The Adaptation Process Of Intercultural Communication Of Mercu Buana University Students In Student Exchange Programs

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Abstract: This study entitled the adaptation process of intercultural communication of Mercu Buana University students in student exchange programs. The concepts and theories were the concepts of intercultural communication, the process of cultural adaptation, Anxiety and Uncertainty Management Theory, Culture Shock, Student Exchange. This research used a qualitative approach with the phenomenology method. The results of this study indicated that adaptation was an adjustment process that must be experienced to learn a new culture contained in a new environment, so that the process of social interaction in a place run well. The adaptation was carried out in order that the students could follow and balance the social life in their destination. To achieve it all, there were several factors and phases of cultural adaptation experienced in the process of cultural adaptation that is carried out by student exchange program students. From the phases of the cultural adaptation process, some participant reached the final phase and there were also participant who did not experience. Four out of the six participants arrived at the bi-cultural phase, and two participants only reached the adjustment phase which means that there rarely anyone were going to abroad and meeting a new culture. Thus, they did not adapt and they would also reach the bi-cultural phase or having a successful adaptation. In this case, they are able to understand the local culture, beside they do not eliminate the local culture that they have.

Keywords: cultural adaptation, Intercultural communication, Exchange Student

INTRODUCTION

Communication has been found as a part that covers the whole of intercultural adaptation. The culture has influenced the concept of certain interpersonal communication styles within groups and diverse individuals. These differences often lead to communication misunderstandings, which can adversely affect the psychological and socio-cultural adjustment of intercultural students. When we communicate with other people, we are faced with different languages, rules, and values. Sometimes it is difficult to understand what they communicate if we are very ethnocentric. According to Sumner ethnocentrism is "seeing everything in the group itself as the center in everything, and the other things are measured and assessed based on the reference group".

Communicating with people from different cultural backgrounds can now be applied in some ways, for example by traveling abroad, holidays and so on. In the academic field itself, it can be done by joining student exchange programs and Double Degree programs, which are usually provided by universities or some government or private institutions. The increased interest of students in conducting student exchange programs abroad, so that they must cross geographic boundaries which will face new cultures for a period of time while making students aware toward the importance of an intercultural adaptation process.

At Mercu Buana University, student interest in conducting student exchange programs and double degrees are quite high. Within the last five years according to data from the alumni innovation center and international cooperation of Mercu Buana University, 136 students of Mercu Buana University went abroad to participate in student exchange programs and double degrees in various countries such as Malaysia, Korea, China, and Taiwan.

Conducting activities such as student programs and double degrees have their own challenges such a cultural adaptation. Mercu Buana University students in conducting student exchange programs for example, there are various challenges and obstacles that are felt. For example, when they come to the destination of a new country, they will feel a variety of feelings such as anxiety, pleasure and fear. It was all felt because individuals had never encountered and felt the atmosphere, norms and culture of other countries destination. This is what they will experience and must pass to survive in order to balance the environmental conditions in the destination of other countries. Various obstacles such as language, mindset, food, and cultural differences are experienced in the process of achievement. However, when individuals get through it all, they can individuals who can adapt and follow the daily life and the new environment. This happens in the communication that occurs between Indonesian students in the student exchange program that communicating with local Malaysian students. Furthermore, it occurs a misunderstanding of a word meaning. The different meaning of word can also be a problem in communication.

We can take misunderstandings containing ethnocentrism, for example: Indonesian students in New York consider foreigners who give something with their left hand to them as uncivilized, even though people in America think that they are not meant to this, because in their culture, they use their hands left is not an act of impertinence. In addition, a woman from Australia is suprised when they are on a way from Bandung to Yogyakarta seeing an Indonesian woman who was breastfeeding her child in public. He considers these behaviors to be primitive, because in his own country, the woman have never been done. These

intercultural misunderstandings above can be reduced if we know the language and cultural behavior of others, know the principles of intercultural communication and practice it in communicating with others (Mulyana & Rachmat, 2014: viii-ix).

The process of communication adaptation is important because, when we are in a new social environment, and a new place, we must know, learn, and respect their traditions and habits, because actually every communication we make with different people contains the potential for intercultural communication, because we have different cultures, no matter how small the differences are. So intercultural communication should be a decision for anyone who wants to communicate effectively to others.

