

**CULTURE SHOCKS FACED BY FOREIGN STUDENTS AT
ANTASARI STATE ISLAMIC UNIVERSITY BANJARMASIN**

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This research describes the culture shock faced by the foreign students who study at Antasari State Islamic University Banjarmasin. Foreign students who are conscientious in this research are 7 students come from Turkey and one from Thailand. The objectives of this research are: (1) To find out the culture shocks faced by the foreign students in academic aspects; (2) To find culture shocks faced by the foreign students in social aspects. All of the data have analyzed by descriptive and qualitative research. The results of this research indicated that the foreign students faced culture shock in academic aspects that consist of (1) In institutional rules: the complicated and long of procedures filling Study Plan Sheet Online, collecting of Study Plan Sheet, registrating of courses (2) The cleanliness of the university environment (3) Lecturers' Rules which consists of discipline on the schedule the lectures, the use of local language (Banjarese) in the classes wether by lecturers or local students. Then, culture shocks in Social Aspects students faced the behavior and attitude of the local students such as talking and made jokes while lecturing, using handphones while lecturing, spitting anywhere, male and female local students' interaction, and the system of local public transportation.

INTRODUCTION

International relations are the relationship among governments or individuals from different countries in the specific areas for the interest of both parties. Each country certainly impossible to be detached from international relations because each country has its superiority, there are many complementary and mutual international relationships among every country.

International relations are not only done to incooperate in several fields. They consists of politics, religion, trade, and economic, social field of culture but also in education. International relations can be between individuals, groups, as well as between countries. In international relations, there is international's law or rules which regulates the intercourse of life in the international community.

International relations are essential in order to foster mutual understanding among nations, it strengthens the relation of friendship and brotherhood among them, mutual needs of each nation that cooperates, meet the sense of fairness and well-being, and foster and enforce the peace and order of the world. A country that does not want to hold international relations with other countries will be isolated in the asociation world. As a result, these countries will have difficulty in fulfilling the needs of its life.

Indonesia also plays an active role in international relations. In the political sphere such sought the creation of peace between warring regions by sending a peacekeeping force under the United Nations' jurisdiction or humanitarian aids for countries which have social conflicts and warfares. While in economic cooperations in supporting the establishment of a free market in ASEAN, Indonesia has joined in ASEAN Free Trade Area (AFTA) and Asia Pacific Economic Cooperation (APEC). Indonesia also has joined in the ASEAN Economic Community (AEC). AEC allows the country to sell goods and services easily to other countries throughout Southeast Asia. AEC has not only opened up the flow of trade in goods or services, but also the labor market professionals, such as doctors, lawyers, accountants, lecturers and other.

Focusing on international relations in the field of education, Indonesia has been very active role in this field, such as exchange students, scholarship and

received foreign students residing in Indonesia, by giving a chance to those who want to study in Indonesia. One of the colleges which have memorandum of understanding to give opportunity for foreign students want to study in Indonesia is UIN Antasari Banjarmasin.

Before being UIN Antasari Banjarmasin, actually IAIN Antasari had received foreign students as one of requirements that must be fulfilled to become a university. Today, there are foreign students that have studied in UIN Antasari, they are from Turkey and, Malaysia, Thailand. When foreign students live and study abroad, there will be many constraints that will be faced by them. A lot of things that have to be faced is called the issue of culture. When they decide to live in different countries, the first problem they will face is the cultural differences. Cultural differences which encountered consists of language, behavior, social habits or customs.

Language is one of the characteristics of a country culture. A country's language with other countries is definitely different, and its differences make them feel difficult to interact and communicate each other. In addition, there are also other the characteristic of them is the individual attitude of people. Attitude is a favorable or unfavorable evaluative reaction toward someone or something exhibited in one belief, feeling, or intended behavior, and much more that distinguish between other countries culture with the culture of other countries.

In interacting with individuals who have different cultural backgrounds will bring up various problems and there will be misunderstanding with each other. All of the problems will be overcome when we can recognize the problems that occur, both the issues of culture, or other problems.

