

Intercultural communication between Indonesian and international students at Universitas Padjadjaran

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ABSTRACT

Extensive cultural exchanges between ethnicities in the global environment are inevitable, Indonesia included, especially in Educational Institutions. This study aims to evaluate the cross-cultural interaction between Indonesian and International students who enrolled in the same academic environment at Universitas Padjadjaran. It examines cultural distinctions between Indonesian and International students, lecturers, and academic staff. A qualitative approach with case-study methods on cross-cultural communication between Indonesian and International students at Universitas Padjadjaran is applied in this study. The data is collected through interviews with 26 participants, 13 international students of KNB Scholarship 2021, 10 Indonesian students studying at different faculties, and three academic staff at Universitas Padjadjaran. This paper discovered several cultural elements, which are languages, fashion, and cuisine variations, that lead to the development of the international students learning process. In the first year, international students struggle with the cultural gap during their studies. However, they dealt with communication issues through several methods and strategies for an international student to adjust to local culture from the culture shock they experienced at the beginning of their academic journey.

Keywords: Communication; culture adaptation; cultural differences; intercultural communication; intercultural learning

Komunikasi antarbudaya antara mahasiswa Indonesia dan internasional di Universitas Padjadjaran

ABSTRAK

Dalam pertukaran sumber daya manusia internasional yang luas, pertukaran antar budaya antara orang-orang dari berbagai etnis dan budaya menjadi lebih umum di Indonesia, terutama di lembaga pendidikan. Studi ini bertujuan untuk mengevaluasi interaksi lintas budaya antara mahasiswa internasional dan Indonesia di Universitas Padjadjaran saat terdaftar di lingkungan akademik yang sama. Peneliti juga meneliti perbedaan budaya antara mahasiswa internasional dan Indonesia, dosen, serta staf akademik. Pendekatan kualitatif dengan metode studi kasus pada komunikasi antarbudaya antara mahasiswa Indonesia dan internasional di Universitas Padjadjaran diterapkan dalam penelitian ini. Data dikumpulkan melalui wawancara dengan 26 peserta, 13 mahasiswa internasional beasiswa KNB 2021, 10 mahasiswa Indonesia yang belajar di fakultas yang berbeda, dan 3 staf akademik di Universitas Padjadjaran. Penelitian ini menemukan sejumlah variasi budaya, termasuk variasi bahasa, mode, dan masakan yang mengarah pada pengembangan proses pembelajaran mahasiswa internasional. Pada tahun pertama, mahasiswa internasional berjuang dengan kesenjangan budaya selama studi mereka. Namun, mereka menangani masalah komunikasi melalui beberapa metode dan serangkaian strategi bagi mahasiswa internasional untuk menyesuaikan diri dengan budaya lokal dari gear budaya yang mereka alami di awal perjalanan akademiknya.

Kata-kata kunci: Adaptasi budaya; komunikasi; komunikasi antarbudaya; pembelajaran antarbudaya; perbedaan budaya

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INTRODUCTION

In internationalization, intercultural dialogue is a crucial component. The phenomenon of cross-cultural communication is a symbolic and transactional process that mainly involves attributing meaning between individuals from different cultures (Berko, Wolvin, Wolvin, & Aitken, 2013). Communication that crosses cultural barriers is often meant by the term “intercultural communication.” It occurs when two or more individuals interact and communicate with one another from diverse cultural backgrounds. Intercultural communication happens when individuals share information at various levels of awareness from various cultural backgrounds, or, to put it another way, the negotiation of ordinary meaning in interactions between individuals from various cultural backgrounds (Mikulincer & Shaver, 2015).

Communication between individuals from different cultures, or intercultural communication, cannot rely on the uncritical assumption of commonality. By definition, cultures differ regarding their languages, social mores, and moral standards. Therefore, it is not very likely that individual attempts to predict others’ shared assumptions and expects the responses to communications will be successful. Communication approaches in cross-cultural

settings must caution against unwarranted assumptions of similarity and stimulate the awareness of difference because cultures embody patterns of perception and behavior. Therefore, the intercultural communication strategy is founded on differences (Bennett, 1998).

