

**Dr. Aria Septi Anggaira, M.Pd**

# **MODULE OF CROSS CULTURAL UNDERSTANDING (CCU)**



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Tarbiyah and Teacher Training Faculty  
IAIN Metro  
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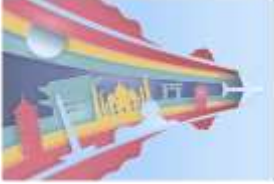


## PREFACE

The Cross-Cultural Understanding course is one of the compulsory courses for students of English Department students of IAIN Metro. This Cross-Cultural Understanding course is mandatory to learn because as a student who will definitely be involved in a very multicultural world of work, of course, you must have sufficient knowledge and understanding to be able to adapt well. What is meant by Cross Cultural Understanding here is of course not only about cross-cultural understanding between Indonesian culture and foreign cultures, but also how to understand various local cultures in Indonesia itself. As we all know that Indonesia is one of the countries with a rich regional culture that is so diverse, which is then united into a national cultural wealth.

This module consists of 5 units where each chapter describes certain themes such as what Cross-





Cultural Understanding is, how cross-cultural communication and interaction forms, regarding culture shock, verbal and non-verbal communication, values in the family in Indonesia and around the world.

Metro, June 2021

Aria Septi Anggaira



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## UNIT 1

# INTRODUCTION TO CROSS CULTURAL UNDERSTANDING

### a. Learning Objectives

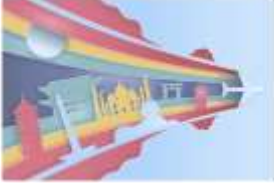
At the end of learning, students are expected to be able to explain what is meant by cross-cultural understanding.

### b. Learning Materials

## Definition of Culture and Cross-Cultural Communication

Language and culture are closely related. The closeness of this relationship is expressed by Sapir-Whorf in the theory of language relativity, that a person's conditions and culture greatly influence the language used in everyday communication. The close relationship between language and culture is also explained by Koentjaraningrat (in Chaer, 2010) who believes that language is a cultural forming

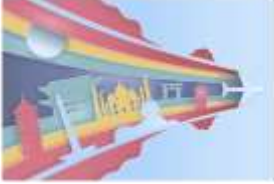




element. A language is learned primarily so that it can be used in communicating. In communication, in addition to requiring language skills and knowledge of the linguistic elements of the language, it also requires cross-cultural knowledge.

Today, the free market of goods, services, investment and educated labor has crossed the regional boundaries of each country. In the ASEAN region, it is marked by the existence of the ASEAN Economic Community (AEC) and at the same time there is an era of technological disruption of the industrial revolution 4.0. Klaus Schwab (2016) explained, in the context of social life, the paradigm of the industrial revolution 4.0 has an effect on how we work, especially communicating. This new era demands a combination of various abilities that are different from those that have been given by the higher education system (Marmolejo, World Bank, 2017).



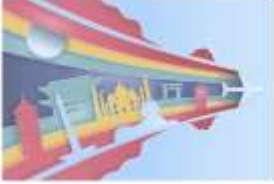


Along with this development, intense communication between nations has become a prevalence, and it is certain that interaction between cultures using certain languages becomes unavoidable. According to Liu (2009:122) cross-cultural communication is communication carried out by people who come from different cultural backgrounds

When interacting with people who come from different cultural environments, an attitude of tolerance, mutual understanding, mutual respect and open-mindedness is required. Thus, in the context of learning a foreign language, a language educator is very necessary to have cross-cultural knowledge that includes an understanding of the culture, customs and customs of the nation that uses the language he teaches, as well as an understanding





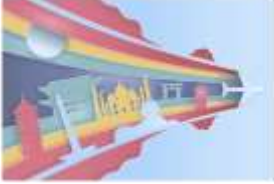


of the culture, customs and habits of students who are studying the foreign language.

Talking about cross-cultural understanding means that we must also talk about cultural understanding first. Based on the opinion of Levine (1992), the notion of culture is: "a shared background (for example, national, ethnic, religious) from a common language and communication style, customs, beliefs, attitudes, and values". Cultural studies is always a stretched discourse, which responds to changing political and historical conditions and is always characterized by debate, disapproval, and intervention. For example, in the late 1970s when class centrality in cultural studies was first confused by feminism's assertion of the importance of gender equality.