The problems of the differences of cultures also faced by foreign students who studying at UIN Antasari Banjarmasin. There will be a lot of miss communication between local and foreign students. Local students have a very strong local dialect, for example, loud talk of Banjarise people do not mean he/she is grumpy but that is one characteristic of them, while the foreign students speak softly and its language would be different even though he/she uses the language of

Indonesia but is still using their dialect. There are also some more fundamental differences between the foreign students and the local people.

Besides the different of language that underlying faced by foreign students at UIN Antasari Banjarmasin, they also will be face the problems of a different culture when they are studying UIN Antasari Banjarmasin, such as the difference between the behavior and attitude of local students with foreign students, treatment of a person against another person, the difference education system and system of academic services provided in UIN Antasari Banjarmasin and other problems.

Based on the differences above, it can be known how we are to be able to develop a better relationship each other in order to create harmony. Antasari State Islamic University Banjarmasin is one of Islamic university which gives an opportunity to foreigners who want to study there, especially when it has become UIN.

Shock culture is the consequence of strain and anxiety resulting from contact with a new culture and the feelings of loss, confusion, and impotence, which are due to loss of accustomed cultural cues and social rules like the example the problem faced by the foreign student who make them anxiety, confused, disappointed, frustration, and depression when they study at UIN Antasari Banjarmasin, for example on the academic aspects and there are also social aspects.

Today, there are 13 foriegn students who has studied at UIN Antasari Banjarmasin; they come from Turkey, Thailand, and Malaysia. Culture greatly influences how a person's attitude, toward someone else that has a different culture. It is undiniedable that when they came to the new place, the culture shock were faced and experienced by them. Even though they felt excited in the first period studied in UIN Antasari but there must have been some impacts that make them frustation and easily anger on something, homesickness and lonely, fearness, and confusion.

Culture Shock in Social Relationship

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Nowadays, there are many related definitions of culture shock but they nearly convey a similar meaning. Culture shock was introduced in 1958. The term was first stated by Kalervo Oberg in 1960 who described it as ‘precipitated by the anxiety that results from losing all our familiar signs and symbols of social intercourse’. According to Furnham, culture shock is kind of ‘disorientation’, ‘anxious confusion’, ‘disease’ or ‘mental shock’ or ‘transition shock’. So he defines that “culture shock is a disorientating experience of suddenly finding that the perspectives, behavior and experience of an individual or group, or whole society are not shared by others”. Culture shock occurs because we have to go through a period of adjustment when we move from a familiar environment to an unfamiliar one. We are starting to know an unfamiliar sign, sound, smell, gesture, rules, demands and expectations. All these elements may be different from one country to another. Take the differences between high-context and low-context cultures as an example. In the later, such as the United States and Britain, more attention is paid to the content of talk, and people often feel a strong need to explain their opinions in detail. Verbal language plays the most important role in communication, while nonverbal language such as body language and facial expression are secondary. However, high-context cultures are opposite. In most areas of Latin America, Asia, the Middle East and Africa, people usually focus less on what is being said, and nonverbal cues are significant methods of communication (Mitchell, 2000).

Greggs states in Ignatius (2012, p.10) that “gesture as well as other kinds of non-verbal behavior vary from one culture to another. Gesture conveys different meanings for each culture”, for example in the western culture, showing middle finger has an insulting meaning, but In Indonesian is meaningless. And then, change of those things may be the reason newcomers get stressed.

Stages of Culture Shock

Oberg (1960) was one of the first who described stages of culture shock. Since then many researchers have proposed stage theories of crossing cultures, the most popular being the U-curve by Oberg (1960) and W curve by Adler (1975) and other researchers. Oberg (1960) states distinguishes four stages of culture shock—

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honeymoon, crisis, recovery, adjustment. The first stage is the honeymoon, which can last a few days or up to several months. At this stage, everything is new, exciting, and fascinating. The 'natives' are polite, gracious, and most welcoming. And the second stage is called by crises which are initial differences in language, concepts, value, symbols that lead to feeling of anger, anxiety, and frustration. The third stage is recovery, when the crisis is resolved by a number of methods such that the person ends up learning the language and the culture of the new environment. And the last stage is adjustment. In this stage, Newcomer begins to work in and enjoy new culture. Though there may be occasional instances of anxiety and strain.

