

THE USAGE OF POCKETBOOK AS DAILY LIFE GUIDANCE FOR INTERNATIONAL STUDENTS

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ABSTRACT

This research is intended for providing international students living in Indonesia, especially in Malang City with guidance for daily lives. Based on the observation, they generally experience culture shock when they occupy a new environment in their destination country. Culture shock is a condition when someone is surprised by unfamiliar circumstances or events in their new environment. International students may face this condition to adapt in a new place. Factors that can affect culture shock are varied, including social norms, cross-cultural gender relations, anxiety, depression, pressure, social activities and unusual lifestyles, feelings of worthlessness, frustration, and homesickness. The researchers developed the book by using the ADDIE methods. From the evaluation phase. It can be concluded that the pocketbook is considered appropriate for the guidance of the international students living in Malang City both from its content and language uses.

Keywords: *guidance, handbook, international students*

INTRODUCTION

After the pandemic, changes in various scientific fields have been inevitable. Not to mention in the education sector, the development of international students around the world has increased rapidly in the last two decades. Since 2007, international students studying abroad almost doubled from 3 million to 5.6 million students in 2018 (Education at a Glance, 2020). This condition developed due to the interest of foreign students to pursue further studies outside their countries. Foreign students are students from abroad who move from their home country to the destination country to pursue further studies (UNESCO Institute for Statistics, 2009). The international students mainly undergo short term and long-term studies abroad. Short-term study is a course of study undertaken by students to other countries with a period of less than one year. One example is the Indonesian International Student Mobility Awards (IISMA) student exchange scholarship program for one semester from Merdeka Belajar Kampus Merdeka (Kemdikbud, 2021). Based on the data taken from the UNESCO UIS website (2021), Indonesia has 7,677 foreign students coming from various countries. This condition increased when viewed from the issuance of foreign student study permits from the Directorate of Institutional Development of Higher Education as many as 5,271 people in 2015. Specifically, the four largest international student contributors are Malaysia (22%), Timor Leste (21%), Thailand (13%), and India (12%).

The growth of international students in Indonesia, so far, has not been balanced with assistance for them in adapting to the world around (Hapsari & Hamamah, 2019). New foreign students who come to Indonesia tend to experience various problems in adapting. Studies from Brown & Holloway (2008) also show that international students experience challenges from inside and outside the campus. These problems are social norms; cross cultural gender relations; anxiety; depression; (Sawir et al., 2008, Barletta & Kobayashi, 2007) pressure; cultural fatigue; unusual social and lifestyle activities; feelings of worthlessness; frustration; and longing (Brown & Holloway, 2008 & Russell et al., 2008) the country of origin (Poyrazli & Lopez, 2007); loneliness for those from countries that are quite closely related to their familiar conditions (Zhiheng Zhang & Brunton, 2007); and in living everyday life, such as boarding accommodation, passports, visas, and other adaptations.

The difficulty of students in adapting is what is referred to as culture shock. Culture shock is a condition when a person is surprised by an unfamiliar state or event in their new environment (Lombard, 2014). This situation is commonly experienced by everyone who switches countries or places that are different socio-culturally. Zhiheng Zhang & Brunton (2007) noted that this is often the case for foreign students who have recently moved countries. The various problems above can be minimised by developments in the internal system of the campus itself. One of them is the government's manoeuvre to provide Indonesian programs for Foreign Speakers (BIPA) in several countries. BIPA campus is Indonesian language training for foreign learners who come from different cultural backgrounds (Inderasari & Agustina, 2017). However, this program only solves problems from the language side and has not been able to overcome other problems.