By analogy, culture can be likened to an iceberg where there is a part that appears on the surface of



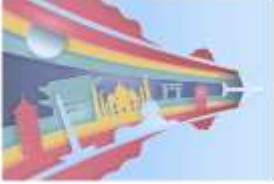


the sea and there is a part hidden below the surface of the sea. As with an iceberg, the results of this outside influence on culture cannot be seen or in other words are not easy to interpret. These hidden parts of culture are precisely what plays the most role in determining a person's attitude and character in the relationship of his interactions with others.

Abstract things like how to communicate, ways of thinking, beliefs, attitudes, characters, values, and points of view of a person are examples of the hidden part of an iceberg. We will not know a person's character or way of thinking just by looking at their outward appearance. To explore these abstract things, we must first get to know and continue to interact with the person.

Even if we have known someone for a long time, it may not be that we will fully know how the character of the person is. It may be that in certain



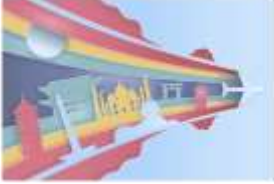


things we can correctly judge someone, but in other things maybe we can misjudge. Because of the difficulty of this recognition, these abstract things are called like the deepest part of an iceberg that is not visible on the surface of the sea.

While the notion of cross-cultural communication is communication (both verbal and non-verbal) between people who come from different cultures; communication influenced by cultural values, attitudes, and behaviors; the influence of culture on the reaction and response of a group of people to another group of people

Every culture basically has values and attitudes that its members consider that these values are something that is true and acceptable according to them. But often a person's attitudes and behaviors may not always reflect those values. For example, egalitarianism is a very strong value in American



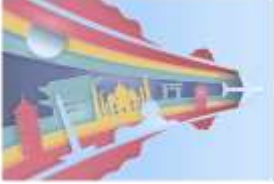


society, but reality explains that the attitudes and behaviors of many Americans are not in line with this egalitarian value.

Learning about culture is something fun and makes it 'rich' (in the sense of rich experience). The more a person learns about other cultures, the more and more clearly the person is able to understand and get to know his own culture. By learning about something that goes against their culture, they will gain a better understanding of how culture affects individuals' attitudes and behaviors and the way they communicate with others.

Cross-cultural communication occurs when the human being with his culture relates to other human beings who come from different cultures, interacts and even influences each other. Cross-cultural is a term that is often used to describe situations when a culture is faced with another culture and both exert

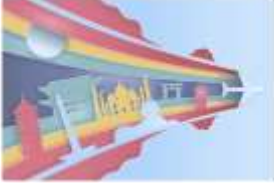




mutual influence and impact both positive and negative, as happens in every tourist activity, where tourists are ensured to interact and have an impact both positive and negative to the local community. There are cultural differences because cultures are dynamic and always evolving so that various approaches are needed to understand culture, including by assimilating, integrating and understanding across cultures.

Cross-cultural understanding creates the ability to determine which ones are appropriate and which are acceptable to other cultures. Cross-cultural understanding allows humans to communicate well and in the end, cross-cultural understanding can strengthen human bonds with other humans and give uniqueness to humans and society. By sharing experiences and knowledge, mutual understanding and complementarity through cross-cultural will create peace and harmonization of life.

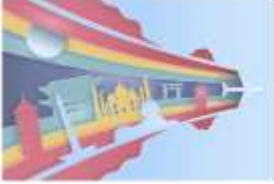




Cross-cultural understanding is required by people who in their daily work are always in contact with people who come from other cultures or different cultures. Hill (2006) defines cross-cultural understanding as a combination of knowledge about other cultures at the cognitive level, with a set of attitudes at an affective level. The knowledge in question includes knowledge of one's own culture, the culture of others, and knowledge of the similarities and differences that exist between those cultures. This definition is similar to the definition put forward by Heyward (2002) on cross-cultural literacy. Heyward defines cross-cultural literacy as the competence, understanding, attitudes, mastery of language, participation and identity necessary for effective cross-cultural engagement'.