This is a way so that we can be accepted as part of the environment. Likewise with communication, to interact with the community, communication can be our weapon in mingling and understanding what is the intent and purpose conveyed by them. The communication in question is verbal communication, as well as non-verbal communication. By knowing how the social procession they do, it can facilitate us in carrying out daily activities, and carrying out social interactions easily. So that obstacles and challenges in the environment can be overcome. When students immerse themselves in a new culture, they will become familiar with new practices, in which to learn a new atmosphere, a place, to know new condition and learn to interact with new people, all this as time goes by, it will enter and create a new identity. Eventually, this becomes accustomed to a new way of life, not realizing that these small changes or habits determine what they now know. All new routines and habits will become the new norm for creating a new identity.

Carrying out an adaptation process using broad concepts, quoting from research journals conducted by Yang Soo Kim and Young Yu Kim quoting from Kim, states that: Cross-cultural adaptation can be said to be an "overall phenomena of individuals who migrate from origin to foreign or new socio-cultural environment which is trying to build and maintain a relatively stable relationship to the surrounding environment, reciprocity, and the creation of functional environments. " With the aim of achieving a "Match of" overall "between individuals who adapt to the new environment, in order to maximize the opportunities for individual social life" (Kim & Kim, 2016: 62-63).

One thing that becomes one of the perspectives of intercultural communication is to emphasize that the purpose of intercultural communication is to reduce the level of uncertainty about other people. In interpersonal encounters, they are often confronted with ambiguities about each other's relationships. Considering the importance of intercultural communication competencies, the researchers were interested in conducting research related to the process of adaptation of intercultural communication of students at Mercu Buana University in participating in student exchange programs. This research is expected to be a reference for students who will participate in various student exchange programs or conduct activities in other countries so they will not experience cultural shock.

LITERATURE REVIEW
Intercultural Communication

Intercultural communication firstly appeared in 1974 by Fred Casmir in The International and Intercultural Communication Annual. Then Landis strengthened the concept of intercultural communication in the International Journal of Intercultural Relations in 1977. Then in 1979. Molefi Asante, Cecil Blake, and Eileen Newmark published a book that specifically addressed intercultural communication, namely The Handbook of Intercultural Communication. Since then many experts have begun to study intercultural communication. Furthermore, in 1983 the International and Intercultural Communication Annual was born which in a special rubric accommodates writings on intercultural communication. The first theme of Intercultural Communication Theory was launched in 1983 by Gundykunts. Then another edition on communication, culture, the process of intercultural cooperation was also written by Gundykunts, Stewart and Ting Toomey in 1985, inter-ethnic communication by Kim in 1986, cross-cultural adaptation by Kim and Gundykunts in 1988, and finally communication / languages and culture by Ting Toomey and Korzenny in 1988 (Ridwan, 2016: 3-4).

In the journal of Bhernadetta Pravita Wahyuningtyas, there are mentioned two main concepts that characterize intercultural communication, namely the concept of culture and the concept of communication. The relationship between the two is very complex. Culture influences communication and in turn communication also determines, creates and maintains the cultural reality of a community / cultural group. In other words, communication and culture are like two sides of a coin that are inseparable and influence each other (Wahyuningtyas, 2016: 21-22). The focus of attention in communication and culture studies also covers how we understand meaning, patterns of action, as well as how these meanings and patterns are interpreted into a social group, a cultural group, to an environment that involves human interaction.
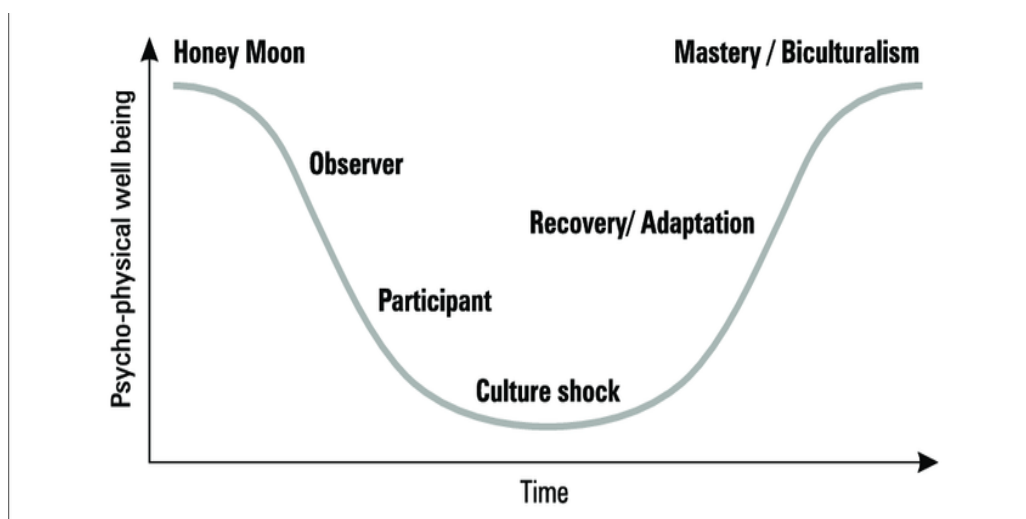
Cultural Adaptation Process