Adler (1975) expanded on the concept about stages of culture shock, opening it into more stages, as discussed in Furnham and Bochner (in Ignatius, 2012, p:11-12). He said that "there are five stages in the adjustment process. Each stage can be ongoing or appear only at certain times.

Honeymoon Period: "Everything is wonderful"

In this stage the new arrival feels excited, happy, and proud of experiencing new culture. This period of feeling good normally last from one to four weeks. This level of happiness may not be reached again.

Culture shock: "Everything is terrible"

After the first happy feeling. The crisis stage usually begins. Communication difficulties may occur, and the newcomer begins to feel angry, sad, and dissatisfied.

Initial adjustment: "Things are tolerable now"

In this stage the newcomer becomes understand of the new culture, they start to feel comfortable, balanced, more familiar with the new surrounding and feel less isolated. A sense of humor returns, and situation does not seem so hopeless after all.

Depression: "I feel so isolated"

In this stage the newcomer experiences significant mental isolation, being far away from their family and he/she feels lonely. Usually some newcomers feel that way, particularly when they haven't been able to find meaningful work and activity.

Acceptance and integration: "Going all the way culturally"

The newcomer realizes that new culture has a good and bad thing. He/she has become accustomed to the habit, customs, food, and characteristic of the new people in the new culture, feel comfortable with friends in the new environment and be able to use the second language and able to handle social situations.

Symptoms of Culture Shock

When people encounter a new culture and experience culture shock, change and unfamiliarity influences their own psychological adjustment and participation in a cultural environment. Eschbach said: "this psychological confusion and emotional discomfort usually causes a remarkable amount of psychological stress. The negative impact of culture shock on individual psychology often includes a large and diverse set of symptoms" (Ignatius, 2012, p:12).

"Although not everyone will have experience all the symptoms, almost all people will experience some parts. The major symptoms may be described as depression, anxiety and feelings of helplessness". (Mio, 1999) If the major symptoms become deeper and deeper, people may have difficulties in paying attention to the learning of new cultures. Moreover, psychological disorientation may influence people's abilities to solve problems and to make decisions. This decreases the motivation for adapting to the new conditions. Most important is that when people fail to defeat the symptoms of culture shock, they are likely to become hostile to the new country that they live, which may lead to a handicap of interpersonal relationship (Ferraro, 2006). Therefore, it appears that dealing with psychological stress caused by culture shock such as depression, anxiety and feelings of helplessness is significant for those people who come into contact with a new culture.

Coping with Culture Chock

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The effect of culture shock could be stressful to the visitors. They have to find some ways out to minimize their problems so that they can live normally. Schneider (1997) suggests to reading more about the country and its culture before you arrive. This can help the country and its people seem more familiar. On the other hand, Jinha (2008) said that “ try to meet the local people to talk about anything related to the new place to increase the knowledge about the new place .“Different with the two researchers above, Jacob (2003) adds two more things that also can help the visitor in their culture shock effects. She suggests that they have to learn their new language well. By learning the language well, it can make the visitors feel more comfortable (Ignatius, 2012, p:13).

The second is maintaining a sense of humor and perspective. When dealing with culture shock, people prefer crying to laughing. According to Jacob, rather than wasting the visitor’s time to cry it, it will be better for them to laugh. This attitude can transform the situation from annoying to hilarious.

Culture and Adaptation

Culture is the ever-changing value, traditions, social and political relationships, and world view created and shared by a group of people bound together by a combination of factors (which can include a common history, geographic location, language, social class and/or religions). (Richard, 2007, p.222).

In the other definition, culture is that complex whole which includes knowledge, belief, art, law, morals, customs, and any other capabilities and habit acquired by man as a member of group. And then, culture is the characteristic of a country. Culture is the complex and broad set of relationships, values, attitudes, and behaviors that bind a specific community consciously and unconsciously. Culture is dynamic, shaping and being shaped by those who occupy it. Culture like history, because culture can exist because it was created by people who are more used to exist within a region and lowered down to decline to their successors, thus also said culture as history.