Furthermore, based on the observation, it can be concluded there is still no specific guide for them to live their daily lives in Indonesia. The pocketbook for foreign students is still struggling on the introduction of campus orientation and education within campus institutions. This guide that is only limited to academic life can make it difficult for international students to adapt in a new environment. There are several studies related to pocketbook research for foreign students. One of them is research by Gurung & Riaz (2015) who writes about an employment manual for new foreign students in Finland. The pocketbook is useful for improving their job prospects in the Finnish labour market, especially in the field of social services. They took the data based on three different schemes, namely job recruiters, student unions, and student groups consisting of three alumni, and students in the first to third years. The content of the employment manual contains steps to take the job. Several examples are on how to write a CV, Cover/Application Letter, and Job Interview. As for the development of this book material, the results of the research are useful for international students in Finland to find a decent job.

Research related to the pocketbook of foreign students was written by Petrasova (2017) on international students in Finland. They interviewed six new international students from outside continental Europe who were studying in Finland. From this research, the material collected as a pocketbook covers five topics, namely (1) language, (2) learning motivation, (3) time management, and (4) finance. From the creation of this playbook, new foreign students can save their time and money in living life in Finland. There are various benefits of pocketbooks that can help readers understand the material. Pocket books proved to be a functional and applicative medium for people in their spare time. In addition, Son et al. (2016) as it is mentioned in Sofiana & Ayu (2017) also points out that pocketbooks are also easy to carry and easy to learn. Another study of pocketbooks is done by Cahyono et al., (2018) which stated that the book can be a useful learning medium to attract the attention of students to increase their learning interest. While in Indonesia, Hapsari & Hamamah (2019) write about research related to the academic, social, and cultural life of foreign students. In this research, there are quite interesting findings related to the way international students adapt socially. First, they have no significant difficulties in interacting socially with peers and lecturers. However, international students tend to be forced to wake up early because they follow an academic schedule in Indonesia and do more frequent indoor activities. In fact, they do not understand the other places around the city. This is because no guidance is given to foreign students. Furthermore, in their findings, active students are easier and faster to adapt than those who are introverted. Previous research was also done with the purpose of examining how international students adjust to difficult situations, take, for instance, one conducted by Wardani & Saidiyah (2016), the one about in-depth research on three foreign students from Thailand. Based on the results of the research, students who actively socialize and participate in activities on and off campus are easier to adjust to than those who give up easily and spend less time hanging out with their peers. This condition can be influenced by the nature and character of everyone, as well as related to socio-culture in Indonesia.

Mardiningrum & Larasati (2021) did research on two international students from Taiwan and Thailand who lived in Yogyakarta about the phenomenon of culture shock that they experienced. The findings of this study show that language, food, clothing, community character, handshake culture, and traffic are a source of culture shock for foreign students. From this study, there are several strategies to overcome cultural stuttering, namely (1) tolerance, (2) adapting and (3) seeking help. From the previous studies above, it can be concluded that most of them were only dealing with the problems international students encountered during their stay in Indonesia.

Furthermore, there is no such pocketbook used as their guide for daily life in Indonesia. State Polytechnic of Malang (Politeknik Negeri Malang/Polinema) has also given opportunities to international students to study there by providing scholarships both fully and partially funded through International Class Program. This program is managed and administered by the International Affairs Office (KUI) and since 2018 there have been foreign students coming from Asia, Middle East, and Africa. There are many departments offered to choose, namely D4 Informatics Engineering, D4 Electrical Engineering, D4 Digital Telecommunication Network, D4 Construction Engineering Management, D4 Management Accounting, D4 Marketing Management, D4 Mechanical Production and Maintenance Engineering, and D4 English for Business and Professional Communication.

Based on the observation, Polinema, especially KUI as the one that manages and administers those international students, in fact, has provided information for them on its official website <https://oia.polinema.ac.id>. Yet, the information given is only about Malang and Polinema, as well as about its programs, academic activities and procedures. The students are also given a Polinema Academic Book; hence the information is only about rules and regulations, evaluation process, curriculum and short syllabus. There is no other information such as guidance on their daily lives. The researcher also distributed a questionnaire to the existing international students online by giving online questionnaire. From the results, it showed that those students also experienced problems such as those mentioned above such as coping themselves with language and culture diversities and lack of information about public places, public facilities, means of transportation, and places to live. They also mentioned financial problems. Basically, they asked for solutions to Polinema, in this case, KUI, for some of their problems just like financial problems and places to live. The rest, they had been trying to solve them by themselves like learning Bahasa Indonesia and simple Bahasa Jawa and also using such applications as GPS to search for locations and Gojek to go to public places such as church and mall.