Competence includes competence in carrying out empathy, tolerance, and communication.

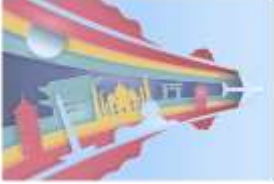




Understanding includes an understanding of how a culture operates from an insider's point of view. Attitude includes respect for the integrity of a culture. Language acquisition includes bilingual or multilingual skills. Meanwhile, participation includes relationships in friendships and in good work.

In order to effectively achieve cross-cultural understanding, the first step must be taken is to raise awareness about one's own culture in general. We must understand the concept of culture and the features of our own culture before studying foreign cultures. The biggest advantage of cross-cultural understanding is that by understanding other people's cultures, we will better understand our own culture. Cultural understanding always requires effort. It always requires us to always approach each new culture with an open mind, by delaying





judgment, and by being willing to show our stupidity, and learn.

Andriani, Susi and Jihan Maharani. 2016. Mapping Chinese Cultural Content in Chinese Language Skills Textbooks for the Purposes of Developing Teaching Materials for Introductory Chinese Culture Courses. Research Report of the Faculty of Languages and Arts.

**c. Enrichment**

1. Explain what you know about Cross-cultural understanding!







## UNIT 2

# VERBAL COMMUNICATION IN CROSS-CULTURAL UNDERSTANDING

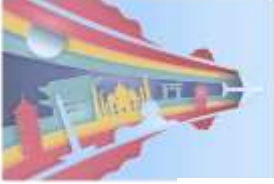
### a. Learning Objectives

At the end of learning, students are expected to be able to understand what is meant by verbal communication in cross-cultural understanding, types of verbal communication, and the characteristics of verbal communication in understanding across cultures.

### b. Learning Materials

Verbal behavior is actually a verbal communication that we are used to on a daily basis. A verbal symbol or message is any type of symbol that uses words or more. Almost all speech stimuli that we are aware of fall into the category of intentional messages, that is, those efforts that are made consciously to relate to



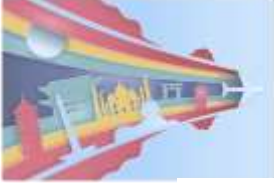


others orally. A system of verbal code is called *language*. Language can be defined as a device of symbols, with rules to combine those symbols, which a community uses and understands .

Verbal language is the main means of expressing our thoughts, feelings and intentions. Verbal language uses words that present different aspects of our individual reality. In other words, words are abstractions of our reality that are not capable of generating reactions that are the totality of objects or concepts that represent those words. For example, the word house, seat or car. What reality represents each of those words?

So many varieties of houses, there are high-rise houses, mansions, simple houses, animal houses, wall houses, cubicle houses, and others. As well as chairs, there are seat chairs, work chairs, plastic chairs, recliners, and so on. The word car-pun turned



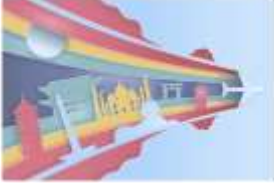


out to be not simple, there are sedans, trucks, minibuses, there are private cars, transport cars and so on.

If we include culture as a variable in the communication process, then the problem will be even more complicated. When we communicate with someone from our own culture, the process of communication will be much easier, since in a culture people share a number of similar experiences. But when communication involves people of different cultures, many experiences are different and ultimately the process of communication is also difficult.

Verbal symbols or messages are All types of symbols that use one or more words. Almost All speech stimuli that we are aware of belong to the category of intentional verbal messages, that is, those efforts that are made consciously to relate to others





patiently. A system of verbal codes is called language. Language can be defined as a set of symbols, with rules for combining those symbols, which a community uses and understands.<sup>1</sup>

Verbal language is the main means of expressing our thoughts, feelings and intentions. Verbal language uses words that represent different aspects of our individual reality. Consequently, words are abstractions of our reality that are not capable of generating reactions that are the totality of objects or concepts that precede those words.