Culture related to adaptation. Adaptation is a continuous dynamic process conducted by a person to change their behavior in order to appear relations of harmony between themselves with their environments.

The environment is everything that can affect the entire capability and forces belonging to a person, so that someone managed to achieve physical and spiritual life steady.

Woodworth (in Ana, 2009, p: 42) mentions the 4 basic types of relationships between individuals with their environment, such as: individuals can conflict with the environment, individuals can use their environment, individuals may participate (participated) to its environment, and individuals can adapt their-self to the environment.

Thus, it can be concluded that any changes in the environment of people's lives in a wide meaning that cause someone had to adjust themselves with the environment both in terms of passive and active sense.

Ward and Kennedy (in Ana, 2009, p: 44) do the two approaches through the difference in the two forms of adaptation such as: socio-cultural adaptation and psychological adaptation.

Culture Shock in Academic Relationship

Culture Shock at College

Foreign students who continue their education to countries with different cultural backgrounds will find the self-adjustment problems in the first six months were reported to the country of destination. The individual will adapt if faced with a change, both in the individual and the environment. Adjustment carried out by the individual function to achieve satisfactory relations with other people and also the environment of the individual. Adjustment carried out by foreign students is caused by the difference in cultural values of the country of origin to country of destination. Foreign students who continue their education to the country with a culture that is vastly different from the country of origin will find some difficulties. These difficulties occur due to culture shock, namely proceedings beginning from the entry of individuals to the new environment that is not familiar with everyday

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surroundings. Culture shock occurs because individual-owned culture value is very different with the cultural values shared by the community in the country of destination of his education. In addition, difficulties in adjusting to also arise as a result of racial discrimination, language problems, the difficulties of accommodation, food taboos, financial difficulties, as well as the emergence of misunderstanding and loneliness. High academic demands and the challenges to adapt to the new culture also make the process of foreign students in adjusting to be more fragile and at risk.

Foreign students who are in the country with a culture different from their home country will have difficulty in adapting to the new environment, interacting with people in his new environment, as well as accepting new values contained in these countries. Adaptation difficulties faced by foreign students can be seen from six aspects in Sojourner Adjustment Measure (Pedersen, Neighbours, Larimer, & Lee, 2011), a classified into positive and negative factors of adaptability. Among other positive factors are social interactions with people in the country of destination, cultural understanding and participation in the country of destination, the development and use of the language of the country of destination, as well as the cultural identification of the country of destination. While the negative factors are social interactions with fellow individuals from countries of origin and homesickness, that is feeling uncomfortable in the new environment and wanted to immediately return to the origin of the environment that has been well recognized.

Although the majority of the individuals in a country has values that are nearly similar so the behavior, mindset, and the moral community in that country look the same, each individual still has its own uniqueness. "Each individual has cognition, affection, as well as how to behave in a different atmosphere and a different time anyway "(Burger, 2008). That's the difference that makes the individual one with other individuals have uniqueness, when compared in society in general. The uniqueness of the individual can arise from a variety of things, especially in terms of the personality of the individual. Various definitions concerning personality continue to grow because of the absence of a single theory that can describe accurately about personality. According to Burger (2008),

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“personality is a pattern of behavior that is consistent and interpersonal processes that occur within the individual”. In addition to problems in adjustments my-self in College, Burger (2008) says “the difference also affects the academic system of foreign students that lecture in a different. As studied in Turkey, as an international student in Turkey you will have the opportunity to experience both modernity and tradition in one of the safest and most stable countries in the region. Some Turkish Universities use English as the teaching language while others will offer the opportunity to learn English. Above all, the high quality of education will make you more than ready for a future anywhere in the world. Positioned at the crossroads of east and west, the Turkish landscape encompasses a vast variety of geographical zones, it has the combined characteristics of three continents of the world: Europe, Africa and Asia. Due to its location, surrounded by seas on three sides, Turkey as always been the center of great trade, silk and spice routes. Today, even in the most inaccessible or isolated corners, one can easily feel and see the traces of different cultures. Turkish Universities will among other things provide you with high standards of education and internationally recognized degrees.

