of it. Secondary appraisal shows that all of informants are able to control over the culture shock experience. While, most of them are able to control emotion that caused of it. Due to both appraisal, had been known that they have done coping efforts in dealing with effects of physical, mental, and social health. Social support was received from friends and the local community. So,

educational institutions could be make the result of coping efforts analysis as a basis for decide on related policies. Besides, migrants can use it as preventive and promotive effort.

KEYWORDS : Coping Effort, Culture Shock, Health, Student.

INTRODUCTION

Background

World population growth must be accompanied by increasing quality of human societies. Population Age Structure of Indonesia in 2010-2035 based on Bappenas et al (2013) showed that productive age with Orange of 20-24 years old will rise continuously. That age range is school age at college level because it includes interval of 19-24 years old in School Participation Rate (BPS, 2015). So that, need to discuss about this problem because of the increasing student quantity must be along with improving student quality. Therefore, role of college as a facility for student's education is urgently required.

Undang-Undang RI Number 20 of 2003 stated that education aims to develop student's potential in order to be a human who faith and piety to God, has good behavior, healthy, learned, accomplished, creative, Independent, and be a citizen who democratic and responsible. According to these goals, one of them is creating healthy generation. So, each element of education should optimize it role to achieve maximum health for students. In this case, college should make efforts to maintain and improve health degree of students.

Based on data of the number of college students, public college, and private college under the Ministry of Education and Culture based on the Province of 2013/2014 (BPS, 2015), is known that East Java Province was the first province of the college public number. In addition, it was the second ranking on province of the private public number. Meanwhile, this province has many college students as second ranking in Indonesia, next to Jakarta Province. This showed that East Java area became as one of the references for further study in Indonesia.

According to the Ministry of Reasearch and Technology DIKTI on 2015, Universitas Airlangga as one of public college in East Java which is ranked 8 (Sinaga, 2015). So that, this university became one of target to further study for students from outside the province even outside the Java Island. It caused of a lot of student expansion cross region which supported increased of cross cultural student (Fariki, 2013).

Study abroad offer a memorable life experiences by providing a variety of learning and a new adventure. However, it can be challenge for students to adapt with their new environment which is considered strangely. Moreover,

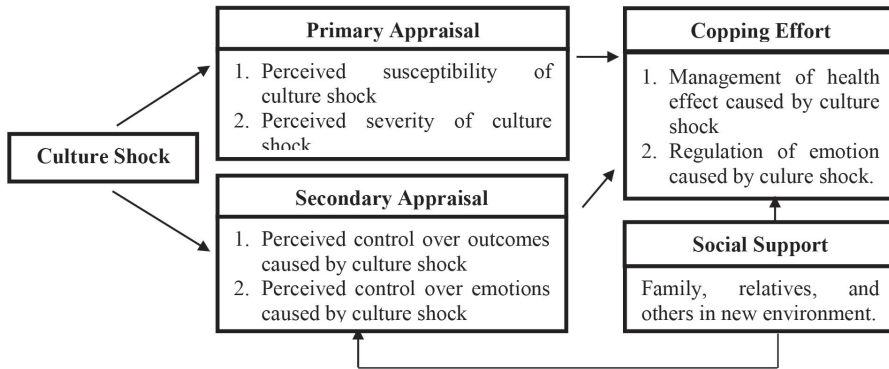
it must be passed by independently due to sekarat from the family. Therefore, sometimes the cross cultural student will haveproblem by itself to familiarize with the various changes that are found. These chages resulted in pressure which can cause the culture shock (Redden, 1975 in Hutapea, 2014). This term describes the negatif emotion that occur in individual due to interact with the new environment.

