**PHENOMENOLOGY OF CULTURE SHOCK AMONG EXPATRIATE TEACHERS IN SEMARANG**

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**Abstract:** Indonesia is a country that is a destination for expatriates from all over the world. Expatriates come to Indonesia for various matters, both business and to work for organizations and institutions in Indonesia. However, there are still few studies that examine how expatriates from various countries in the world can adapt to the culture and society in Indonesia. There are 8 school foundations in Semarang that work together with Foreign Education Institutions (LPA), as a result this school will bring in teachers to teach in Semarang schools which are affiliated with several countries in the world. Understanding how expatriate teachers can easily adapt to Indonesian culture is very important. By accelerating the adaptation process, expatriate teachers can show more optimal teaching performance quickly and precisely. For this reason, this research will conduct studies in international-based schools where the teachers are imported directly from abroad or the teachers are expatriates. This study uses the culture shock variable to analyze expatriate teachers in Semarang.

***Keywords:*** *Expatriate Teacher, Culture Shock, Cross-Cultural, Qualitative*

1. **Introduction**

Globalization has led to a significant increase in the role of cross-cultural interactions and provides a competitive advantage for organizations to be effective in international assignments (Lee & Sukoco, 2010). Advances in technology and transportation have created an environment that supports businesses to develop from national to international such as multinational companies (MNCs), non-profit organizations and governments. This situation opens up opportunities for companies to open their branches overseas, and gives workers the opportunity to work in overseas branches. Companies help their employees to gain global knowledge and experience by placing them in one of their company's branches in different countries so as to create cross-culturalism. Workers who enter Indonesia are called expatriates. Expatriates are described as individuals who move to another country, change their place of residence and aim to work in a new place (Andresen et al., 2014); or individuals assigned to international assignments (for example, long time, short time and business trips) (MCNulty, 2015). These expatriates before working they have little knowledge about the country they are going to.

Globalization has brought an increase in the internationalization of education, which is seen in the expansion of transnational education, namely the existence of education across national and regional borders, and the development of international schools around the world (Starr, 2014). The existence of a cultural plurality of teaching staff carries with it the rich cultural heritage and diversity brought by the staff and gives them great potential for the professional learning of teachers. According to Thompson (2017), a teacher who has just come from abroad, has a reason to work in another country because:salary, good working conditions, enjoy different students, better facilities, improve their qualifications, travel the world or make a contribution to their personal development. In Bailey's (2015) research, the reason most expatriate teachers prefer to work in another country is their desire to experience change. The desire for change arises from seeking adventure and a desire to gain experience. As stated, the reasons teachers want to work in different countries vary depending on their nationality or country of destination.

Chen et al., (2011) increased work in environments with different cultures between organizations and individuals experiencing the challenges of cultural diversity in the world. Expatriates must be able to adapt to the cultural conditions of the country they are going to. Culture is beliefs, values, rules, norms, symbols, and traditions that have been learned and are common to a group of people (Northouse, 2013). Culture is something that is complex, especially with regard to knowledge, belief, art, morals, law, customs, and other capabilities in society (Rajasekar & Renand, 2013; Tayler, 1871). Hofstede (1980; Rajasekar & Renand, 2013), explains that culture is "collective thought that distinguishes one human group from another". In fact, Since the 1960s many studies have proven more specific such as theories, concepts and frameworks in culture shock and research in this area is not limited. Culture can influence an expatriate to implement strategies by adapting to a new culture. The challenges that must be faced by expatriates when leaving their country for the first time are at risk if there is not enough information about the country they are going to. Expatriates who have little or no information about the country they are going to have the possibility of failing at the time of their assignment because expatriates will fail when they do not respect cultural differences and will have an impact on the implementation of the international business they are dealing with (Rajasekar & Renand, 2013) the concepts and frameworks in culture shock as well as research in this area is limitless. Culture can influence an expatriate to implement strategies by adapting to a new culture. The challenges that must be faced by expatriates when leaving their country for the first time are at risk if there is not enough information about the country they are going to. Expatriates who have little or no information about the country they are going to have the possibility of failing at the time of their assignment because expatriates will fail when they do not respect cultural differences and will have an impact on the implementation of the international business they are dealing with (Rajasekar & Renand, 2013) the concepts and frameworks in culture shock as well as research in this area is limitless. Culture can influence an expatriate to implement strategies by adapting to a new culture. The challenges that must be faced by expatriates when leaving their country for the first time are at risk if there is not enough information about the country they are going to. Expatriates who have little or no information about the country they are going to have the possibility of failing at the time of their assignment because expatriates will fail when they do not respect cultural differences and will have an impact on the implementation of the international business they are dealing with (Rajasekar & Renand, 2013) Culture can influence an expatriate to implement strategies by adapting to a new culture. The challenges that must be faced by expatriates when leaving their country for the first time are at risk if there is not enough information about the country they are going to. Expatriates who have little or no information about the country they are going to have the possibility of failing at the time of their assignment because expatriates will fail when they do not respect cultural differences and will have an impact on the implementation of the international business they are dealing with (Rajasekar & Renand, 2013) Culture can influence an expatriate to implement strategies by adapting to a new culture. The challenges that must be faced by expatriates when leaving their country for the first time are at risk if there is not enough information about the country they are going to. Expatriates who have little or no information about the country they are going to have the possibility of failing at the time of their assignment because expatriates will fail when they do not respect cultural differences and will have an impact on the implementation of the international business they are dealing with (Rajasekar & Renand, 2013)