For the system of lecturer, almost in the universities at Turkey use the system of ECTS. European Credit Transfer and Accumulation System (ECTS) which was first introduced by the European Council in 1989 within the framework of Erasmus, now part of the Life Long Learning Program, is a student-centered credit system based on the student workload required to accomplish the objectives of a program specified as for learning outcomes and competences to be attained. Since its introduction, the implementation of ECTS has found a wide range of acceptance in the higher education systems across the European Countries and now become a credit system and an indispensable tool supporting major aims of the Bologna Process and, thus, of European Higher Education Area as it makes teaching and learning in higher education more transparent, comparable and measurable across Europe and facilitates the recognition of all studies. The system allows for the transfer of learning experiences between different institutions, greater student mobility and more flexible routes to gain degrees. It also offers a systematic approach to curriculum design as well as quality assessment and improvement and, thus, quality assurance.

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Culture shock first introduced in 1954, the term “culture shock” describes the anxiety and feelings of surprise, disorientation, and confusion felt when people have to operate within an entirely different cultural or social environment, such as a foreign country 1. Culture shock grows out of the challenge, students may face in adjusting to a new culture. The different stages of culture shock are outlined below with several coping strategies discussed on the next page. It’s important to note that while culture shock is common among many students and international travelers, it is typically mild and lasts only for a brief time. Knowing more about culture shock and various ways to handle it can better prepare you to cope effectively if you should experience similar challenges while abroad. Factors that can contribute to culture shock can be seen below:

Climate

Many students find the northwest climate can affect them a lot. You may find the grayness and dampness, especially during the winter months, difficult to get used to.

Language

Listening and speaking in a new language is tired. In class, some international students have trouble understanding the lecture and reading materials. People speak quickly and you may feel embarrassed to ask them to repeat what they said. If English is not your first language, you may find you miss your home language.

Social roles

Social behaviors may confuse surprise or offend you. For example, you may find people appear cold, distant or always in a hurry. Or you may be surprised to see couples holding hands and kissing in public. You may find the relationships between men and women more formal or less formal than you are used to, as well as differences in same sex social contact and relationships.

‘Rules’ of behavior

As well as the obvious things that hit you immediately when you arrive, such as sights, sounds, smells and tastes, every culture has unspoken rules which

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affect the way people treat each other. These may be less obvious, but sooner or later you will probably encounter them and once again the effect may be disorientating. For example, there will be differences in the ways people decide what is important, how tasks are allocated and how time is observed. In business and academic life, keeping to a schedule is important. You should always be on time for lectures, classes, and meetings with academic and administrative staff. If you are going to be late for a meeting, do try to give advance notice.

Values

Although you may first become aware of cultural differences in your physical environment, (e.g. food, dress, behavior) you may also come to notice that people from other cultures may have very different views of the world from yours. Cultures are built on deeply-embedded sets of values, norms, assumptions and beliefs. It can be surprising and sometimes distressing to find that people do not share some of your most deeply held ideas, as most of us take our core values and beliefs for granted and assume they are universally held.

As much as possible, try to suspend judgment until you understand how parts of a culture fit together into a coherent whole, try to see what people say or do in the context of their own culture's norms. This will help you to understand how other people see your behavior, as well as how to understand theirs. When you understand both cultures, you will probably find some aspects of each that you like and others that you don't.

Relationship Stress

If your spouse or partner has accompanied you to the U.S., remember that the stress of the transition may cause struggles in your relationship. The transition to a new culture may be very difficult for your partner. Your partner may feel very isolated; he/she has been transplanted from your culture and separated from family and friends. Simple tasks can be stressful due to the language barrier. Often times they do not have opportunities to engage in productive, meaningful activity such as pursuing a degree, and it may be more difficult for them to make new friends.

Homesick and Lonely

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Homesickness often leads to culture shock. It is the loss of your social world, what is considered normal to you. It can be as simple as the food you eat to the facial expression others make around you.

METHOD

Reseachers use descriptive qualitative research. Qualitative research aims to find and describe the culture shock faced by the foreign students at Antasari Islamic State University Banjarmasin. To get the most accurate and objective result of research, the research design is made to find the best next step in getting best result of research.