There are several important elements in verbal communication, namely: 1. Language Is basically a system of symbols that allows people to share meaning. In verbal communication, the symbol of the language used is verbal language, whether spoken, written on paper, or electronic. The language of a nation or tribe comes from the



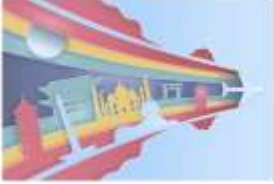


interaction and relationship between its citizens with each other.

Elements in Verbal Communication An important element in verbal communication, it can be words and language.

1. Word Word is the smallest symbol of language. A word is a symbol that represents something, be it a person, thing, event, or situation. The meaning of the word is not on people's minds. There is no direct relationship between words and things. The only ones that are directly related are people's words and thoughts. [10] Verbal communication is a mediated form of communication. [11] Often we try to make inferences as to what meaning is applied to a choice of words. The word we use is an abstraction whose meaning has been agreed upon, so verbal communication is intentional and must be 'shared' among the people involved in the communication.



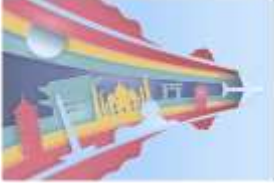


2. Language Language is a system of symbols that allows people to share meaning. In verbal communication, the language symbol used is spoken, written on paper, or electronic language. [6] Language has three closely related functions in creating effective communication. That function is used to study the surrounding world, foster good relationships between sesame and create bonds in human life.

The language also has the following characteristics:

- a. Displacement. Language has a characteristic called diversion, where we can talk about things that are far from us, both in terms of place and time, talk about the past or the future, talk about things that we have never seen such as flying horses, creatures of other planets.

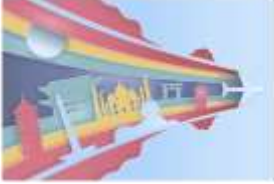


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- b. Silencing. The voice when we talk can disappear or disappear quickly. The vote must be received as soon as it is transmitted or we will never receive it.
  - c. Freedom of meaning. Language signs have freedom of meaning. A word has a meaning or meaning that they describe because it is we who freely determine its meaning or meaning.

Types of Verbal Communication Types of verbal communication are of several kinds, namely:

1. Speaking and writing Speaking is vocal verbal communication, while writing is non-vocal verbal communication. Presentations in meetings are an example of vocal verbal communication. Correspondence is an example of non-vocal verbal communication.





2. Listening and reading Hearing and listening are two different things. Hearing means only taking the vibration of sound, whereas listening is taking the meaning of what is heard. Listening involves the elements of hearing, paying attention, understanding and remembering. Reading is one way to get information from something written.

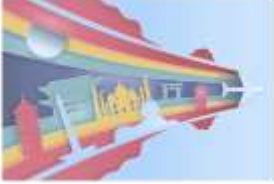
Characteristics of Verbal Communication Verbal communication has the following characteristics:

1. Clear and Concise Takes place simply, short and direct. If the words used are few, then the occurrence of confusion is also a little bit. Speaking slowly and clear pronunciation will make the word easier to understand.

2. Vocabulary The use of words that are easy for a person to understand will increase the success of communication. Communication will not be







successful if the sender of the message is unable to translate words and ucapan.

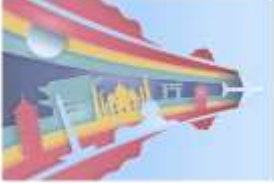
3. Connotative and denotative meanings  
Connotative meanings are thoughts, feelings or ideas contained in a word, while the denotative meaning is to give the same sense to the word used.

4. Intonation A communicator is able to influence the meaning of the message through the tone of voice transmitted. Emotions play a huge role in this tone of voice.

5. Speech speed The success of communication is influenced also by the speed and proper tempo of speech. The impression of hiding something can arise when in the conversation there is a quick diversion of the subject matter.

6. Humor Humor can increase success in providing emotional support to the interlocutor. Laughter





helps reduce listener strain thus increasing the success of getting support.