Adaptation is described as a three-step process by Kim, namely stress-adaptation-growth. Stress process. When entering a new environment, newcomers will experience stress or pressure due to culture shock, avoidance, or selective attention. Stress motivates someone to adapt to the new environment or the host environment to restore balance. Adaptation process. Adaptation can be achieved through acculturation and deculturation. From this learning process adaptation, it occurs in the form of internal growth transformation. Finally the process of growth. The process of growth is not linear but helical, namely, an increasingly circular shape shows attention to the fact that the communication process moves forward and what is communicated now will affect the structure and content of the communication that follows, which is marked by the ups and downs of the process of stress-adaptation (Soemantri, 2019: 49).

The process of cultural adaptation is closely related to the situation where there are excessive worries and anxieties experienced by people who occupy new and unfamiliar territory. Gundykunst and Kim in Samovar (2010) describe four levels of the process of self-adaptation in the form of a U-Curve so-called U-Curve. The four stages of the adaptation process are as follows:

1. The Honeymoon Phase. A stage where we feel happy, because it will take a trip to a different place that we have never visited. This stage is called the "honeymoon" phase or the excitement / optimistic phase. This first phase is described as

the left end in the U-Curve. Usually individuals adjust to new pleasant cultures because they are full of new people, as well as new environments and situations.

2. The Crisis Phase. The second stage is the mass where their attraction and novelty often turn into frustration, anxiety, and even hostility because the reality of life of an unfamiliar environment or situation becomes more visible. This phase is also called the disappointment phase and individuals which begin to have difficulty adapting and communicating. The phase where we feel the difference between our country and the country we visit, both in terms of food, environment and language that may be difficult to understand. This can make us feel isolated from the environment. However, this phase will be passed if it is able to adjust well.

3. The Adjustment Phase. This third stage is identified as the beginning of readjustment process as each begins to develop ways to overcome their frustrations and face the challenges of new situations. This phase is also called the initial resolution. In this case, people gradually make some adjustments and modifications in how they deal with the new culture. In this phase, interacting with the new environment is already done. Cultural differences are no longer a fear of obstacles to interact with people who have different cultures.

4. Bi-cultural Phase. The final stage is the continues re-adjustment. This last phase is called the effective functioning phase where the position is at the upper right-hand end of the U-Curve, one begins to understand key elements of the new culture (values, special habits, beliefs, communication patterns and others). At this stage, you feel comfortable living with two cultures at the same time. This is a good indication or progress because indirectly we feel comfortable and can blend in with the new environment. But there are also students who worship foreign cultures so much that when they return to their own country, they feel alienated. For this reason, there must be a balance between understanding culture without leaving our identity as Indonesian people (Tariq & Anshori, 2017: 164-165).

Figure 2.2.2. U-Curve Kim and Gudykunst Adaptation Process Stage

Factors in Performing Cultural Adaptation

There are several factors in carrying out cultural adaptation such as personal communication, host social communication, ethnic social communication, environment, and predisposition. The following explanation:

1. Personal Communication occurs when someone feels something in their environment, then gives meaning and reacts to objects and other people contained in the environment.

2. Host Social Communication is interpersonal communication and mass communication. Interpersonal communication refers to the interaction between individuals with one another at the interpersonal level. Host social communication occurs between individual migrants and individuals from the local culture so that there are cultural differences between the two.

3. Ethnic Social Communication is as same sa Host social communication originating from interpersonal communication and mass communication. However, ethnic social communication occurs between individuals with the same cultural background, for example migrant individuals interact with individuals who have the same origin and culture. The mass communication is related with the means used in distributing and perpetuating culture. This includes both media such as radio, television, newspapers and the internet; and also non-media based institutions such as schools, religions or any public place where communication takes place in the form of cultural rituals. This mass communication functions as a power in the process of adaptation by transmitting topics of events, social values, norms of behavior, perspectives of traditional environmental interpretations. Mass communication means the interaction between individuals and the masses both through the media and non-media.