Essentially, communication is a social activity. Human lives a social life, and they do not live like animals in packs looking to hunt other animals. Humans have developed various communication techniques to participate in social interactions. All communication techniques, human voice, and language are undoubtedly the most well-known. Animal sign systems cannot be compared to the human language since humans can express practically any notion because of their exceptional communication ability. Humans are not confined to calling their young, indicating mating, or crying out warnings. Like animals, humans have instinctual natural cries for danger, discomfort, etc.; we say Oh! Ah! We blush, tremble, sigh, frown, and groan. We also cry and mourn.

Clucking is a releaser mechanism that a hen uses to communicate with her chicks, but human language is much more than a convoluted system of clucking. “Communication is an interchange of facts, ideas, views, or emotions by two or more persons” claim (Leach, Triplett, Argueso, & Trivedi, 2017). Communication

is a combination of knowledge that is shared and received during a learning process. Certain attitudes, knowledge, and skills change in this process, bringing about changes in behavior, listening effort on the part of all parties, a sympathetic new examination of the issues by the communicator, and sensitive interacting points of view. This behavior results in a higher level of shared understanding and common intention (Natalya, 2016). In any event, various inquiries necessitate distinctly, sometimes incompatible, definitions of communication. Therefore, definitions are instruments that should be applied flexibly.

Communicating involves transmitting a message via many media, whether vocal or nonverbal, official or informal, as long as it conveys a provocative idea, gesture, or action, among other things. In this regard, effective communication is regarded as a learnable talent. Most people have the physical ability to speak from birth.

Intercultural learning is acquiring knowledge and skills that help learners better comprehend other cultures and communicate with people from those cultures. It is developmental in that students move through levels of learning that are progressively more complex as they do so. This comprehension encompasses both their own and other civilizations. To acquire cultural awareness, a learner must have this sense of

cultural self-awareness since it will be the foundation for comparisons that the learner will unavoidably draw (Kommers & Bista, 2020).

From psychological and sociocultural vantage points, it has been argued that intercultural adjustment entails a gradual process from the first encounter with the strange “other” to an adaptation or adjustment made to “fit into” the sociocultural framework of the specific host country, ultimately leading to transformations of experience and personal growth. Despite the fundamental intercultural growth process being similar across authors, each author emphasizes a different facet of the intercultural experience. The results of this study will support the broad contours of the intercultural development process. However, Kim’s (1988) model, precisely the stress-adaptation-growth dynamic, closely matches the participants’ experiences (Gill, 2007).

Intercultural adaptation refers to adjusting to managing stress and anxiety, integrating into an educational environment, and fulfilling predetermined requirements and expectations. After overcoming these first challenges, the experience of adaptation serves as a base for forming meaning and knowledge. A significant intercultural learning process produces a transformational learning experience that underlies intercultural adaptability (Easterby-Smith & Lyles, 2012). It is a social process

of discourse and intersubjectivity. After the participants were placed in their new learning environments, metacognitive and meta-social reflectivity eventually helped develop a better understanding of the educational values and culturally situated practices. Social connection, the creation of a shared understanding, the development of meaning together, and participation in communities of practice all contributed to this experience's consolidation.

Elements of tension, the dynamic and dialectic between the individual and the collective, are consistently present in such development processes. Therefore, intercultural learning primarily entails change, relocation, interaction with others, and cross-cultural learning. Above all, it increases self-awareness, awareness of the Other, and awareness of the connectivity and interdependence of all (Gill, 2007).

According to Larasati and Mayagita (2021), the first important thing is that it should be composed of two or more people exchanging ideas because communication cannot occur without exchanging ideas since the aim is to complete the encoding and decoding of messages for successful communication.

Likewise, mutual understanding means that the recipient should receive the message with the same enthusiasm to start. It builds a relationship between the sender and the receiver to achieve

so aim successfully. In this regard, it will lead to socialization which can be defined as a process through which an individual becomes a part of a society (Kim & McKay-Semmler, 2017).