Taft (1977) in Mumford (1998) mentions that there were six aspects of culture shock: (a) strain due to the effort required to make necessary psychological adaptations; (b) a sense of los and feelings of deprivation in regard to friends, status, profession, and possessions; (c)being rejected by and/or rejecting members of the new culture; (d) confusion in role, role expectations, values, feelings, and self-identity; (e) surprise, anxiety, even disgust and indignation after becoming aware of cultural differences; (f) feelings of impotence due to not being able to cope with the new environment. Culture shock is often assumed as responsible condition by some people, but it should not to be underestimated because it can trigger the acute depression for some people who feel it (Nayono, 2013).

Based on related research about culture shock before at one of public college in Malang, East Java, that culture shock of non-javanese college students were 33.33% on low category of culture shock, 58.33% on medium category of culture shock, and 8.33% on High category of culture shock (Umayyah, 2014). Therefore, required to identify coping efforts from cross cultural students which is used in this research is non-javanese students in Universitas Airlangga.

One of theories that appropriate to identify the coping effort is Transactional Model of Stress and Coping Theory by Lazarus and Folkman (1984) in Glanz et al (2008). This theory explained about coping mechanism for perceive the threat or emotional regulation due to pressure (Lyon, 2000). Coping effort identification by this theory can describe the pressure condition that faced by non-javanese students. It can explain culture shock as the result of interaction between individuals -non-javanese students- with their new environment.

On the bellow, some of components that used to identify coping effort of culture shock in this research based on the theory. Stressor in this case is culture shock condition of non-javanese student which is identified by six aspects of culture shock according to Taft (1977) that were explained above. Primary appraisal is used to identify perceive of susceptibility and severity of culture shock. Secondary appraisal is used to identify perceive of control over outcomes and perceive of control over emotions as effects of culture shock. Coping effort is used to identify theeffect to overcome culture shock experience by managing the health effect which is appear caused by culture shock and to identify the emotional regulation to face with culture shock. In addition, to identify the social support when culture shock occurred.



Picture 1. Conceptual Framework of Coping Effort Adopted from Transactional Model of Stress and Coping by Lazarus and Folkman (1984) in Glanz et al (2008).

Because of the culture shock is negative respons by individuals to their environment (Fariki, 2013), so that is appropriate to the theory that can identify the coping mechanism of individuals toward pressure condition which as result of interaction between individual with their environment. Not only influence the individual relationship and around situation, but also the culture shock may occur in community level that affect the community health.

Methodology

Type of research that used in this case was descriptive qualitative research. It used observational approach due to collecting data without intervention on the subject of research. This research used cross sectional study because it occurred in the same time and there was not sustainability.

Informants in this research were non-javanese students in Universitas Airlangga who admitted on 2015, namely 2015 generation, that were felt culture shock. Based on the theory that explained by Kalvero Oberg about culture shock stages, that the second stage was crisis or culture shock stage which occurred beginning from 6 first months as the longest. So that, selected informants were students on second semester in even semester of 2016. Because this periode is the closest with the time after 6 months during study in college, then make it easy in coping effort identification of culture shock. Informants came from various faculties in Universitas Airlangga. This research started from September of 2015 until July of 2016.

The research started with screening of informants that used questionnaire for culture shock category determination that was shared for non-javanese undergraduate students in all of faculties. After got the result of culture shock category, then selected students with high category of culture shock as the informants. Informants determination used purposive sampling with criteria bellow: (a) undergraduate student on second semester in Universitas Airlangga; (b) non-javanese student; (c) lived in East Java

or Central Java during less than 1 year; and (d) has culture shock with high category which the measurement of category was adopted from Assessing for Culture Shock (University of Saskatchewan).

Data that collected in this research was primary data from: (1) questionnaire of culture shock determination which was through expert reviewed; and (2) indepth interview based on questions in the interview guidelines which was modified from guidelines of Rumkhullah (2015) based on the same theory. Then, assured the credibility and validity of data with used method triangulation by Focuss Group Discussion methodin the same informants.

Analyzing data that used descriptively began withdata reduction, than data presentation in narration form, until data conclusion and verification, and also gave the meaning of the result obtained.