4. Environment is divided into host acceptance, pressure for conformity from host, and strength of ethnic groups. Host acceptance refers to the willingness of the local culture to accept and accommodate migrants through the opportunity to participate in social communication. From a migrant perspective, this can be considered access to entry, or an opportunity to get in contact. Pressure on conformity from the host is a combination of conscious and unconscious pressure on

migrants to adopt local cultural practices, and host tolerance in respecting cultural practices that are different from their culture.

5. Predisposition, which refers to the personal situation of migrants when they arrive at the local cultural group, the type of background they have, and the experiences that they have before joining the local culture (Soemantri, 2019: 49-50).

**Anxiety and Uncertainty Management Theory**

Anxiety and Uncertainty Management Theory (AUM) is a theory developed by William Gudykunst through his research in 1985 using existing theories as a starting point. The theory used specifically in Gudykunst's research is the Uncertainty Reduction Theory by Charles Berger and Richard Calabrese. Gudykunst is a professor of communication from California University (Utami, 2015: 185-186).

Stephan & Stephan (1985) defines anxiety as feeling uncomfortable, tense, worried, anxious that someone feels about what will happen to them. Anxiety is an affective response, not cognitive such an uncertainty. This anxiety can create motivation to communicate and if managed properly, it can create an effective communication. In the intergroup communication, anxiety tends to be higher compared to the condition of interpersonal communication. However, anxiety is dynamic and tends to decrease when we feel comfortable with the person (Utami, 2015: 186).

Uncertainty occurs when we are between two conditions: on the one hand, we strongly believe in our predictions, while on the other hand, what will happen can be very unpredictable. This uncertainty is cognitive and reduces the effectiveness of communication so it must be managed properly. If the situation cannot reduce the uncertainty, then we must be able to reduce it ourselves. Uncertainty will be felt even greater when communicating with strangers compared to members of our own ingroup.

According to Gudykunst, effective communication is caused by mindfulness and uncertainty / anxiety management. Mindfulness is a cognitive state that is needed as a moderation process in managing anxiety and uncertainty in order to create effective communication. Mindfulness makes our prediction of someone's behavior better than using prejudice and stereotypes. When dealing with strangers and we feel the presence of uncertainty and anxiety, both must be managed properly to be within the threshold. One way is to be mindful so that we can provide the right response and create effective communication (Utami, 2015: 186).

Figure 2.2.3.The Structure of Student Adaptation Communication who is studying in other countries
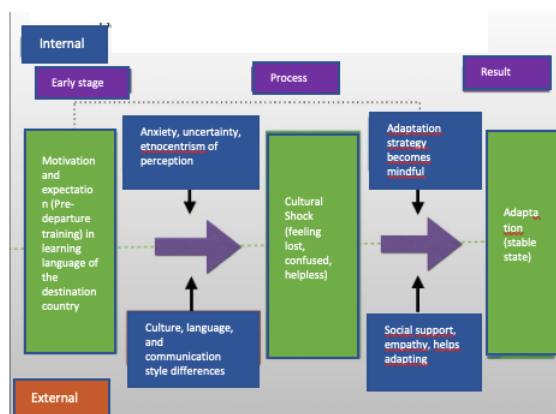
Culture Shock

There is still no clear definition of Culture Shock which is usually associated with the anthropologist, Oberg (1960) more than 40 years ago. Various attempts have been made to "dismantle" the definition (Ward et al. 2001): 1) Tension due to the efforts needed to make the necessary psychological adaptations, 2) Feelings of loss and feelings of friends, status, profession, and wealth, 3) Rejected by / and or rejecting members of new cultures, 4) Confusion in expectations, values. role 5) Shock, anxiety, even disgust and anger after realizing cultural differences, 6) Feelings of impotence because they are unable to overcome the new environment (Furham, 2012: 11). Then Guanipa (1998) states that Culture Shock is a term that describes the anxiety when someone moves into a completely new environment. This term expresses a lack of direction, a feeling of not knowing what to do or how to do something in a new environment, and not knowing what is appropriate or inappropriate. Milton (2005) states that culture shocks occur in different environments. The most severe and expensive cases of culture shocks occur in individuals who live in other country for a long time such as international students (Ernofalina, 2017: 87-88)

Culture shock is a term used to describe the feeling of shock, anxiety, and error that is felt when someone comes into contact with a different culture, such as when in a foreign country. These feelings arise due to differences and difficulties in adapting to new cultures. Culture shock can cover aspects of daily life such as food, how to dress, price of goods, etc. The more different the culture, the more severe the effects. Culture shock involves (1) the feeling of loss of identity and deprivation of status, values, profession, and friends. (2) Identity pressure, as a result of efforts to adapt psychology (3) rejection of that identity by members of the new culture. (4) Confusion of identity, ambiguous and unpredictable. (5) failure of identity as a result of the inability to cooperate with new environments (Field at all, 2018: 127).