Today's world is characterized by an ever-growing population of people communicating with different linguistics and cultures (Rosenthal & Baldwin, 2015). The diversity of people in society has grown, enlarging the intercultural space among us. Globalization triggers the need for a broader understanding of intercultural interactions and communication. The rising international market for products and resources has called for initiatives among policymakers to promote a more culturally sensitive and diverse society. In addition, higher educational institutions have increased their effort to maximize the incentive for students studying abroad (Salisbury, Paulsen, & Pascarella, 2011).

According to ISO International Organization for Standardization (2017), students have traveled to universities outside the country to attain higher education. Internationally competitive students have been the aim of almost every university worldwide.

According to Larasati and Mayagita (2021), many international students are currently coming to Indonesia to study the language and culture. When they landed in Indonesia, they underwent a unique culture shock. They encounter a variety of cultures, including variations in the weather,

food, and dining habits, as well as issues with punctuality and slow responses (Larasati & Mayagita, 2021).

Due to its accessible and high-quality education for overseas students, Indonesia, which is in South East Asia, has emerged as an educational hub in the continent (Rahim et al., 2019). Universitas Padjadjaran (UNPAD) is one of the Top 10 Universities in Indonesia. International students' enrolment started 62 years ago at this university, and so far, the university has graduated nearly 3,000 international students from its various departments. As of November 2021, there are 33,000 students enrolled at Universitas Padjadjaran in 190 programs, ranging from vocational, undergraduate, and postgraduate programs to specialist, professional, master's, and doctoral programs. This number also represents approximately 200 international students ("International Office – Universitas Padjadjaran's Global Relation and Advancements," 2022).

During the academic year of 2020/2021, Universitas Padjadjaran produced 6,640 graduates consisting of 229 graduates from the doctoral program, 886 graduates from the master's, 239 from the specialist, 626 from the professional, 4,381 from the undergraduate, and 279 from the vocational programs. So far, the number of Universitas Padjadjaran has graduated more than 200,000 students serving

in the academic and professional worlds. These students include 29 Bachelor, 18 Master, and 3 Doctoral students. In addition, international students from 14 Countries are currently studying in different departments of this university.

International students must contend with doubt and confusion in a new culture with new beliefs and attitudes. From various cultural backgrounds to cope with this. In addition, they frequently need to pick up new communication techniques to communicate effectively with others and be understood by their peers. Throughout the campus, there are cross-cultural encounters between students and their peers, instructors, and administrators, who consistently work to foster an environment that encourages successful communication. Reviewing how particular beliefs work to promote good partnerships would be fascinating.

An ASEAN initiative, the Darmasiswa program started in 1974; the Indonesian Ministry of Education, Culture, Research, and Technology extended this program to more nations over time. This initiative was further expanded in the early 1990s to cover all nations with which Indonesia has diplomatic ties. The Darmasiswa program has so far involved 117 nations, including Australia, Canada, France, Germany, Hungary, Japan, Mexico, the Netherlands, Norway, Poland, Sweden, and the

United States.

According to data on the Darmasiswa website (2022), more overseas students are interested in joining the program. The alumni grew to 2,037 in 2008 from 85 different countries and are still constantly rising. Seven thousand eight hundred fifty-two (7,852) individuals from 117 nations have participated in Darmasiswa as international students by the end of 2019. Based on the information from the Secretariat General of the Indonesian Ministry of Education, Research, and Technology, Bureau of Planning and Foreign Cooperation (BPKLN), 6,700 students from various nations enrolled in the program for the 2018 academic year. The program Only selected 750 of those to study for one or two semesters in Indonesia. Participants in the Darmasiswa program, who represented 77 nations, were dispersed throughout 59 universities in Indonesia as well (Darmasiswa Indonesian Scholarship, 2022).