RESULT AND DISCUSSION

Based on the result of this research, obtained seven informants with following characteristics.

Table 1. Characteristics of Informants.

Informan	Initial	Origin	Ethnic
1	HMR	Bandung, West Java	Sunda
2	DAA	Batam, Riau Island	Minang
3	DPP	Batusangkar, West Sumatera	Minang
4	LAJ	Makassar, South Sulawesi	Minahasa
5	DBJS	Bandung, West Java	Batak
6	AMRN	Kolaka, South-East Sulawesi	Bugis
7	DAI	Palu, Central Sulawesi	Banggai

Source: Primary Data, 2016.

Based on the table above, it can be concluded that majority of informants coming from outside of Java Island, those are Sulawesi and Sumatera Island.

Primary appraisal consist ofperceived of susceptibility and severity is felt by informants against the culture shock. Based on the informants' answer, perceived of culture shock severity that ocured on informants is most of informants were said they felt the severe culture shock. The reasons due to there were feeling afraid and hesitate to communicate with other people, excessive crying, initially was difficult to communicate because people around speaked the Javanese Languange, and was not suitable with local food in new environment. It can be seen frominformants' answer bellow.

“Iya Mbak. Soalnya sering nangis-nangis. Pas tiga bulan pertama ngekos, kan awalnya kan ngekosnya nggak di sini. Di tempat yang lain, di gang yang lain. Itu kan anak-anaknya sering pulang, anak-anak kosnya yang lain sering pulang, jadi kan sering sendiri. Apalagi baru pertama kali ngekos kan Mbak. Jadinya, sepi. Terus ya udah sering nangis” (DAA).

(Yes, I felt oftenly cried. In the first three months of living in dormitory, my friends in there were oftenly back to hometown, so I was alone oftenly. Moreove, it was my first living in dormitory, so I felt lonely. So that, I was oftenly cried (DAA)).

Meanwhile, there are informants that said their culture shock were not severe because they have reasons such as they already knew about culture shock, not felt pressure caused by culture shock, and feltadaptable. One of informants' answer which is explainedabout perceived of culture shock severity above following.

“Nggak kok. Nggak. Soalnya pasti tahu kalau masuk di lingkungan baru itu pasti ada sebab akibatnya gitu lo. Jadi, Aku itu masih berusaha buat ngilangin gegar budayanya” (LAJ).

(No, because I knew if we come to the new environment there is cause and effect surely. So that, I still try to eliminate the culture shock (LAJ)).

Perceived of culture shock susceptibility obtained from the informants' respons that most of informants were susceptible to attacked by culture shock. It is supported by informants' statement that has introvert and shy character, because accustomed to culture shock experience in new place, felt very different at the beginning then want to back hometown, felt lonely because far from families and friends, and also still felt hardly to adapt. On the following, one of informants' answer that support reasons about culture shock susceptibility above.

“Yaa... mudah juga. Mungkin, mudah ini dikarenakan eee... karakter dari diri sendiri juga yang mungkin agak tertutup dan eee... pemalu juga. Jadi, untuk bergaul, untuk mencoba melebur dengan orang-orang di sini juga cukup sulit begitu. Cukup menemui kesulitan” (HMR).

(Yes, quite easy. May be, it was easy because of self character that was rather closed and constrained. So that, I try to interact with another people in this environment was quite difficult (HMR)).

Meanwhile, other informants not felt susceptible attacked by culture shock because they were faster to adapt with new environment. One of informants' answer that support this statement is listed bellow.

“Kalau menurut Saya tidak. Soalnya Alhamdulillah Saya lebih cepat menyesuaikan diri daripada teman-teman yang lain.....” (AMRN).

(I said no, Alhamdulillah I felt faster to adapt than the other friends(AMRN)).