This research is applied to culture shocks of the foreign students at Islamic State Universisty Antasari Banjarmasin. First, the researchers try to find the data of the foreign students. Then, the researchers interview the persons to get the data of the culture shocks faced by the foreign students then when they study at UIN Antasari Banjarmasin.

The research is taken place in Faculty of Tarbiyah and Teachers Training at UIN Antasari Banjarmasin on Jalan Ahmad Yani Street kilometer 4,5 Kelurahan Kebun Bunga Banjarmasin, South Kalimantan. The research conducts on Agustus 2017 to June 2018.

The subjects of research are eight foreign students who study at English Eduacation Department at Faculty of Tarbiyah and Teachers Training. The data of subjects of the research can be seen in this table below.

Tabel 1 The subjects of the research

No.	Names of the Students	Major	Country
1.	Esra Dayi/1401241667	English Department	Turkey
2.	Kezban Arslan/130124	English Department	Turkey
3.	Nislihan Bilgic /1401241673	English Department	Turkey
4.	Niyazova Mekhriniso /1401241668	English Department	Turkey
5.	Tugba Yanic/1401241669	English Depatment	Turkey

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6.	Esmā Aldam/	English Department	Turkey
7.	Ateekah Yaya /1501241921	English Department	Thailand
8.	Aesye Guners /1601241840	English Department	Turkey

FINDINGS AND DISCUSSIONS

There are two statements that have to be answered in this research. The first problem is about culture shocks faced by the foreign students in academic aspect included in institutional rules and in lecturer rules. The second problem is what the culture shocks faced by the foreign students in social aspects.

The Culture Shocks Faced by the Foreign Students in Academic Aspects.

Based on the interview that was held on Agustus 2017 to April 2018, the researchers had found some culture shocks faced by foreign students in the academic aspects. The finding of data is presented as follows.

Institutional Rules

Filling Study Plan Sheet Online

Based on the interview result had been conducted, most of them still confused when filling out the Study Plan Sheet online, they knew and understood how to fill out the study plan sheet by online, but more got confused when choosing courses and classes that they should be followed. And when filled the Study Plan Sheet online they pursued help with their friends or the office staff that was in Communications Center at UIN Antasari Banjarmasin. Expection for student who from Thailand. She explained that the academic service system of Thailand education, especially in academic aspects is almost similar in Indonesia. So, she considers that they are not problems for her. One of Turkey student said that it was not problem for her because she can speak English and Indonesia fluently. So communication with the staffs or lecturers in English Departmen could be done well. Meanwhile, one student from Turkey also explained that it was not problems too for her because she had been got much information about the system academic service from other Turkey students who had studied before at English Department.

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Collecting of Study Plan Sheet Form

Most foreign students also found difficulties in giving of Study Plan Sheet to Academic Office because there were complicated and long procedures that must be done before choosing and fill the courses, students had to get signatures (academic advisors, the chief English Departement) and discussed what courses should be taken each semester.

In Turkey, the procedures of academic service system is not done as same as in Indonesia. Anything is helped or done by offials or staffs at the faculty office.

Registrating of Courses

Based on the interviews, Turkey students were very frustrated with many courses that must be taken in one semester. In their country, every student only take 12 to 16 credits in one semester. It was different in UIN Antasari Banjrmasin, even most at colleges in Indonesia, students had to take 20 to 24 credits or 10 to 12 courses in each semester. They said it was very difficult and frustated them to mastery the subjects. Many subjects were taken, it means there were many tasks, homework and assigments must be done.

The cleanliness of The Campus Environment

Based on the interview, they complained to the cleanliness of the campus environment, for examples classes, toilets, and offices or rooms. They said when they came to the campus, it was looked dirty, many rubbish and trash scatteredly everywhere and when they saw the toilets (washrooms) at Tarbiyah Facculty area in the first time, it was really make them could not or cancelled to go there.

Even though Turkey population are most muslims, but in education system, service and facilites have adapted to European Countries. Most European culture and customs have penetrated and influenced Turkish people's lifes.