Communication sciences have been methodically studied for a long time, but in the twentieth century, people's interest in the subject rose (Kommers & Bista, 2020). The rise of communication technology (such as radio, television, telephone, satellites, and computer networking) and industrialization, big business, and international politics are primarily to blame for this development. W. Barnett Pearce calls it a "revolutionary discovery where communication

has become essential in our society. Following the First World War, communication was first studied scientifically. The theme was further promoted by popular twentieth-century theories of progress and pragmatism, which spurred a desire to improve society through widespread social change. This development is significant because it bases communication solidly on the American intellectual history of the 20th century.

The social sciences were wholly accepted as genuine academic fields after World War II, and there was a surge in interest in psychological and social phenomena. Due to the widespread use of propaganda during the conflict to propagate oppressive ideological regimes, persuasion and group decision-making were significant concerns for researchers and society. The beneficial interest in what communication can do and its results led to a significant development of communication studies in the second half of the 20th century (Salisbury et al., 2011).

The current study explores the intercultural communication challenges for students from other countries while focusing on the cross-cultural interaction between international and Indonesian students.

On the other hand, the study attempts to identify cultural differences between international and Indonesian students. As a

result, we hope this study will contribute to greater understanding among international students and reduce intercultural communication gaps.

RESEARCH METHOD

This study uses a case study methodology with a qualitative research design. When doing a case study, a researcher conducts a detailed analysis of a case, frequently a program, event, activity, process, or one or more individuals (Creswell, Zadr, & Pedagogiju, 2009).

This research presents the case of cross-cultural communication between international and Indonesian students at Universitas Padjadjaran. The study interviewed 13 international students of KNB Scholarship 2021, with 10 Indonesian students studying at different faculties at Universitas Padjadjaran and three staff members of the International Office (See Table 1); this group of respondents helped the researchers to examine whether there were any changes in the perceptions of culture

shock and intercultural communication skills between students from high-context and low-context nations. The case study design fits the research scope and objective of this study

This study focuses on intercultural communication between international students and explores the fundamental challenges while they study at Universitas Padjadjaran. Applying the Cultural Shock approach, the study also addresses the issues researchers find in interviews with international students. The study also attempts to identify cultural differences between international and Indonesian students, with greater hope that this study will contribute to greater understanding among international students and reduce intercultural communication gaps. Moreover, the analysis of the study will present valuable information for future research in this area.

International students in a new culture face doubts and problems since they arrive in a new environment with new values, ethics, and social norms. In order to accommodate

Table 1 Interview Participants

No	Indonesian Students		International Students		University Staff	
1	BA Student	4	BA Student	3	Teaching Managers	3
2	Graduate Students	4	Graduate Students	8		
3	PhD Students	2	PhD Students	2		
		10		13		3
	Total		26 participants			

Source: Conducted interviews for research, 2022

people of different cultures, international students must learn new communication skills and create behavioral changes for effective communication. This study tries to identify the problems in intercultural communication among international students at Universitas Padjadjaran.

The study used an accidental sampling technique and conducted interviews with participants who were willing to take part in this study and had experienced cultural shocks after coming to Indonesia. After collecting data, the researchers conducted a thematic analysis to find common concepts and generate themes from the participants' responses.

This research study seeks to answer the following research questions: 1). What are the cultural differences between International and Indonesian students at Universitas Padjadjaran? 2). How do these cultural differences affect students' learning process?

RESULTS AND DISCUSSION

The development of technology allows people to communicate with people from around the world, and it happens in the educational world as well, where it is now easier for people who want to study abroad anywhere in the world. International students are engaged in various relationships while learning about new

cultures; they also learn scientific concepts in various educational programs and become the cause of cultural exchange. However, learning in a culturally diverse environment has several challenges that can negatively impact students' learning.

We interviewed various International and Indonesian students at Universitas Padjadjaran to reveal these impacts. We interview various International and Indonesian students at Universitas Padjadjaran. Following the interviews with participants, we discovered common points in all these interviews; based on that, we categorized the themes.