Secondary appraisal consists of perceived of control over outcomes and perceived of control over emotions that caused by culture shock. Based on the result of this research, all of informants said that they were able to overcome the culture shock which occured even though they facedsome difficulties in new environment. Because some reasons such as seeking for social support from friend, motivated by himself, enjoyed with the process of their life, opened himself for new environment, used the usual languange, and seeking

for useful habit. This statement supported by following informants' answer.

"E mampu. Mungkin hanya perlu beberapa waktu lagi untuk bisa. Eee... yang pertama kayak tetap menjalin komunikasi ya. Pokoknya jangan menutup diri. Terus itu yang kedua itu, kayak apa ya, eee... harus pintar-pintar menyesuaikan diri sama situasi itu....." (LAJ).

(Yes I am. May be, I needed a few time until I can. First, still keep in communication. Don't close my self certainly. Second, I must able to adapt with the situation..... (LAJ)).

Most of informants argued that they were able to manage emotion when the culture shock occurred. It referred from these reasons such as told the feeling to the parents, positive thinking, prayed, cried with confined himself, and accepted the differences that founded in new environment. On the following, there is one of informants' statement about it.

"Saya, Saya selalu apa, ngomong curhat ke orang tua Saya. Secara otomatis beban dan emosi Saya bisa dikelola dan tidak merasakan terlalu jauh dari keluarga" (DPP).

(I always talked to my parents. So that, my emotion regulated automatically and I felt not so far from my family (DPP)). Besides, other informants argued that they were not care about the emotion which resulted by culture shock. Because they have indifferent character to situation certainly. Informants' statement about it is listed bellow.

"Mungkin karena acuhnya itu jadi gak dibawa emosi" (DBJS).

(May be, cause of indifferent character I have not emotion feeling (DBJS)).

Before coping effort identification of informants to against the culture shock, need to identify health effect that resulted by culture shock which is reviewed with health concept by World Health Organization that consist of physical, mental, and social aspect. Physical health effect that caused by culture shock was felt by all of informants such as headache, indigestion, upper respiratory tract infection, cough, sinusitis, difficulty of defecation, weight decreased, weight increased, fever, lack of appetite, can not adapt with the local food, can not sleep (insomnia), and fatigue. On the following, one of informants' statement about physical health effect.

"Itu sakit. Sakit demam Mbak. Nggak tahu Mbak. Mungkin itu Mbak, karena sering nggak bisa tidur, lelah" (DAI).

(Fever. May be, caused of insomnia oftenly, fatigue (DAI)).

Mental health effect due to culture shock that felt by most of informants such as stress, lack of concentration, frustration, loneliness, and homesick. Meanwhile, a little number of informants weren't felt this effect because just felt stress caused by academic and more felt the effect on social aspect. The statement of informant about mental health effect is listed bellow.

"Mungkin kalau sulit tidur sering juga ditambah mungkin stres juga, tingkat stresnya lebih tinggi. Karena faktor utamanya mungkin kita gak punya

eee... kawan yang bisa diajak bercerita atau sharing juga. Jadi, kalau semisal ada kita tumpuk sendiri, akhirnya jatuhnya membebani diri sendiri” (HMR).

(May be, insomnia oftenly and stress, the stress level was higher. Because the main factor is none of friends to talk and share. So that, I felt the problem lonely (HMR)).

Social health effect that caused by culture shock were felt by almost all of informants such as introvert character that made difficult to adapt himself with campus environment, limited by language for socialization, dissociated from new environment, sometimes dislike with other people, sometimes underestimated as immigrant, and lack of interact. One of informants’ answer that support those reasons about social health effect is listed bellow.

“Kalau merasa nggak cocok iya ada. Soalnya kayak orang-orangnya lebih individualis, itu. Jadi ngerasa kayak dijauhin atau gimana. Di kampus, sebenarnya bukan kayak ngerasa dijauhin sih, tapi kan mereka kayak individualis kebanyakan, jadinya kayak ngerasa kita tuh nggak dibutuhin, mereka tuh ya udah mereka-mereka aja. Nggak welcome gitu sama temen-temennya” (DAA).