Thus, based on the previous studies and observations conducted above, it can be inferred that all the problems exposed can be overcome; one of which is by providing a pocketbook as guidance for international students' daily lives. Foreign students, for example, do not only need some help to take care of licensing and documents such as passports and visas, but also to need to be introduced to the socio-cultural conditions around them. Moreover, they must know emergency phone numbers, understand and be familiar with the unwritten norms of decency in Indonesian society, use public transportation, get a driver's license, and a series of other activities that can make them adapt in times of precarious situations. Therefore, this study aims to create a pocketbook for daily life for international students especially in Malang City, to reduce their culture shock.

METHOD

Respondents

The respondents for this study were the international students of Polinema who have just come to Malang City both as new students and not so new students (due to the pandemic, those have just come in this city this year). There were 12 students overall.

Instruments

The instruments of this study are questionnaires given to the existing international students as the preliminary study and those given to the new international students in the field-testing stage. Moreover, the questionnaires are also given to the validators when validating the content and the language of the pocketbook. The pocketbook itself, in addition, is also considered as an instrument.

Procedures

In developing this pocket book, the researchers used the Design and Development Research (DDR) research design. DDR according to Richey & Klein (2007) is a "... systematic study of design, development and evaluation processes with the aim of establishing an empirical basis for the creation of instructional and non-instructional products and tools and new or enhanced models that govern their development." In other words, DDR is a research approach that generally emphasizes the product development process that involves context and situation analysis, as well as product evaluation. The product in question can be in the form of methods, techniques, modules, or training programs. In this study, the use of this research design is appropriate because it is in accordance with the purpose of this study, namely to design and develop a pocket book that contains information and guidance for international students in living their daily lives in Indonesia. The results of the draft pocket book are then validated and then evaluated whether they are in accordance with the expectations of the international students. Moreover, the researchers applied the ADDIE model by McGriff (2000) which was stated to be appropriate to support the procedure for the DDR type of research approach by Richey & Klein (2007). The ADDIE model consists of 5 stages, namely Analysis, Design, Development, Implementation, and Evaluation (Figure 1).

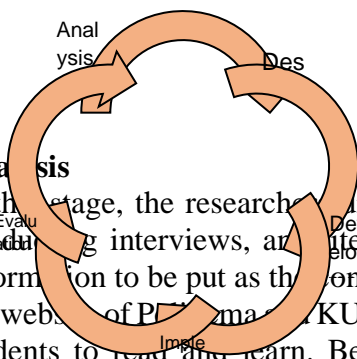


Figure 1: ADDIE Model

Analysis

In this stage, the researchers did needs analysis by doing observation, distributing questionnaires, conducting interviews, and literature study. The results of the data were used to determine what information to be put as the contents of the designed pocket book. Observation is done by looking at the website of PETA and KUI to find out what information is already available for the international students to read and learn. Besides, the researchers also asked for information about what was provided for the international students such as scholarships and facilities. The researchers also distributed questionnaires to the existing international students and conducted interviews to one of the international students to find out about their problems while living in Malang City and their solutions. The questionnaire consisted of 12 open ended questions and shared via google form. Moreover, the interview was conducted to find out information about the student's experiences related to legal documents like visa, KITAS, or driving license and also about the possibility of applying for a freelance job here and its consequences. In addition, the researchers also conducted literature study from all possible sources to support the data for the contents of the pocket book.