### **c. Enrichment**

1. Explain what you know about verbal communication in cross-cultural understanding!
2. What are the characteristics of verbal communication in cross-cultural understanding!
3. Describe the types of verbal communication you know!





## UNIT 3

### NON VERBAL COMMUNICATION

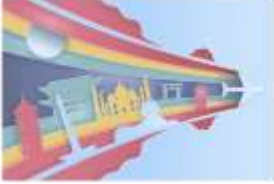
#### a. Learning objectives

At the end of the lesson, students are able to explain what is meant by non-verbal communication, types of non-verbal communication, and the function of non-verbal communication.

#### b. Learning Materials

Humans communicate using verbal and nonverbal codes. Nonverbal codes are called signs or silent language. Through nonverbal communication we can find out the emotional mood of a person, whether he is happy, angry, confused, or sad. The initial impression we know someone is often based on his nonverbal behavior, which encourages us to get to know more.

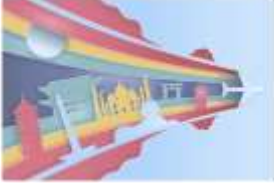




Nonverbal communication is all gestures that are not words. Nonverbal messaging is very influential on communication. Nonverbal messages or symbols are very difficult to interpret than verbal symbols. Verbal language is in line with nonverbal language, for example when we say "yes" surely our head is nodding. Nonverbal communication more honestly expresses what is willing to be expressed because it is spontaneous.

Nonverbal communication is much more widely used than verbal communion. Nonverbal communication is fixed and always present. Nonverbal communication includes all aspects of communication in addition to one's own words such as how we pronounce words (volume), features, environments that affect interactions (temperature, lighting), and material objects that affect personal image and interaction patterns (clothing, jewelry, furniture).





A study conducted by Albert Mehrabian (1971) which concluded that the confidence level of people's speech is only 7% derived from verbal language, 38% from vocal voices, and 55% from facial expressions. He also added that if there is a conflict between what a person says and his actions, others tend to believe things that are nonverba

Types of Nonverbal Communication Nonverbal communication has several types, namely:

1. Touch (haptic) Touch or tactile message, is a nonverbal nonvisual and nonvocal message. The touch receiving device is the skin, which is able to accept and distinguish the different emotions that people convey through touch. Alma I Smith, a researcher from the Cutaneous Communication Laboratory suggested that various feelings that can



be conveyed through touch, one of which is affection (mothering) and touch it has health properties.

2. Object Communication The most frequent use of object communication is the use of clothing. People are often judged by the type of clothing they use, although this includes a form of judgment of a person based solely on perception. An example of this can be seen in the use of uniforms by employees of a company, which states the identity of the company.

3. Kronemik Chronomics refers to how we perceive and use time to define identities and interactions. (Wood.2007). [13] Chronology is how nonverbal communication is carried out when using time, which relates to the role of culture in a particular context. For example, students value time. There are times when we are able to assess how female



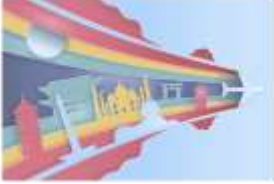
students / students who utilize and apply their time appropriately and effectively.

4. Body Movements (Kinesthetic) Body movements are usually used to replace a word or phrase. Some forms of kinesthetic are:

a) Emblems, which are body movements that can be directly translated into certain verbal messages. It usually serves to replace something. For example , annoying as a sign of agreement; forefinger in front of the mouth of the no-noise sign.

b) Illustrators, that is, body movements that accompany a verbal message to describe the message while complementing and amplifying the message. It is usually done deliberately. For example, autographing by hand when saying someone is fat/thin.





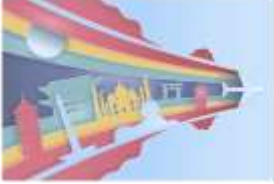
c) Affect displays, namely body movements, especially the face that show feelings and emotions. Such as for example sad and joyful, weak and strong, spirit and fatigue, anger and fear. Sometimes it is expressed consciously or involuntarily. Can support or oppose verbal messages.

d) Regulators, that is, nonverbal movements used to regulate , monitor, maintain or control the speech of others. Regulators are tied to the culture and are not universal. For example, when we hear people talking, we nod our heads, wrinkle our lips, and focus our eyes.

e) Adapters, that is, body movements used to satisfy physical needs and control emotions. Done when someone is alone and unintentional. For example, biting your lip, playing with the pencil in your hand, scratching your head when you are anxious and confused.