Comfortable classrooms and environment at campus would make students easy and comfortable to follow lectures. Turkesh Students compare how conditions in their country, schools and colleges there are very clean and tidy especially the facilities provided by the schools or campus is very modern and very convenient for students to learn. Meanwhile, the student from Tahiland said it was

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not problems for her because schools and colleges situation and condition in Indonesia look similar in Thailand. Indonesia and Thailand are East South Asia countries. Both have most similarities, for examples geographical area, tropical climate, culture etc.

Lecturer Rules

Discipline on Schedule

Based on the interviews, a lecturer who came late when the lectures that did not provide information to students, for them it was something impolite. Moreover, the lecturers who did not come in the lectures and did not give information before that he/she could not attend the lecture. It is a problem for them.

The problem also came when the lecturer started and finished the classes. In their countries, especially from Turkey, It must be on time when started and finished it. Because of thier habit always on time in starting and finishing doing something, they often left the classes when the lecturers came late without telling the students or they would go out the class when the lecturers late finished the class. Local students will not do it because it is not very polite and unrespectable thing done to the lecturers.

For the discipline of giving assignments to the lecturers, also became an obstacle for them, because many tasks that must be completed or finished and submitted to the lecturers on the same day and that made them frustrated. Sometimes there were some lecturers who gave the tasks or assignments without planning before and told to the students to do it when they had class, the lecturers also gave short time to finish them.

Other thing that made them feel uncomfortable was discipline in ending the lectures, there were some lecturers that ended the lectures over from the schedule that had arranged. It become a problem for them, because, when the lecturers did overtime lectures, they would be late to do another activities that had been planned before.

The use Local Language (Banjarese)

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Before coming to Banjarmasin, some Turkish students actually had learnt Indonesia language by taking Indonesian language courses. It means if people spoke Indonesia language, they can understand it. But based on the results of interviews with all foreign students, the most problem that faced by them when the lecturers spoke and explained the subjects or the lessons in the classes used and mixed local language, especially Banjarese language. It made them confused and did not understand what the lecturers explained. Based on interviews and the observations in the class, To overcome it, the some Turkish students used to record the conversations or explanations in the classes or outside by using their headphones. It would be played again at home in order to understand the lessons.

The Culture Shocks Faced by the Foreign Student in Social Aspects

Based on the interviews, the researchers found several problems faced by foreign students in the social aspects.

The Behavior and Attitude of the Local Students

Talking and made jokes while lecturing

Based on the interviews, they were very disturbed by the habit of local students in the class while the lessons were being explained by lecturers, most of the local students were talking each other that the topics were not related with the lecturers' explanations. The habit made them dizzy and could not focus on and understand the explanations. Not only talking, they also made noisy and jokes and yelling inside or outside of the class. It made them felt disturbed too because according Turkish culture and etiquette, it was not polite, bad manners, and respectable. In this situation, according to them, a lecturer should ask the students to go out the class because it will disturb teaching learning process.

Using Handphones while lecturing

The other habit local students that forbidden done in the class was playing or using their handphones. They said it is not allowed using handpones while lecturing

Spitting anywhere

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They were not pleased when seeing students who are spitting anywhere. It is very unrespectable for them. It made them disgusted and it is something slovenliness for them.

Male and female students' interaction

It is not denied, there are always interactions or social intercourse between male and female students in the university. Based on the interviews with them, they thought that local students' social intercourses were too free in making friends with different sex, they said that they did not like to make friends with male friends, because it was not in line or appropriate with Islamic doctrine, they only talk to men when there are things that needed to be asked or done.

The Difficulty to Find Public Transportation

Based on the interviews with the foreign students, especially from Turkey which live in Gambut (it is about 17 kms from the campus), it means they had to use public transportation to go and come back home. the problem was uncscheduled operation of the public transportation. Sometimes made them came late in the class because they had to wait for public transportation arrived. That is what made them frustrated. They also said that public transportation in Banjarmasin has very small sizee, dirty, and uncomfortable for them. Mine while, this was not problem for Thailand students. It was because the system of public transportation in Thailand is almost the same as in Thailand. It was not problem to for her because she lived that near the university.

Public transportion in Banjarmasin is already lagging far than Turkey. In Turkey, there is an underground metro system, Turkey also has a cable car. In Turkey transportion system always on schedule. From morning to evening or night, there's always a ready vehicle or public transportation.