(I felt the new people are individualist. So that, I felt dissociated. In campus, I felt not needed, they are just gather with them. Not welcome with their friends (DAA)).

Coping effort consist of two components are coping with manage health effect that caused by culture shock and coping with regulate the emotion that resulted by culture shock occured. Almost all of informants have coping effort to overcome health effect that caused by culture shock in physical aspect. Coping effort which did by informants to overcome physical health effect such as let the disease to self limiting, went to Health Service Center (*Pusat Layanan Kesehatan/PLK*) in campus, honey consumption, vitamin consumption, fruit consumption, seeking for social support, eat regularly, familiarize with local food, and one of them still not found coping effort properly. On the below, one of informant’s statement about coping effort on physical health effect.

“Biasanya ngomong ke Ibu terus ke PLK. Itu aja Mbak. Soalnya PLK kan lebih dekat. Jadi.....” (DAA).

(Usually, I talked to my mother after that went to the PLK. Because, PLK is closer. So.....(DAA)).

Most of informants have coping effort to overcome mental health effect due to culture shock. Coping effort which did by informants to overcome mental health effect such as told problem to another people, silenced, picnic or refreshing, and gathered with friends. One of informants’ answer that support about coping effort of health effect in mental aspect is listed bellow.

“Pertama curhat. Curhat ke teman. Teman-teman yang sekiranya bisa memberikan advise atau saran-saran yang bijak. Ataupun saran yang bisa menghibur. Nah itu mungkin yang menjadi teman-teman dekat sama Saya. Jadi kayak apa ya, kalau misal kita berteman itu, chemistry-nya dapet. Oiya,

temen ini ternyata bisa memberikan eee... apa, aura positif pada kehidupan Saya, maka temen itu ya... langgeng gitu jadi temen kita. Mau mendengarkan dan bisa memberikan solusi?" (AMRN).

(The first is talked to friend. They are friends that able to give good advice. They are my close friends. So that, they can give the positive things in my life, they are able to listen and to give solution (AMRN)).

All of informants have coping effort to overcome health effect that caused by culture shock in social aspect. Coping effort which did by informants to overcome social health effect such as studied together with friends, opened himself, looking for a friend which has same ethnic, often gathered with friends, followed the organization, concerned about friend's personality, and tried to do better characteristic. On the bellow, the statement of informant about coping effort of social health effect.

"Kalau sosial untungnya ketemu temen sesama Batak juga, pertama kali tu langsung ketemu temen cowok satu dan dia kebetulan Batak walaupun Jawa. Jadi dia orang Batak tapi tinggalnya di Jawa. Jadi dia bisa Bahasa Jawa, pure Bahasa Jawa, tapi dia orang Batak. Nah, langsung abis itu berasa aman lah, paling nggak ada yang bisa diajak ke mana-mana, ada yang bisa minta tolong. Untungnya di situ" (DBJS).

(I met friend from Batak ethnic fortunately. He comes from Batak ethnic but living in Java. So that, I felt safe because there was someone who accompanied everywhere and asked for help (DBJS)).

Whereas, coping effort through emotional regulation which did by almost all of informants that are did a hobby, cried with confined himself, silenced, not forced himself, improved praying, and tried to accept the situation. One of informants' answer that support about social health effect is listed bellow.

"Eee... Saya kan tadi bilang Saya introvert. Jadi, kalau Saya lagi stres kayak gitu ya Saya berdiam diri, mengurung diri gitu lo. Jadi nggak dalam artian Saya diam aja. Nggak murung diri di kamar, tapi diam gitu. Kalau stres diam aja dan nggak ngomong apa-apa....." (DPP).

(I am introvert actually. So that, if I was stress, I would to silenced. It was not meant confined my self in my room but I would not to say anything (DPP)).