In addition to body movements, there are also eye movements (gaze) in nonverbal communication. Gaze is the use of the eye in the communication process to inform the other party and receive the other party's information. The functions of the gaze include finding a counterpoint between the speaker and the listener, informing the other party to speak, socializing the nature of the relationship (positive relationship when the view is focused and attentive. Negative relationships when there is avoidance of eye contact), and functioning sensing. For example, when meeting a couple who quarrels, our eyes are diverted to maintain their privacy.

5. Proxemic Proxemic is the language of space, that is, the distance used when communicating with others, including the place or location of the position. Spacing determines how close a person's level of familiarity with others is. distance is able to



mean a relationship. Richard West and Lynn H. Turner in *Introducing Communication theory* (2007) divide proxemic zones in various divisions, namely:

a. Intimate distance, the distance is from 0 - 45 cm. (Phase near 0-15 cm, Phase Far 15-45 cm), this distance is considered too close so that it is not carried out in public

b. Personal distance, the distance is 45-120 cm. (Phase close to 45 -75 cm that can be touched with a helping hand; A distant phase of 75 - 120 cm that can be touched with two helping hands. This distance determines the limit of physical control over others, which can be seen hair, clothes, teeth, face. When this personal space is disturbed, we often feel uncomfortable.

c. Social distancing, the distance is 120 - 360 cm d. Public distance, more than 360-750 cm





## Nonverbal Communication Functions

Mark Knapp (1978) mentions that nonverbal codes in communicating have functions for:

1. Repeating ( Repetition ) , that is, repeating the message conveyed verbally. For example, nodding your head when saying 'Yes' and shaking your head when saying 'No'.

2. Substituting (Substitution) , that is, replacing verbal symbols. For example, shaking your hand with your palm facing the front as a substitute for the word 'No' when the trader comes to you. we don't need to verbally state the word "win", but it is enough just to hold up our two fingers forming the letter 'V' (victory) which means victory. Expressing emotion not in words, but with teary eyes.

3. Contradicting , that is, rejecting verbal messages or giving other meanings to verbal messages. For example, a husband said 'Good' when asked for his



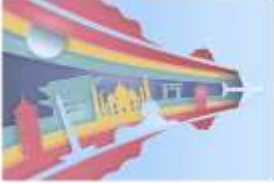
wife's comment about the clothes he had just bought while his eyes kept glued to the newspaper he was reading.

4. Complementing , that is, complementing and enriching nonverbal messages and meanings. For example, waving your hand when you say good-bye.

5. Accentuation , that is, affirming a verbal message or underlining it. For example, students clean up their books or look at the watch when the lecture hours end or are about to end, so that the lecturer is self-aware and finally closes his lecture.

In its development, the function of nonverbal communication was seen as holistic messages, more than as a simple information processing function. Holistic functions include the identification, formation and management of impressions,



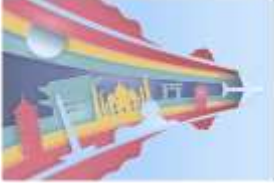


deception, emotions and the structure of the conversation. nonverbal communication mainly functions to control (controlling), in the sense that we strive so that others can do what we tell.

Hickson and Stacks affirm that such holistic functions can be derived in 8 functions, namely control over conversations, control over the behavior of others, attraction or pleasure, rejection or displeasure, demonstration of cognitive information, demonstration of affective information, self-deception and deception towards others. Nonverbal communication is used to ensure that the true meaning of verbal messages is understandable or even incomprehensible. Both, verbal and nonverbal communication, are less able to operate separately, each other needs each other in order to achieve effective communication

### **Characteristics of Nonverbal Communication**





Nonverbal communication has universal characteristics, including:

1. Communicative, that is, intentional / unintentional behavior to communicate something so that the existing message can be consciously received. An example of a student looking out the window during a lecture shows a feeling of boredom.