Student Exchange

Student exchanges are colleges that travel abroad to live in a new country as part of a scientific exchange program. While they are in this program, exchange students usually live with local host families and attend classes at local schools, while immersing themselves in new cultures, potentially learning new languages, and experiencing the world from different perspectives, they are not only just living together with the host families, they usually settle in dorms and apartments. Some universities and colleges have

agreements with other universities in various countries that allow students to live abroad while studying for a short time, commonly known as "student exchange" (Crislip, 2019).

Student exchanges can take anywhere from two weeks to one year depending on the program. Exchange students in college students usually spend one semester to one year abroad, but there are also short-term programs that last several weeks during summer or winter holidays during the academic year. Following the student exchange program abroad has its own advantages and experiences. Students who are placed in foreign countries often greatly improve their language skills while implementing the program. Improving language skills is very important because it can be one of the best ways to learn a new language, so living with a host family, attending classes, and having to communicate most of the time in different languages can greatly improve one's vocabulary.

Being a student exchange student can also build self-confidence. Students often learn how to communicate in new languages, overcome loneliness and longing, make new friends, and maybe even find new found independence. Many exchange students gain a new level of maturity after participating the student exchange programs, and can also develop international friendships (expanding networking networking). In addition to personal growth, skills developed during student exchange programs are also a great selling point for prospective employers once students graduate and enter the workforce. In addition to the several benefits to be gained in participating in a student exchange program, losses can also be found by students. Homesickness is the most common thing that happens to students doing student exchanges. Students move to a foreign country, away from friends and family, for long periods of time, often experiencing this. This is natural and often happens so as to feel homesick from time to time. Cultural shock is another thing that exchange students must face when they are in their programs.

METHODOLOGY

This study used a qualitative approach in which the researcher made complex descriptions, examined words, detailed reports from the viewpoint of respondents, and conducted a study as it was (Creswell, 1998: 15). The research method in this study was the phenomenology of Alfred Schutz, who focused on inter-subjectivity. Schutz views that the understanding of actions, speech, and interactions is a prerequisite for any social existence (Cresswell, 1998: 53). Then the research subject chosen purposively which refered to participants who can explore and articulate their experiences consciously.

In data collection techniques, primary data was obtained based on the results of depth interviews with the participants who had relevance to the data needed. In addition, this study used observation. Observations were made on the activities carried out by members of the Indopinups community. In addition, it was supported through a search of existing data in a number of documents, both within the environment of the research object and other institutions related to the research material. In this study, the data analysis used was an interactive model, which included three components: data reduction, data display and drawing and verifying conclusions. The conclusion was then verified so that it could be accounted for (Hamid & Nurcifera, 2019: 1014-1015).

Research subjects taken by researchers were students of Mercu Buana University who participated the student exchange programs. Mercu Buana students who took part in student exchange were taken as research subjects because they were relevant to the research title used. There were seven students of Mercu Buana University who were used as research subjects, including 3 (three) male students and 4 female students, they were students who had attended student exchange programs abroad such as in Malaysia, Korea and China.

In this study, the researcher carried out the process of data validity checking by interpreting the technique of comparing and checking back the degree of information confidence obtained by: (1) comparing observational data with interview data (2) comparing the consistency of the respondent's answers, namely by comparing what the resource person said in public for example, with what was said privately (3) comparing one's perspective, with others in his work team (Irawan, 2019: 19).

DISCUSSION
Factors in Cultural Adaptation

The results show that the purpose of adaptation is to be able to adjust to which finally can get comfortable in a new environment. Based on the results of research data that has been outlined above, it can be seen that research data in the form of interviews above are categorized into five factors of cultural adaptation including:

1. Personal communication that occurs when someone feels the things that are in their environment, then gives meaning and reacts to objects and other people contained in the environment. Some Indonesian students such as Jovita and Indah, for example, who took part in this program were already familiar with the culture and language of their destination country. This might happen as a result of exposure to Korean pop culture or Korean wave which was quite shocking in Indonesia for Jovita. Likewise with Indah, the presence of cartoon series from Malaysia such as Upin and Ipin that aired on one of the private TV stations in Indonesia made Indah feel familiar with some of the vocabulary of the Malay language that is often heard. quite familiar with Korean culture and language is included in the factor of personal communication. This personal communication is related to individual personal communication competence which consists of cognitive and affective aspects. These aspects bring individuals to increase their communication competencies by understanding or increasing their knowledge of the local culture and language.