Social support that obtained by informants when culture shock occurred is classified in three components that are (1) attending of family and relatives which lived around, (2) form of social support from family and relatives which lived around, and (3) form of social support from other people (except family and relatives). Based on the result of research, most of informants have family and relatives that lived around them such as in Surabaya, Sidoarjo, and Gresik. The informants' answer that support about attending of family and relatives is referred bellow.

“Ada sih. Tapi saudara jauh. Di Sidoarjo ada. Iya. Tapi gak terlalu dekat. Jarang. Di Surabaya juga ada tapi suaminya tante Saya. Tapi, itu keluarga suaminya tante Saya. Tapi..... Iya. Kakak sepupu saya juga kuliah di sini. Gak dekat juga” (DAA).

(Yes here. But they are distant relatives. There are in Sidoarjo. But not in close relation. There are also in Surabaya but he is my auntie’s husband. Just families from my auntie’s husband. My cousin has study in here but not in close relation (DAA)).

On the other hand, informants never keep in touching with their family and relatives. So that, there were not form of social support was gave when informants felt culture shock. On the following, the informants’ statement about form of social support that gave by their family and relatives.

“Tapi ya kadang Mbak. Jarang, kecuali ada perlu baru komunikasi sama mereka. Kalau nggak... Mereka juga sibuk kerja. Nggak. Mereka lo nggak tahu. Kan Aku di sini tahunya kuliah” (DAI).

(Sometimes I communicated with them if there was needed. They were busy working. They not knew about my problem. They just knew that I study in here (DAI)).

Meanwhile, almost all of informants accepted social support from other people except family and relatives lived around that came from dormitory’s friend, friend in campus, neighbour in dormitory environment, and friend in organization. Form of their social support such as interacted each other, refreshing together, gave attention when there was problem, supported each other because have the same feeling -as immigrant-, gave motivation, explained about Java Language, and bring the gift. One of informant’s answer about form of social support from other people except family and relatives which lived around is listed bellow.

Iya jadi, teman baik Saya kosan di sini anak FK, jadi dia itu support kayak datang ke kamarku terus kadang Aku datang ke kamarnya. Pokoknya eee... ngesupport banget gitu lah..... Kalau temen kampus eee... iya ada juga tapi orang Kalimantan juga. Ya supportnya kayak, kayak kita tu sering diskusi..... Kamu itu nggak sendiri gitu lo. Jadi dia itu kayak sering ngomong tiba-tiba, eh susah ya gini-gini. Jadi kayak Kamu nggak sendiri gitu lo” (LAJ).

(There is my bestfriend in here (dormitory). She gave me support such as she visited my room or I visited her room. In campus, there is my best friend from Kalimantan island. She gave me support such as discussion together, so that we felt not alone (LAJ)).

Besides, there were informants that not accepted social support caused by unwanted to show the weakness in front of the other people and informant that want to motivated in academic only, not to overcome culture shock. On the bellow, one of informants’ answer about statement above.

“Oh... Saya orangnya yang tidak akan pernah menunjukkan kelemahan

Saya. Jadi, permasalahan perbedaan bahasa itu nggak bakalan Saya ungkapin. Jadi, mereka nggak bakal tahu. Makanya saya counter itu pake Bahasa Batak kalau mereka ngomong Jawa” (DBJS).

(I will never showing my weakness. I will never showing the language difference problem. So, they will not know it. Then, I tried to counter with Batak Language if they used Java language (DBJS)).

Informant is non-javanese student with high category of culture shock. It determined based on questionnaire of culture shock determination which adopted from culture shock measurement in Assessing of Culture Shock by University of Saskatchewan. Most of informants cam from outside Java Island that have culture with more different that culture in javanese ethnic. According to Parillo (2008) related to this case, that one of factors which made culture shock faster ocured when the culture more different or greatervariate such as social differences, behavior, tradition, religion, education, norm, and language (Garliah, 2010). Therefore, it can make difficulties on non-javanese student to built socia harmony with local community in new environment.