Design

In brief, the design stage is the stage of the media design role which includes making overall media design (Wulandari, 2018), starting from preparation of materials, selecting images, and everything which will be included in the pocket book. Furthermore, the results from the analysis phase were used to plan a strategy to develop a product design (Samsudin, et.al, 2021). In this case, the results of the observation, questionnaire, interview, and literature study were used as the fundamental

considerations for determining the topics listed and described in the pocket book. There are some topics that the researchers picked, as listed in table 1.

Table 1. The lists of the topics and subtopics of the pocketbook

No.	Topics	Sub Topics
1.	Legal Procedures	Arrival Procedures at the international airport (COVID Procedures) Procedures coming to Indonesia Visa Passport Management Foreign students/students' requirements Limited Stay Permit extension requirements How to Avoid Deportation from Indonesia
2.	Living In Malang	<ul style="list-style-type: none"> ● Regional government structures ● Description of Malang City ● For Your Information ● Job description and function of RT`s & RW`s ● Thing you should do in RT`s & RW`s environment ● Food and Beverage ● Local food ● Local drink ● Snack ● International Food and Beverages ● Essential Places ● Campus ● Tugu Hall ● The Square ● Public Library ● Public worship ● Stadium ● Book Store ● Dorm Room ● Mall/Shopping Area
3.	Smartphones	<ul style="list-style-type: none"> ● Buying a handphone ● Buying a SIM Card ● Problems and Troubles on SIM card ● Solutions ● Service Center ● Guarantee Claims ● Apps ● Gojek/Grab ● Shopee ● Tokopedia ● Medical apps
4.	Handling Emergencies	<ul style="list-style-type: none"> ● Ambulance ● Police ● Firefighters ● Emergency Number ● Hospital ● Clinic ● Dos and Don'ts
5.	Transportation	<ul style="list-style-type: none"> ● Online Transportation ● Offline Transportation ● Driving License Classes of Driver's License in Indonesia ● Procedure for the Application of a Driving License in Indonesia ● Renewing an STNK (Surat Tanda Nomor Kendaraan/Vehicle Number Certificate) ● Buying/rent a motorcycle/car

	<ul style="list-style-type: none"> ● Buying a Car/Motorcycle ● Buying Used Vehicles ● Rent a Car/Motorcycle ● Car and Motorcycle Service ● Flat Tire Service ● Getting a Ticket ● Gas Station ● What To Do and Don't Do
6. Money and Budgeting	<ul style="list-style-type: none"> ● Setting up a Bank Account ● Exchanging Currency ● Living Cost and Budgeting ● Pricelist
7. Tourism Places	<ul style="list-style-type: none"> ● Tourism and Heritage Places ● Traditional ● Museum ● Modern ● Natural Tourism Place ● Hotel
8. Traditional Cultures	<ul style="list-style-type: none"> ● Dos and Don'ts ● Manners that must be known
9. Insurance	<ul style="list-style-type: none"> ● How to Register on Insurance ● Prepared Document for Register ● Registration Process for State Insurance (Kartu Indonesia Sehat) ● Registration Processes Private Insurance ● Immigration Malang branch office

Moreover, in this stage, the researchers were assisted by some students to design the cover and the layout of the book as interesting as possible. The designed pocket book would be printed in B5 size art paper, and the paper was designed colorfully and each necessary information would be equipped with images or illustrations to convey meaning to the readers as well as to make the pocketbook more appealing.

Development

The development stage is a complex phase and requires experts in developing (Samsudin, et.al, 2021) the pocket book. In this stage, all the collected materials were taken from any possible references, such as books and websites, summarized, and arranged based on the topics and subtopics previously determined (see Table 2) using Microsoft Word. All the materials happened to be mostly written in Bahasa Indonesia. Thus, the researchers translated the summary into English with the help of online dictionaries such as Merriem Webster (<https://www.merriam-webster.com>) and Oxford Learner's Dictionaries (<https://www.oxfordlearnersdictionaries.com>) and Google Translate. No specific translation methods are applied, though. Besides, the researchers who were helped by a couple of the IT Department students began to design the cover and the layout and color of the pocketbook. In order to convey more meaning, the researchers also asked them to draw images as well using such software as *Clip Studio Paint* and *Adobe Illustrator*.