2. Host social communication, namely, interpersonal communication and mass communication. Interpersonal communication refers to the interaction between individuals with one another at the interpersonal level. Host social communication occurs between individual migrants and individuals from the local culture so that there are cultural differences between the two. Although the student exchange and double degree program only lasts a penny and two years, the process of adaptation is still needed, especially because students also have to interact with many people with different

cultural backgrounds. If possible in the campus and hostel environment, participants are still facilitated because there may be some who understand English as the language of instruction, but this is not the case with the off-campus environment. Most local residents such as Chinese and Korean were lack of English, so it is foreign students who have to adapt to know and understand their language. The individual communication competence becomes very useful if it is used in this level of social communication, especially if we have to interact with the local cultural community. This is included in the interpersonal communication factor in the host social communication. Interaction with the local community also increases the level of the adaptation process for migrants. For example, the more often Indonesian students interact with local residents the more they become accustomed to these different cultures. For example, there are participants who only understand a little of Korean and Chinese, the more often these participants interact with local residents (especially those who do not speak English) as experienced by participants who go to Korea and China. The participants increasingly understood what they said even though they could only catch a few of the words spoken by the local population.

3. Ethnic social communication, which occurs between individuals with the same cultural background, for example migrant individuals interact with individuals who have the same origin and culture. The mass communication is related with the means used in distributing and perpetuating culture. Of course, students who come from Indonesia, besides they meet new fellow friends from Indonesia with the same cultural background, this can be made easy for some students in carrying out the adaptation process because they feel there are other individuals who are with him, this can be said as an ethical factor social communication. As experienced by Resty, Yanuar and Sandy who said that it turns out that when they were conducting a student exchange and double degree program, they also met with a number of students from Indonesia who also had different campuses. This makes them feel that they have people who can help each other in the process of adapting, for example, being able to exchange new information that is known relating to their country both language, culture etc., so that they can complement and help one another.

4. Environment is divided into host acceptance, pressure for conformity from host, and strength of ethnic groups. Host acceptance refers to the willingness of the local culture to accept and accommodate migrants through the opportunity to participate in social communication. Various activities carried out in the environment make the participants get information about their new environment to help them in the adaptation process such as orientation periods, seminars on culture, and language classes. This is an environmental factor which is an important factor in the adaptation process. How the culture and the local community accept migrants, pressure migrants to quickly adjust to the local culture, also the strength of groups that are cultured with migrants is very influential on the motivation of migrant adaptation (Utami, 2015: 195). Jovita, Indah and Yanuar before joining the lecture process were given a number of orientation activities they conducted such as seminars on cultural introduction, out bound, campus introductions to language classes that were followed. This is done to introduce and inform them about the environment and the prevailing social system. Being able to recognize an environment that has never been met can give our vigilance in acting in a social environment.

5. Predisposition, which refers to the personal migrants circumstances when they arrive in different cultural groups, the type of background they have, and what kind of experience they have before joining the local culture. In addition, the participants met with friends from various other countries with very different cultures. It must also face cultural and linguistic differences with the indigenous peoples of the visiting country. These different cultural backgrounds were brought by each student participating in a student exchange and double degree program, this is called by the predisposition factor as Kim said. As experienced by Faza as one of the participants, during in Korea in conducting student exchange programs, they did not only meet with Koreans, but also with Danish and Spaniards until he became close friends with people from the country. The process of predisposition made Faza felt able to adapt there.

Factors in making adaptations felt by individuals can prove the ability or not of an individual through the process of cultural adaptation. The following describes the discussion of what researchers get. from the results of research from resource persons using in-depth interviews. The concept of discussion that researchers do is based on the theory of U-curve cultural adaptation.