Based on Transactional Model of Stress and Coping Theory is known that culture shock is stressor that resulted pressure on non-javanese student which felt culture shock. Then, examined the primary and secondary appraisal of culture shock. Primary appraisal known through perceived of susceptibility and severity of culture shock experience (Glanz et al, 2008).

Meanwhile, secondary appraisal is known through self perception to overcome culture shock ocured called perceived control over outcomes and self perception to regulate the emotion caused by culture shock called perceived control over emotions (Glanz et al, 2008). Related to secondary appraisal, all of informant assumed that they were able to control over culture shock experience. Most of informants said they were able to control over emotion caused by culture shock.

After understand about primary and secondary appraisal, then understand about informant's coping effort of health effect on physical, mental, and social aspect caused by culture shock. Based on the result of this research, is known that most of informants were did coping effort of all those aspects. Therefore, can conclude that they already have actual strategis used to mediate primary and secondary appraisals of culture shock experience (Glanz et al, 2008).

Social support became one of important components that influence coping effort did by informant (Glanz et al, 2008). On the bellow, explained about each component of coping mechanism with Transactional Model of Stress and Coping Theory.

The severe culture shock which felt by most of informants. One factor of culture shock severity is cultural distance which is differences degree between old culture with new culture that influence culture shock experience (Muecke et al, 2011). That more greater distance of interculture, so severity degree of culture shock is more higher ratherly. Most of informants came from

outside Java Island, so that cultural distance is more different. Therefore, most of informants said that themselves felt severe culture shock.

Related to culture shock susceptibility, most of informants felt susceptible to attacked by culture shock. Reffer to duration of informants' living in new environment that still short period about 10 months when this research occured. So that, short periode of informant's living made they were susceptible to attacked by culture shock ratherly (Fariki, 2013).

Most of informants felt able to overcome culture shock experience. Besides, most of informants felt able to regulate emotion that caused by culture shock. Based on the earlier research of Rumkhullah (2015), known that there was relation between secondary appraisal with coping effort. People that felt able to control the stressor and emotion caused by tuberculosis disease, then medication adherence as coping effort was increased. According to secondary appraisal which did by non-javanese student with culture shock experience, that they were able to overcome culture shockoccured and to regulate emotion caused by culture shock. Result of coping effort that shows most of informants were able did coping effort to overcome health effect caused by culture shock and emotion resulted by culture shock.

Health effect was felt by informant as impact of of culture shock experience is clasified to three aspects that are physical, mental, and social. Physical health effect was felt by informant based on indepth interviewed such as: headache, indigestion, upper respiratory tract insfection, cough, sinusitis, difficulty of defecation, weight decreased, weight increased, fever, lack of appetite, can not adapt with the local food, can not sleep (insomnia), and fatigue. Those are appropriate to informants' answer in Focuss Group Discussion such as indigestion, weight decreased, weight increased, headache, and insomnia. Most of those physical health effects have listed on culture shock explanation in Center for International Program from Kalamazoo College that physical respons caused by culture shock such as fatigue, indigestion, insomnia, fever, headache, mild disease, and too worry about personal hygiene. While, lack of appetite and insomnia are symptom of culture shock (Istiyanto, 2015).

Mental health effect were felt by informants based on indepth interviewed such as stress, lack of concentration, frustration, loneliness, and homesick. Those are appropriate to result of Focuss Group Discussion such as loneliness, stres, homesick, depression, and sometimes give up on the situation. Most of those mental health effects have listed on culture shock explanation in Center for International Program from Kalamazoo College that mental respons caused by culture shock such as doubt, uncertainty, irritability, los of enthusiasm, skepticisme, frustration, questioned about self and others' value, disappointment, lethargy, depression, suspicion, boredom, homesick, los of concentration, and loneliness.