Implementation

In the implementation stage, the researchers implemented the pocketbook, first by distributing the final draft to the validators. There were two validators appointed. The first one was the head of KUI at Polinema, as the one who was asked to be our research partner and she was an English language lecturer. The other was also an English lecturer at University of Brawijaya and happened to be the vice dean of Cultural Studies Faculty. The reasons why the researchers considered the two of them was because instead of their expertise, they also had experienced as foreign students before.

Moreover, the researchers also conducted field testing. In this case, the draft pocketbook was distributed to the international students who happened to just come to Malang City since the beginning of the Even Semester of the Academic Year of 2022/2023 to evaluate and give feedback. There were 12 students at that moment and were given a questionnaire consisting of 4 aspects, namely Layout & Language Evaluation, Content, Cultural Shock Experience, and Reflections on Book Content. The first three categories used Likert Scale ranging from “strongly agree” to “strongly disagree”. The latter consisted of three open ended questions asking about the respondents’ suggestions for the improvement of the pocket book.

Evaluation

Evaluation should actually occur throughout the entire instructional design process-within phases, between phases, and after implementation (Mcgriff, 2000). In this research, the evaluation was done throughout the process of the making of the book. Moreover, it was also done after the validation and field testing.

The evaluation was done based on the experts’ reviews and the international students feedback to the book. From their reviews and feedback, it could be inferred that the details of the book needed to be improved in several ways. The background of the first expert (Expert 1) was that she had 10 years of experience in teaching English as a foreign language, and she is the vice dean of the Cultural Studies Faculty. The second expert (Expert 2) had a 12-year experience in English teaching and at that moment was appointed as the head of KUI. Based on the track records, both of the experts were clearly capable of reviewing the final draft of the book before it was published. The questionnaire above (Table 3) was given to the experts for the review. There are three aspects of the book for them to review, namely Design, Language, and Content. Each aspect consists of several questions in Likert Scale (ranging from 1-5 score) and two open ended questions.

FINDINGS AND DISCUSSION

Findings

After the reviews, the researchers also distributed the final draft to the 12 new international students in Polinema. They come from four different countries, such as Yemen, South Sudan, Pakistan and Madagascar. Mostly, they had been living for less than three months in Indonesia, especially Malang City, and they had been trying to adapt and adjust to staying there. In the middle of the adaptation, the researchers gave them the book to review and to give suggestions for what needed to be improved, especially the content. To review the book, the researchers also spread out a questionnaire for the students to monitor and score their feedback on the book. The questionnaire is based on the Likert scale method and the international students were asked to fill it in for their responses to the book.

Based on the results, most of the students respond positively to the book. These aspects include cover, layout, font, color & pictures, sections, and language use. One of the subjects stated that the language is clearly understandable and comprehensible for the readers. However, one of the international students said that it still needs a cross check for the mistyped and repetitive words. Among 9 international students, they thought that the layout and language evaluation aspects provide a well-explanation guidance for them to adapt their lives in Indonesia. Furthermore, related to the content, they also responded positively toward the book. The average score for this questionnaire is 86,1 and it showed that the products show a great usage for the students. In addition, it also presents a proper number of a total average of 3,47. In this part, it covers information about Indonesia, information about living in Malang, communication to local residents, smartphone usage, renting a house & boarding room, legal procedures, emergency calls & procedures, budgeting, culture & tourism places, transportation, local dishes, and RT & RW.