Culture shock is a term used in the discussion of intercultural communication processes. In intercultural communication, cultural adaptation is needed so that communication can run well and smoothly. Culture shock is an emotional phenomenon that is caused by a disorientation in one's cognitive, causing interference with identity. Cultural differences become its own obstacles for individuals in running a new life. This is a new task for someone to understand the cultural differences. Socio-cultural factors become one of the causes of various symptoms caused. This factor becomes an important factor for individuals in adjusting themselves to new cultures and social life. Individual interaction with culture is needed to get comfort in interacting to avoid social disparity and culture shock. The importance of interaction is as a forum for thinking about the mind, self, and society in establishing communication and adaptation between individuals and society, the environment and culture in adjusting to differences.

Culture Adaptation Phase
1. Honeymoon phase. The honeymoon phase is the first phase in the concept of cultural adaptation. Ruben and Stewart in their book explain that this is a phase where someone has just moved to a new territory, who has high expectations and

curiosities, great curiosities and a willingness to know something new (Nihayatinisa, 2018). When the participants arrived at their destination such as Malaysia, South Korea and China, some of them felt various feelings such as feeling happy, scared and exited. Because this is the first time they have visited a country they had never visited before, so everything they will experience will be something new such what was experienced by several participants. For example, Resty and Jovita, when they arrived at their destination country they felt fear for their own reasons. The fear were not being able to adapt and survive in an environment they have never visited is one example of depicting feelings when individuals come to a new place. In contrast to other participants such as Yanuar, Indah, Sandi and Faza, they felt exited when they arrived at their destination.

2. Crisis Phase. The crisis phase is the phase where individuals who carry out cultural adaptation will experience various obstacles in the new environment. This phase is also called the disappointment phase and individuals begin to have difficulty adapting and communicating. The phase where we feel the difference between our country and the country we visit, both in terms of food, environment and language that may be difficult to understand so that it can make us feel alienated from the environment. In the crisis phase due to differences between the country of origin and the destination country both in terms of food, social and cultural environment, language, and lifestyle, the participants began to compare these things with those in their home countries. Feelings of home sickness and anxiety began to come, this is the phase of "Culture Shock" that makes migrants feel alienated from the environment. But this phase will be passed if it is able to adjust well. Some participants such as Faza, Jovita and Sandy who live in Korea and China said that language and communication were one of the problems faced. Because in Korea and China, they have their own language in everyday life even speaking with foreigners. And also at campus there are many Chinese and South Korean students who cannot speak English well and also they find it difficult to mingle with outsiders. For them English is their big capital when leaving for Korea and China. Jovita and Faza had difficulty because they did not speak Korean fluently, but Sandy, who had followed the double degree program for two years, had not had too much difficulty, because when she was still in vocational high school she had learned Mandarin and added language learning facilities. mandarin at the campus before leaving for China, so having the capital of mandarin makes Sandy less difficult to communicate. For Sandy, Faza and Jovita, if they join an exchange or double degree program to Korea and China, students from abroad are required to take the country's language classes. The aim is to help students be able to communicate with local people. In contrast to students who do student exchange programs to Malaysia such as Indah, Yanuar and Resty. For the language and communication problem is not the biggest obstacle for them, because Indonesia and Malaysia have a common culture including language, namely Malay.

3. Adjustment Phase. Adjustment phase is a situation which is identified with the start of the adjustment process for individuals in a new environment. Each individual begins to develop ways to overcome their frustration and face the challenges of new situations. This phase is also called the initial resolution. People gradually make some adjustments and modifications in how they deal with the new culture. In this phase, interacting with the new environment is already done. For the communication aspect, Sandy finally tried to push herself to control her friends to speak English. Sandy realized that as a way to survive, she had to accept differences and try to draw closer by putting in a little humor. The two participants who went to Korea made different decisions from each other. Although they had said that communicating in Korean is very difficult. Faza took the decision to only communicate with people who could use English, even though there was actually a desire to communicate. Meanwhile, Jovita tried his best to communicate using Korean which he learned from class and also Korean drama which he often watched. Korean and Chinese are indeed difficult to understand and learn. During the adaptation process, the participants learned several new things such as learning languages, etc. The do not only learn new things, they may also need to change or adjust their behavior.