2. Similarity of behavior, that is, the similarity of nonverbal behavior between 1 person and another person. In general, it can be seen in the movement of the hands, the way of sitting, standing, the voice , the pattern of speech, the violentness of the voice, the way of silence

3. Artifactual, that is, nonverbal communication can also be in the form of artifacts such as how to dress,



makeup, stationery, cars, houses, home furnishings & how to arrange them, items worn such as watches.

4. Contextual, that is, nonverbal language occurs in a context. helps determine the meaning of each nonverbal behavior. For example, hitting the table during a speech will have a different meaning from hitting the table when you hear the obituary.

5. Package, that is, a nonverbal language is a package in one unit. A nonverbal package if all parts of the body work together to communicate a certain meaning. It must be seen in its entirety (package) of the behavior Example : there is a chick passing by then blinking eyes. Combined verbal and nonverbal packages, e.g. verbally angry accompanied by body & face stiffening, forehead wrinkled. It's a natural thing to go unnoticed. It says no package when stating "I love seeing you" (verbal) but avoid eye contact or seeing/looking for others (non verbal).



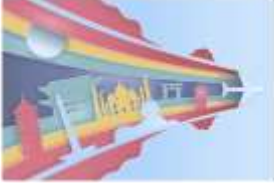
6. Trustworthy, In general we are quick to believe non-verbal behaviors. Verbal & non verbal must be consistent. Inconsistency will appear in nonverbal language that others will easily know. For example, a liar will make a lot of unconscious movements when he speaks.

7. Controlled by rules, since childhood we learn rule-2 propriety through the observation of adult behavior. For example: Studying the delivery of sympathy (when, where, reason) or touching (when, what situations can or should not be).

Of the communication we do, verbal communication has only a 35% share , the remaining 65% is nonverbal communication. The language commonly used in verbal communication it has more limitations compared to nonverbal communication. Such limitations are influenced by integrity factors,







factors, culture, knowledge factors, personality factors, biological factors and experience factors. Verbal and nonverbal communication it complements each other. Although different ways and forms, the main purpose of verbal and nonverbal communication is the same, which is to convey messages to get a response, reciprocity and effect.

### **c. Enrichment**

1. Explain what you know about non-verbal communication!
2. Describe the characteristics of non-immune communication in cross-cultural shaming!
3. Describe the function of non-verbal communication in cross-cultural understanding!





## UNIT 4

### CULTURAL SHOCK

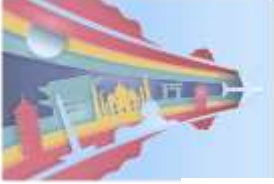
#### a. Learning Objectives

At the end of the lesson, students are expected to be able to explain what is meant by culture shock, phases in culture shock, steps to overcome culture shock.

#### b. Learning Materials

Cultural shock or shock culture is a feeling of confusion, anxiety, worry, anxiety when visiting or living in a new and totally different society from the usual situation. Especially for those who are living for the first time for a long time in a new area Generally, the culture shock experienced for the first time is in the process of communicating. The experience of speaking a foreign language not in the original country will be very different when practicing it directly in the home country. Not to



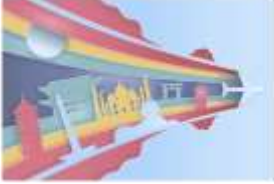


mention the disparity in the value of currencies, the behavior of converting the price of goods abroad with the currency of the country of origin often occurs and becomes an obstacle.

The rapid development of technology and communication in the era of globalization is able to influence developments in education, economy, religion, and culture. This is able to increase the flow of population mobility which is increasingly evident in pursuing various aspects of life support.