Social health effect were felt by informants based on indepth interviewed such as introvert character that made difficult to adapt himself

with campus environment, limited by language for socialization, dissociated from new environment, sometimes dislike with other people, sometimes underestimated as immigrant, and lack of interact. Those are appropriate to result of Focuss Group Discussion such as still noneof friend who can give social support, limited to communcate because of language, felt ignored, and separated himself from friends who usual used Java Language to communicate especially. Most of those social health effects have listed on culture shock explanation in Center for International Program in Kalamazoo College that social respons caused by culture shock such as avoided negative things in new environment, passive of new culture observation, seeking for safety in usual activities, separated himself from the environment, avoided interact with local community in new environment, excessive sleeping, and conflicted with other people.

Based on the coping strategy by Lazarus and Folkman (1984) in Elviana (2013), in the coping effort of physical health effect, most of informants did coping effort with 'plantful problem solving' or problem resolutionsuch as went to Health Service Center in Campus, Home consumption, vitamin consumption, fruits consumption, seeking for social support, eat regularly, familiarize with local food in new environment, exercises, sleep pattern regulation, cooking for own food, and fasting. Besides, there wasthe informant that did coping effort with 'distancing' or attitude to cover the problem with positive thinking like let the disease to self limiting.

Than, from the same source, coping effort of mental health effect that most of informants did coping effort 'plantful problem solving' or problem resolution such as told the feeling to the other people, picnic or refreshing, gatheredwith friends, told the feeling to the parents or friends, praying, and excited the feeling through the hobby. Besides, there were the infromants that did coping effort with 'escape' or avoid from the problem such as cried with confined himself and silenced.

Furthermore, in the same source, coping effort of social health effect that most of informants did coping effort with 'plantful problem solving' or problem resolution such as studied together, opened himself, looking for a friend who has similarity, often to gathered with friends, followed the organization,concerned about friend's personality,learned about Java Language, learned about local culture, and communicated with friends who knew about informant's own language. In addition, there were the informants that did coping effort with 'positive reappraisal' or positive meaning such as tried to open himself, tried to do better characteristic, and accepted the new culture.

Whereas, the second coping effort that is emotional regulation due to culture shock experience resulted that most of informants did coping effort with 'denial' or deny to the problem such as cried with confined himself, slept when had situation ocured, silenced, and not Force himself. Than, there were

the informants that did coping effort with 'positive reinterpretation' or take the positive meaning such as improved the praying and excited the feeling on hobby. Meanwhile, there was informant that did coping effort with 'self control' or manage themselves like enjoyed the process of their life. Besides, there was informant that did coping effort with 'acceptance' or attitude to accept somethings like accepted the situation. In addition, there was informant that did coping effort with 'seeking social support' like phoned the parents.

Related to those coping efforts, commonly informants have social support from friends and local community in new environment. For examples, they did seeking for social support to overcome the physical health effect, they told about the problem to the other people and gathered with friends to overcome mental health effect, and they did looking for friend who knew about their own language to overcome social health effect. Though, they were not accepted the social support from family or relatives which lived around when culture shock occurred.

CONCLUSION

More greater variation of the culture, then more greater the coping effort difficulties of non-javanese student who felt culture shock ratherly. More greater distance of the culture, then more severe of culture shock ratherly. In addition, shorter period of living in new environment, then non-javanese students more susceptible attacked by culture shock ratherly. Most of them felt able to overcome culture shock experience and to regulate the emotion resulted by culture shock. Most of them did coping effort with 'plantful problem solving' to manage health effect and with 'denial' to regulate the emotion resulted by culture shock. Most of social supports came from friends and community in new environment.

The college can make related policy based on the result of coping effort analyzis to overcome culture shock experience on cross-cultural students. The community especially college students can learn further about culture shock due to face living in new environment, then can minimize health effect that caused by culture shock occurred.

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