4. Bi-cultural phase. The ongoing or continous adjustment phase is the stage when someone starts to understand the key elements of a new culture (values, special habits, beliefs, communication patterns and others). At this stage, you feel comfortable living with two cultures at the same time. This is a good indication or progress because indirectly we feel comfortable and can blend in with the new environment. During this phase individuals begin to adapt to new cultures, embrace their differences and accept what is offered. This phase is characterized by individual success in building social relationships. In a certain period of time, it might not be enough to prove the success or achievement of the objectives of intercultural adaptation and the effectiveness of communication that occurs with people who have different cultures. However, in that time period, the process of intercultural adaptation has also been going on, because basically every individual will definitely adapt when dealing with a new environment. As Kim and Gudykunts said, the process of adaptation is something that is naturally owned by each individual naturally and universally. The most important thing in adapting is openness, strength and positive thinking ability of migrants and the local environment. For Yanuar, Indah and Resty to adapt and to communication in Malaysia is very easy, because the languages of Malaysia and Indonesia are not much different from using Malay. As experienced by Resty, to communicate there there is no difficulty for her because in everyday life Resty uses Malay language with her parents, as well as Indah and Yanuar for them the Malay language used

by the local people there is still easy to understand and is still within the reach of the brain. For Sandy, doing communication adaptation in China at first was difficult because most of the people there could not speak English well, but by doing various ways such as taking Mandarin language classes for one year, and there was preparation before departure and finally ventured to communicate in Mandarin. For Jovita and Faza, it is difficult to interact and communicate with people there, because just like in China, people in Korea do not really understand English well. The lack of preparation and the short time, it made Jovita and Faza interact more with other foreigners compared to interacting and communicating with local people.

Based on the results of research data that has been done by researchers, the researchers found that the factors of cultural adaptation and cultural adaptation phases help the participants in the process of cultural adaptation. Cultural adaptation factors experienced by participants occurred in the honeymoon phase and the crisis phase in the u-curve adaptation process. Cultural adaptation factors such as personal communication, ethnic social communication, environmental and predisposition, researchers found in the honeymoon phase, while cultural adaptation factors, host social communication occurred in the crisis phase of cultural adaptation.

When an individual is in a new place or a new environment, to initiate interaction in this case is to communicate, Individuals will face uncertainty and anxiety because for the first time interacting with people with different cultures. Individual communication competence also influences the individual in controlling his feelings of discomfort (anxiety) and his uncertainty (uncertainty) in interacting with strangers or people with different cultures with him. By understanding and knowing about the culture of the country visited, naturally most Indonesian students can control the discomfort and uncertainty they feel when communicating with local residents. For example, they do not need to be confused and feel uncomfortable anymore because they already know that communicating with older people in Korea must use formal language, it is different when communicating with people of the same age or younger. This can also be called mindfulness in which we become able to categorize someone more specifically, think more about what behavioral responses are appropriate for that person, and be more aware that other people can have different perspectives from us.

According to Gudykunst, effective communication is caused by mindfulness and uncertainty / anxiety management. Mindfulness is a cognitive state that is needed as a moderation process in managing anxiety and uncertainty in order to create effective communication. Mindfulness makes our prediction of someone's behavior better than using prejudice and stereotypes. When dealing with strangers and we feel the presence of uncertainty and anxiety, both must be managed properly to be within the threshold. One way is to be mindful so that we can provide the right response and create effective communication.

The uncertainty and anxiety of individuals in a new environment and new culture needs a further research. This further research is important because as the purpose of the investment itself, the individual's communication competence also influences the individual in controlling feelings of discomfort (anxiety) and uncertainty in interacting with strangers or people of different cultures so that the purpose of adaptation is needed to be able to adjust yourself with a new environment and finally can get comfort, effectiveness of communication and minimize uncertainty and anxiety with the new environment and individuals with different cultures.

Assuming the importance of interaction because the purpose of communication is to reduce uncertainty about the other person. The essence of the theory of reducing uncertainty is to reduce uncertainty between strangers when first meeting and having a conversation. According to Berger and Calabrese when foreigners first meet, they will increase their ability to predict what others will do. Therefore, it is important for further research on reducing uncertainty.

CONCLUSION

Based on the results of research and discussion data, it can be concluded that adaptation is an adjustment process that must be done to learn a new culture contained in a new environment, so that the process of social interaction in a place can run. Adaptation was carried out in order to be able to follow and be able to balance social life in the destination. To achieve it all, there were several factors and phases of cultural adaptation experienced in the process of cultural adaptation that is carried out by student exchange program students.

From the phases of the cultural adaptation process experienced, some participants reached the final phase and there were also participants who did not experience. Four of the six participants arrived at the bi-cultural phase, and two of the participants only reached the adjustment phase which means that rarely anyone going abroad and meeting a new culture did not adapt and would also arrive at the bi-cultural phase or could be said to be successful adaptation in which they are able to understand the local culture and also do not eliminate the culture that they have from the cultural roots.

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