The cultural differences experiences, the impact of cultural differences on the learning process, the cultural coping strategies, suggestions for future students, and cultural differences and development of a community culture are themes discovered through interviews. Then we developed these themes based on the interviews and placed the obtained data in our article based on logical connection.

International students are highly beneficial to academic institutions and their host countries (Beine, Noël, & Ragot, 2014). Students are vital to the prestige of institutions, general reputation, and cultural advancement, and they can drive campus internationalization and financial benefits for host nations (Larasati & Mayagita, 2021). Furthermore, if international students

stay in the host country after graduation, their knowledge contributes significantly to creating a skilled labor force that advances the host country's development (Beine et al., 2014). Finally, when international students return to their home countries, they frequently serve as fantastic ambassadors for the host nations.

The tension, dynamic, and dialectic elements between oneself and the other and between the individual and the collective are consistently present in such development processes. Therefore, intercultural learning primarily entails change, relocation, interaction with others, cross-cultural understanding, and above all, it increases self-awareness, awareness of the Other, and awareness of the connectivity and interdependence of all (Gill, 2007).

International students must acclimate to a new academic environment, including a new assessment system, teachers' communication, and lectures understanding. International students encounter several challenges due to their unfamiliarity with the latest educational system and the demands of new abilities (Beine et al., 2014). Good access to faculty members and the caliber of lecturers are seen as the main factors affecting student satisfaction. Lecturers and governments are very concerned about pupils' academic performance. The elements of the academic environment that have a real impact on how well overseas students learn

overall are included. These elements include the lecturers' knowledge and skills, the lectures' caliber, the structure of the academic content and courses, language instruction, and professional preparation. Therefore, a teaching philosophy that considers these factors is essential for meeting the educational needs of international students and prior studies (Roslidah & Komara, 2017). Revealed that faculty members commonly view the behavior of international students in the lecture hall as inappropriate.

In consequence, institutions must identify and evaluate the different kinds of support needed by international students in the academic setting. The presence of different cultures in different societies creates cultural wealth on the one hand. Where on the other hand, several problems arise due to cultural differences. The world has made much progress in communication, and various communication tools have been created. However, difficulties in adopting some cultural habits and a series of problems can still occur in their existence, whether in a workplace or neighborhood, a cultural difference still happening.

No matter where you work, chances surround you with examples of cultural differences. These differences may be due to ethnic and racial background, age, geography, religion, and even the kind of school people attended.

Language differences are the ones that generate the most issues among all of these cultures, particularly in the educational setting. One is sure to encounter multiple opportunities for misunderstanding because of significant linguistic and cultural barriers. Anyone working somewhere with a radically different cultural history may attest to this (Beine et al., 2014).

Universitas Padjadjaran hosts many international students from different countries. In this university, international students study together with Indonesian students in the same class. Therefore, cultural adaptation may be complex for some students. Almost all of the international students interviewed for this study talked about cultural differences.

A student from Afghanistan pursuing his master's degree in Public Administration at UNPAD told the story of these differences.

When I came to Indonesia, I experienced many cultural differences that somehow shocked me, but you can adapt to the new culture as time passes.

Another student from Yemen, who is a student in the master's program in pharmacy at UNPAD, also mentioned some integral points about cultural differences:

Every country has its own culture, and people feel good about their own culture when they go to another place with even a minor change, they start not to feel good, and maybe after some time, they adopt this situation.

The above discussion concludes that there

are cultural differences between international and Indonesian students at UNPAD. Understanding different cultures help us to have a better comprehension of the world in which we live. It helps to eliminate negative assumptions and biases that one may have about other communities. Because culture shapes how an individual or a group behaves, it impacts various things. Around 210 million people call Indonesia home, representing 500 different ethnic groups and more than 600 languages (Roslidah & Komara, 2017). Therefore, it makes sense that there would be significant cultural disparities with people from other nations, given the country's highly diverse cultural population. Students from foreign countries at UNPAD noted the following various cultural differences.