**Literature Review And Hypothesis Relationship**

**Definition of Culture Shock**

*Culture shock* (culture shock) was first introduced by anthropologist Kalervo Oberg who defined it as "anxiety that results from the loss of signs and symbols in social relationships that have been familiar to a person, including words, movements, facial expressions, habits or norms acquired during this one grows". Meanwhile, from a theoretical point of view, culture shock is defined as stress arising from differences in the behavior that must be displayed and the uncertainty that must be faced (Black & Gregersen, 1991). Oberg wrote his article based on his observations of American expatriates (Mumford, 1998). A new culture at work causes several reactions including confusion, anxiety, frustration, excitement, isolation, inappropriate habits, and even depression.

**The Culture Shock Process**

According to Oberg (Marx 1999; Oberg 1960) states that the first adaptation process is the honeymoon phase, where expatriates will feel happy, positive and excited in their new place. The second phase is culture shock, expatriates realize that something inside of them is not appropriate. They begin to feel their environment is different and feel that circumstances do not understand what is going on. The third phase is recovery, this phase begins when they can accept that they have a problem and must be resolved immediately. The last phase is adjustment, where expatriates can work effectively, know their limitations, can use new ways of doing things and most importantly they are more flexible.

**Dimensions of Culture Shock**

Elizabeth Marx (1999) divides 3 dimensions of culture shock, namely;

1. *Emotions:* This dimension relates to feelings and emotions. Individuals can experience psychological difficulties such as stress, depression, anxiety and do things that are not desirable such as drinking alcohol, taking sleeping pills (because they can't sleep). In addition, individuals also feel that the loss is due to the absence of their family and friends.
2. *Thinking:* This dimension relates to the individual's way of thinking in the face of culture shock. Individuals can learn and understand the new culture that exists in their new country.
3. *Social Skills and Identity:* This dimension relates to individuals who have accepted their new country and are familiar with the culture of their new country. As well as individuals can adapt in their new country and can blend into the social or in their surroundings comfortably.

**Culture Shock For Expats and Families**

The adjustment of expatriates in dealing with the phenomenon of culture shock is highly dependent on family adjustment and vice versa (Takeuchi et al., 2002). This is referred to as the 'spillover' effect by Takeuchi et al. This spillover effect will apply to the culture shock experience, namely an increase in expatriate culture shock will increase family culture shock and vice versa. Most expatriate wives or partners are vulnerable to extreme stress when adjusting to their new environment and situation (Harvey, 1985). Various researchers have given their opinion on this matter.(Nadeem, Naeem, & Khan, 2016).

1. **Research Methodology**

This research uses qualitative approach technique using a phenomenological perspective. The participants in this study were 6 expatriate teachers in Semarang who had the criteria of 2 single expatriate teachers, 2 expatriate teachers with families and 2 expatriate teachers who had families but did not bring their families.Apart from expatriate teacher participants, this study also took 6 respondents from local sources as assessors of the competence of expatriate teachers working in their schools.The interview technique was carried out in this study as a form of data collection technique. In-depth interviews become the process of obtaining data by means of direct question and answer between researchers and informants. To test the credibility of the data, this study used the triangulation method. Researchers will use Source Triangulation, which is to compare and re-check the degree of trust in information obtained through different sources (Sugiyono, 2007). The next stage of analysis is member check, which is the process of checking the data obtained by the researcher to the data provider. The purpose of member check is that the information the author obtains and uses in writing the report is in accordance with what the informant intended.