For the cultural shock experience, it did not represent the book, but it deals with the condition of the international students over the past 3 months. With the total average of 2,79, it can be stated that they were still in the middle of a culture shock state. They tended to score lower on the aspects that relate to food problems, adapting with the new culture, and homesickness to their previous country. Seems like they felt hard to adjust to the new condition and current state of their lives. Again, the international students may face difficulties in the new cultures, especially if they are an introvert person. Some of the problems also relate to the habits of Indonesian people like they tend to be talkative and like to have a conversation with the new people around them.

Discussion

In the past 3 months, the findings showed that the international students are still in the culture shock stages. As stated by Eisenbruch (1990), culture shock stages involve 1) Honeymoon, 2) Disorientation, 3) Mental Isolation, 4) Adjustment, and 5) Biculturalism. Honeymoon is a condition when someone still enjoys their condition in the new place. Disorientation is when the individual starts to have problems in adapting to the new culture and faces new diversities. Next, mental isolation happens when they meet deeper challenges in their lives, such as financial problems, poor language, and homesickness. Adjustment occurs when they are finally able to speak the language and start to have friends in the new circumstance. They are also able to differentiate which are the good and bad points. Lastly, Biculturalism starts when one enjoys the old and new culture, it will take a longer time to go through this stage. Most of the subjects in this research belong to the Disorientation and Mental Isolation stage, since most of them felt homesick, overwhelmed to the new culture, and facing difficulties for food consumption. These factors are similar to the studies by Brown & Holloway (2008) that the international students face difficulties on the inside and outside campus. Another condition is also similar to research by Russell et al., (2008) that found out if the students got pressure, cultural fatigue, and unusual social and lifestyle activities. The international students have problems adapting the norms and adjusting to Indonesian culture. However, their culture shock condition is contrary to Barletta & Kobayashi (2007) that culture shock can create anxiety and depression. In this paper, the international students did not get a deeply stressful condition that can make them feel frustrated and worthless. Meanwhile, the findings are also in line with the study by Zhiheng Zhang & Brunton (2007) that students face loneliness and homesickness in their origin countries. It is supported by the results of the questionnaire that stated the international students missed their families and needed to get back home. The findings by Hapsari & Hamamah (2019) are also in line with the results of this study. They found that introverted international students experienced more culture shock factors compared to the extroverted students. In this research, it occurred because most Indonesians prefer chit chat and try to become polite and friendly to the foreigners. Another proof can be shown in the study by Wardani & Saidiyah (2016) that active international students can adjust to culture shock conditions faster than the passive ones. Active students can easily spend their time by meeting their new friends, socializing with the lecturers and even exploring their surroundings. Meanwhile, this content in this book provides the counterfeit problems for the students. This research is similar to Inderasari & Agustina (2017) to solve the students' culture shock while living in Indonesia. Research by Petrasova (2017) also showed that 1) language, 2) learning motivation, and 3) finance can help students to adapt and save their money here. In addition, the researchers also added materials such as legal procedures, smartphones, transportation, insurance, and cultures. By developing more contents, it can be stated that the students also get much information about the target country.

CONCLUSION

This research focuses on developing a pocketbook as a daily life guide for international students. The writer used the ADDIE Method that stands for Analysis, Design, Development, Implementation, and

Evaluation. Based on the needs analysis, the international students need several topics to live in Indonesia. The topics include (1) Legal Procedures, (2) Living in Malang, (3) Smartphones, (4) Handling Emergencies, (5) Transportation, (6) Money and Budgeting, (7) Tourism Places, (8) Traditional Culture, and (9) Insurance. For the development, the researchers asked two experts to do the reviews before being implemented to the subjects. On the implementation, the researchers distributed questionnaires to check the international students' understanding and responses toward the book. It shows a superb score on the layout & language with 95,62%, and 86,1% for the contents. Meanwhile, the students are still in the middle of culture shock moments as seen by the results of the questionnaire with 62%. In conclusion, it can be concluded that the book can be used as a daily life guidance for international students to live in Indonesia.

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