On the one hand, language is a means of dividing languages that also results in cultural disparities in conveying culture. It is impossible to separate language and culture. One may argue that language represents a culture and that people learn languages through their respective cultures (Roslidah & Komara, 2017).

According to Zein (2020), more than 600 local languages have been used to build different cultural groupings in Indonesia, occasionally presenting communication and educational challenges for international students.

A student in a master's program in communication science from Rwanda says

that speaking the local (Sundanese) language impacts communication.

When we entered UNPAD through a KNB scholarship and came here to Indonesia, we studied the Indonesian language for one year. However, most of the time, they speak the local (Sundanese) language. So sometimes we face problems in communicating with them.

In terms of food habits, there are a set of food-related actions that are culturally standardized and displayed by people who have grown up in a specific cultural heritage. Eating habit means and regulations by which people use food, from how it is chosen, obtained, and distributed to who prepares, serves, and consumes it.

There are various lunchtime customs in several countries, with supper being the primary meal and being eaten in the evening (Belgium, France, Portugal, Italy). Many nations typically have lunch breaks (Qadeer, Javed, Manzoor, Wu, & Zaman, 2021). Surprisingly, “there are no siestas in northern Italy, which is more Europeanized.

A Pakistani in medical technology says that when he came to Indonesia, he was accustomed to Indonesian food, and he mostly drank milk and ate biscuits and cakes. However, after a while, I started eating Indonesian food, and now I like it. It is delicious food.

When I came to Indonesia and was quarantined in a hotel in Jakarta, they brought rice, fried meat, and soup for breakfast. It was exciting that people in

Indonesia even eat rice for breakfast. However, after some time, I realized that Indonesian food is tasty, and now I eat it with pleasure.

A Thailand student who is studying at UNPAD says that there is not much difference between Thai and Indonesian food:

A similarity between Indonesian and Thai cuisine is the use of fish sauce, which is used in both Thai and Indonesian cuisine. Fish sauce is often referred to as ‘Southeast Asian soy sauce. It gives these dishes a salty and sweet taste and helps balance the sweet and spicy flavors used in cooking.

Fashion is a way for people to express themselves, but it is also a way of showing your cultural identity through various styles. People from diverse origins have different meanings for fashion since a person’s culture can influence how they view clothes. Different cultural groups have specific clothing styles, creating cultural diversity. As there are social norms, there are also norms regarding clothing, also known as dress codes. Different cultures often have different views on what they feel is appropriate, clothing and style-wise. In Indonesia, many can wear whatever they desire, and outfits are generally more revealing, but this is not the case in other countries (Manikutty, Anuradha, & Hansen, 2007). Nevertheless, not so for international students all have some cultural restrictions that dictate their clothing style.

A Yemeni student who is studying at UNPAD says that when he wears his traditional

dress, this dress is extraordinary for Indonesian students:

One day, I was on the bus wearing my cultural dress (Arabic Qamis). The Indonesian woman who is sitting next to me asks about my clothes. She asked me whether people in my country wear these clothes. I replied yes. It was very interesting for her. When we wear our traditional clothes, everyone looks at us. Our traditional dress is beautiful for local Indonesian people.

In Indonesia, fashion issues are less critical; however, in other countries wearing specific clothing for religious purposes or tradition could attract other people's attention and become an issue.

People worldwide quickly realize the value of learning about, comprehending, and valuing many cultures in today's dynamic environment. Why is this required? It is essential to create excellent communities that address issues and improve circumstances. However, forms of cultural diversity are not equally beneficial. In order to build the best team in an educational institution, it is necessary to consider the specific cultural characteristics of different countries, for example, language, dress, or food (Zhu, 2022).

On August 19th, 2022, we saw new advancements in education every day. A student begins their studies abroad and is introduced to a new culture, a new learning environment, and a range of cultural activities. They must adjust

to diverse teaching, collaborative learning, administrative, and cultural practices. For instance, it might not be proper to criticize the teacher in one culture or educational system, which might be acceptable in another culture or educational system (Manikutty et al., 2007).