1. **Results And Discussion**

The difference they feel is a different culture, where they say that Indonesian people are very friendly and like to help them when there is a job they can't do. The absence of readiness from the company when visiting Indonesia makes them learn on their own by being assisted by local teachers, taught by their partners who have previously worked in Indonesia or with their partners who are from Indonesia. Many factors help expatriate teachers to adapt in Semarang.

The culture shocks they experienced were different, but based on the results of the interviews they said that they did not really feel any culture shock. The culture shock of single expatriate teachers, is that it depends on their country. A single expatriate teacher from the UK is greatly affected by culture shock, due to significant cultural differences, one example being the country's culture is Christian and Indonesian culture is more Islamic. One expatriate teacher with a family said that the thing that surprised them when they came to Indonesia was that young people could date while in their country it was not allowed, it can be concluded that expatriate teachers came to Indonesia with their children worried about this happening to their children.

The obstacles experienced by expatriate teachers are the lack of knowledge and the absence of training when going to the destination country, making expatriate teachers experience several obstacles. Such as language, climate, food, and transportation barriers. Single expatriate teachers said that sometimes they would ask students, neighbors and co-workers about Semarang information. Teachers of expatriates with families say the problem is when they come to a new culture and have to adapt to their children. They must be able to survive with the new culture.Expatriate teachers who have families but do not bring their families say that the problem for expatriate teachers is when they are far away from their children. Their children feel sad being left by their parents to work in a different country.

Efforts made by expatriate teachers are being able to mingle with local residents, by learning Indonesian, trying Indonesian food, going using transportation provided in Indonesia and trying to visit tourist attractions in Indonesia. The single expatriate teacher said by diligently communicating with local teachers and local residents in order to communicate in Indonesian. And hold activities with their friends. Efforts thatWhat expatriate teachers with families do is socialize with local residents and try new things with their families such as inviting their families to visit tourist attractions and bringing their families. The efforts made by expatriate teachers who have families but do not bring their families are asking their co-workers, observing their surroundings and discussing with their partners.

1. **Conclusion**

Based on the research that has been done, it can be concluded that the cultural differences felt by expatriate teachers who work in Semarang. All interviewees stated that they still experience cultural differences, but not so much. Expatriate teachers who are single, married, and married but don't bring their families, said that they didn't really feel cultural differences. There are cultural differences but they can quickly adjust to it. the culture shock they felt was not so felt because the cultures were almost the same. The single expatriate teacher said that the culture shock was not too felt because of the help from local teachers and local residents who helped them to adapt. Similar to expatriate teachers who got married, they also said that their culture shock was helped by their partner, it was their partner who supported them to adapt to the new culture. Expatriate teachers who did not bring their families said that the support of their partners and the environment was very helpful for them in dealing with culture shock. The obstacles they feel are various, but the most pronounced is language. Single expatriate teachers said that when they came to Indonesia, they had little to learn Indonesian to communicate, so they were a bit insecure when meeting local residents or their co-workers. Expatriate teachers who did not bring their families said that the support of their partners and the environment was very helpful for them in dealing with culture shock. The obstacles they feel are various, but the most pronounced is language. Single expatriate teachers said that when they came to Indonesia, they had little to learn Indonesian to communicate, so they were a bit insecure when meeting local residents or their co-workers. Expatriate teachers who did not bring their families said that the support of their partners and the environment was very helpful for them in dealing with culture shock. The obstacles they feel are various, but the most pronounced is language. Single expatriate teachers said that when they came to Indonesia, they had little to learn Indonesian to communicate, so they were a bit insecure when meeting local residents or their co-workers. The efforts that have been made by expatriate teachers to overcome the culture shock they feel are that they try to learn and understand Indonesian cultures, especially in Semarang. Single expatriate teachers said they learned the cultures from local teachers and they also asked their neighbors. Meanwhile, expatriate teachers with families said that their efforts were by asking a lot of local teachers, traveling to tourist attractions or visiting malls. One of the expatriate teachers who married an Indonesian said that the effort to learn Indonesian was by watching Indonesian-language soap operas. Similarly, expatriate teachers who married did not bring their families, their efforts are learning Indonesian conversation, trying Indonesian food. The role of local teachers is very helpful for expatriate teachers to adjust themselves in Semarang.

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