From some problemss or culture shocks faced by foreign students in the social aspects can be concluded that when a person go or wander to a new place that has a different culture to the region of origin, should someone is to learn first how the place who would like to visit, how local culture, how the people who were there and started to learn how to adapt. Adaptation of course must be done by a

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person while in a foreign place for them. Student entrants that entered a new situation, in addition to being a student must also adjust to the culture of the local community. The process of adaptation will be experienced by each ethnic student entrants. Cultural adaptation will take place either if someone had cultural sensitivity (Kholifah, 2009: p.44).

CONCLUSIONS AND RECOMMENDATIONS

Based on the data presentation and data analysis above it can be concluded that there are some culture shocks faced by the foreign students who are studying at Antasari State Islamic University Banjarmasin as follows:

The Culture Shocks Faced by the Foreign Students in Academic Aspects.

In Institutional Rules

Filling Study Plan Sheet Online

The complicated of procedures filling out the Study Plan Sheet online. Most of them pursue the help with their friends or the office staffs that was in Communications Center at UIN Antasari Banjarmasin.

Collecting of Study Plan Sheet Form

Most foreign students also found difficulties in giving of Study Plan Sheet to Academic Office because there are complicated and long procedures that must be done before choosing and fill the courses, students must get signatures (academic advisors, the chief English Departement) and discuss what courses should be taken each semester.

Registrating of Courses

Foreign students are very frustrated with many courses that must be taken in one semester. In their country, every student only take 12 to 16 credits in one semester. They said it is very difficult and frustated them to mastery the subjects. Many subjects were taken, it means there were many tasks, homework and assigments must be done.

The cleanliness of The Campus Environment

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They complained to the cleanliness of in the campus environment, for examples classes, toilet, and offices or rooms. They say the campus is look dirty, many rubbish and trash scatteredly everywhere and when they see the toilets (washrooms) at Tarbiyah Faculty area, it is really make them cannot or cancelled to go there.

Lecturer Rules

Discipline on Schedule of the lectures

There some lecturers that do not give information or without telling the students when come late or do not come in the class. It is a problem for them because in their culture it is something unpolite and respectable.

The other thing that also make them frustated is the lecturers who start and finish the classes late (overtime). Because of their habits always on time in starting and finishing doing something, they often leave the classes when the lecturers do not arrive on time in the class or they will go out when the lecturers late finish the class.

The time of giving assignments to the lecturers, also became an obstacle for them, because many tasks that must be completed or finished and submitted to the lecturers on the same day and that made them frustrated. Sometimes, there were the lecturers who give short time to finish assignments in only one day.

The Use of Local Language (Banjarese)

The most problem that faced by them when the lecturers spoke and explained the subjects or the lessons in the classes used and mixed local language, especially Banjarese language. It made them confused and do not understand what the lecturers explained.

The Culture Shocks Faced by the Foreign Student in Social Aspects

The Behavior and Attitude of the Local Students

Talking and made jokes while lecturing

The foriegn students are mostly very disturbed by the habit of local students in the class while the lessons are being explained by lecturers, most of the local

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students often talk each others that the topics are not related with the lecturers' explanations. The habit made them dizzy and could not focus on and understand the explanations. Not only talking, they also made noisy and jokes and yelling inside or outside of the class.

Using handphones while lecturing

the other habit local students that forbidden done in the class is playing or using their handphones. They think it is not allowed using handpones while lecturing.

Spitting anywhere

They were not pleased when seeing students who are spitting anywhere. It is very unrespectable for them. It made them disguted and it is something slovenliness for them.

Male and female students' interaction

There are interactions or social intercourse between male and female students in the university. According to them local students' social intercourses were too free in making friends with different sex, they said that they don't like to make friends with male friends, because it is not in line or appropriate with Islamic doctrine, they only talk to men when there are things that needed to be asked or done.

The Difficulty to Find Public Transportation

The problem is uncscheduled operation of the public transportation. Sometimes make them come late in the class because they had to wait for public transportation arrived. They also say that public transportation in Banjarmasin has very small size,crowded, and dirty.

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