Based on the interviews with Indonesian and International students for this paper, we found that these cultural differences have two kinds of effects on learning (negative and positive effects). The interviewees do not experience culture shock at UNPAD. According to them, Indonesia is a country where people with different cultures can live easily and without problems.

The capacity for efficient cross-cultural communication is known as intercultural competence (Tong, Yang, & Zhang, 2022). Even some of the respondents were surprised by how similar the cultures were. The interviewees talk about the sound effects of education evident in many cultures in Indonesia. Even negative interactions with people from other cultures can be beneficial and encourage cultural development (Gusnawaty & Nurwati, 2019). However, there was no indication of such significant cultural disparities in the tales of the other international students.

A Sudanese student who likes studying in an intercultural environment says: "I think there are many advantages to learning about different

cultures because we all learn from people's behavior. Indonesian people, in particular, are very kind and never make a foreigner feel like a foreigner."

Another participant in the interview says that when classmates from different countries sit next to them, they feel they can have a more comprehensive understanding of different cultures: "In our class, there are students from different countries representing their own culture. I think that if I return to my country, it will be easier for me to get along between cultures."

The phrase "intercultural problems" refers to obstacles to adaption that international students have when they move to study in a different culture. Numerous studies have looked into intercultural issues and found that they have a detrimental impact on students' learning and academic success. International students learning outcomes, which are associated with sustained learning, may be negatively impacted by intercultural barriers (Tong et al., 2022).

International students mention several challenges to learning in the presence of cultural differences, which are as follows: there are several variations in the academic and social spheres of Bahasa Indonesia. Standard Bahasa Indonesia is used for writing academic papers and giving presentations, while local dialects of Bahasa Indonesia are utilized for

social interactions with the general population (Gusnawaty & Nurwati, 2019). One of the participants of the interview also mentions and says these linguistic differences:

It requires learning a lot in the local language to meet standards like shopping and learning it for educational use. Sometimes, there is a linguistic barrier to communication among colleagues or lecturers.

The results of earlier studies mentioned in the literature review are supported by the present study, which found that academic challenges hampered pupils' capacity to maintain learning. In other words, international students typically travel to study in countries where education is of more excellent quality than their own. International students must also interact with their teachers and peers during talks and workshops (Yassin, Razak, Qasem, & Mohammed, 2020).

One of the essential skills to learn at the university level is communicating research, and postgraduate students must improve on this even more. Nevertheless, some international students are facing problems in communicating research." We often have much information on a subject, but we cannot present this information in seminars, workshops, or discussions due to language barriers.

Also, in the field of research, we face problems due to language barriers because the local people here in Indonesia often cannot

speak English, so we are forced to use the Indonesian language, which is problematic.”

Academic pressures, unfamiliar educational and social situations, and problems resulting from typical growth, such as psychological autonomy, identity construction, and economic independence, can all cause stress among university students. International students frequently encounter additional challenges (Khawaja & Stallman, 2011).

Problems arising from cultural differences are fundamental. However, new students should examine how to deal with these issues and what solutions to employ. However, how to cope with these issues and what strategies should be considered by new students who come to UNPAD, in particular, face problems from cultural differences. These and similar issues were addressed by interview participants coming to UNPAD. According to them, the most important thing is that we adapt ourselves to any culture.

When we want to learn in a new cultural environment, the most important thing is that we adapt to this new cultural environment. Because if we move forward

in this new cultural environment based on the cultural norms of our country, it is natural that we will face problems.

Another student who has practical experience with the same cultural differences says that we must respect each other's culture “ If we recognize that we are studying in a multicultural academic environment, and we do not respect other cultural representatives, then violence will occur, and our educational and academic goals will suffer.”

However, throughout life, each learner acquires a distinct set of skills and cognitive resources shaped by the interaction of their biological, social, cognitive, and cultural environments. Knowing their developmental, cultural, contextual, and historical variability is the key to understanding how people learn.

Also, based on the interview data, we asked about the experiences of several current and graduated students, and considering these experiences, these students made several recommendations to the new students. The latter wants to start studying at UNPAD.

Table 2 Negative effects of culture differences

No	Barriers	Negative Effects
1	Linguistic barrier	When there are linguistic barriers present, concepts are not learned as well.
2	Academic barriers	When there are obstacles of academic, particularly research activities not done successfully.

Source: Conducted interviews for research in 2022

(1) My suggestion for newcomers is to be patient, and they will get rid of cultural differences gradually; (2) Before/after being admitted, they can search for Indonesian culture, language, and other things that might help them; (3) Consult people who previously studied in Indonesia. These people have much information; (4) Read all information in UNPAD and its environment, for example, the weather, the number of international students, and the people's characteristics. In the past 20 years, study abroad programs, defined as all educational initiatives outside the nation of origin's borders, have grown in popularity and interest. In recent years, studying abroad has increased in popularity, and many students now do so (Salisbury et al., 2011).

On the one hand, kids learn new talents, while on the other, their understanding of diverse cultures grows (Qadeer et al., 2021). However, what impact does studying abroad have on the culture of the host and native countries?

Intercultural communication has become more common in today's world due to the communication requirements imposed by the globalization of businesses and professional services. As a result of this process, more and more studies are being conducted to better understand these intercultural communication demands and to assist individuals involved in achieving the necessary degree of intercultural

communication competency (Chien, 2020).

Several students at UNPAD say they also learn cultural interaction along with their studies. When they return to their countries, their relations with different cultural groups will become sociable: "In my opinion, studying in a foreign country causes cultural exchange, and learning the culture of another country can be a part of a student's positive experiences."

A communication student at UNPAD says that studying in a foreign country has a positive effect on the culture of both countries: "Studying in foreign countries leads to cultural development in the sense that if a student studies in a foreign country, he/she adopts some of the cultural habits of that country, and when he/she returns to his/her own country, he/she tells other friends about these cultural habits. Thus, the culture of the host country leads to development. Referring to student interviews, studying abroad aided students' intercultural competency and personal growth.

CONCLUSION

Indonesia is a diverse cultural country with more than 600 local languages and different cultural groups. Therefore, studying in such a country for international students is interesting on the one hand, but they also achieve good results in their studies here. There are several

challenges that students especially have to deal with due to cultural differences.

UNPAD hosts many international students from different countries. In this university, international students study together with Indonesian students in the same class. Therefore, cultural adaptation may be complex for some students. Almost all international students interviewed for this paper talk about cultural differences. We interviewed several international and Indonesian students at UNPAD; thus, we can conclude that almost all international students believe that there are some cultural differences in terms of food, dress, and moral codes. Nevertheless, based on their experiences, especially at UNPAD, students can quickly adapt to these cultural differences. On the point of learning in a different cultural environment, it was found that although the experience seems to be difficult, all students can adapt to different cultures since the issue of cultural adaptation directly affects their education.

The effect of cultural differences on learning has two themes. The first positive theme is that the student gets the ability to accept and adopt different cultures. When they graduate and return to their countries, their relations with different cultural groups continue to grow, and they develop a strategy to accept cultural differences. Therefore, achieving academic

goals while adapting to these different cultures is paramount. The second theme is negative, meaning that learning in a culturally different environment has various challenges. If we do not have a suitable adaptation strategy as soon as possible, our learning may be hindered.

In addition, based on data interviews, we have gathered the experiences of several current and graduated students. Regarding their experiences, these students make several recommendations to the new students who want to join UNPAD. They recommend that new students need to study Indonesian culture before coming here and respect the cultural norms, leading them to make good friends. Almost all the participants think there are some cultural differences in terms of food, dress and moral codes. Nevertheless, students can quickly adapt to cultural differences based on their experiences, especially at UNPAD. Finally, problems arising from cultural differences are also significant; for example, issues with food differences and lack of communication in Bahasa Indonesia. However, new students must deal with these problems by applying strategies while coming in contact with cultural differences and people inside and outside UNPAD.

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