Efforts that can be done by individuals to be able to improve life and be able to follow developments, one of which is by traveling out to areas that have complete resources in supporting the fulfillment of needs. This situation is strengthened by the results of Hadawiah's research (2019), the factors that encourage individuals to migrate to more qualified areas are education, economy, and culture, from

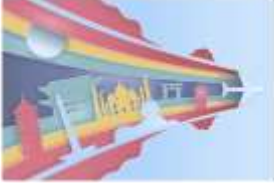




which of these three things individuals have hopes or expectations in order to be even better in achieving their goals and future

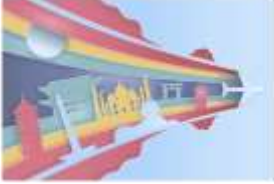
The exit trip is carried out by moving temporarily or permanently, from one area to another which allows the meeting of one culture to another. (Gaw, 2000). In line with what is said by (Ward et al., 2001) normal cultural shock occurs in the first year the individual moves to another area, which in the early year experiences suffering due to cultural differences. This problem can be a trigger for the onset of psychosocial stressors that are able to give rise to barriers to communication, emotional exchange, and more deeply result in feelings of alienation that can trigger anxiety, which is what this condition is referred to as individuals who experience cultural shocks (Zhou et al., 2008).





Cultural concussion is an individual's reaction to a new environment that he has not yet recognized, causing an initial reaction in the form of anxiety due to the individual losing familiar signs in the old environment (Bochner, 2003). Cultural shock occurs due to the inequality of views between one culture and another, thus making a new culture that comes to another culture experience a loss of hope or anticipation of similarity (Ministry of Culture and Tourism, 2008). Cultural concussion is also biased to be interpreted as a situation where a person does not recognize the social habits of the new culture, so that an individual cannot display behaviors that are in accordance with the rules in the new environment (Dayakisni & Yuniardi, 2017). Differences in the way of communicating and the lack of understanding in culture are also one of the triggers for the emergence of cultural shocks in an individual who has just moved to a new area (Nasrullah, 2012).

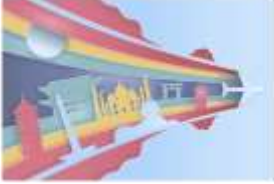




The cultural concussion that social beings are least aware of is the cultural concussion in language, where language is essential in communication to establish relationships with others, such as; there are differences in word speech, differences in pronunciation, differences in intonation, and the presence of slang, so that any individual who has very significant language differences will have a very problematic problem with the situation (Mayasari & Sumadyo, 2018). In summary, it can be interpreted that all forms of mental and physical stress experienced by individual immigrants while in foreign areas are referred to as cultural shock (culture shock) (Levy & Shirave, 2012).

Basically, cultural shocks are common in overseas individuals who start a new life in a new country with cultural situations and conditions that are different from the original culture. This allows for the demand to understand the new culture, and the

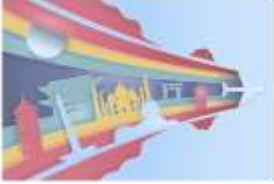




apparent response cannot always immediately show results that match expectations, which is why such circumstances are caused by differences in language, customs, procedures for communicating, which requires a process of learning new things that will then be understood and applied by individual nomads in their daily lives (Devinta et al., 2015).

Cultural shock can be overcome if an individual is able to adapt and adapt himself to the culture in which the individual is located, so that effective and smooth communication is established, feelings are more comfortable, and tension problems due to cultural differences can be resolved (Samovar et al., 2011). Based on the results of Hasibullah's research (2020), the most important effort in overcoming cultural shocks is by adjusting to the local language, so that good communication can be established with the regional community.



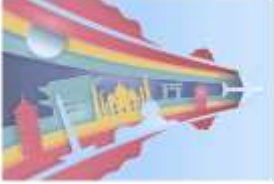


Self-adjustment is one of the important requirements in creating an individual's mental health. When an individual experiences inability to adjust to his environment, it is not uncommon for the individual to experience stress or depression. However, if the individual is able to adjust well to his environment, an individual will be created who achieves self-balance in meeting individual and environmental needs. In line with the theory presented by (Tallent, 1978) each stage of life, the individual is required to be able to adjust in the surrounding environment, for the individual who succeeds in self-adjustment will get satisfaction in his life, but if on the contrary the individual will experience obstacles in each subsequent stage of life

The results of the study (Winkelman, 1994) explained that having a good ability to interact and adjust by understanding and always practicing the new culture into everyday life is able to overcome





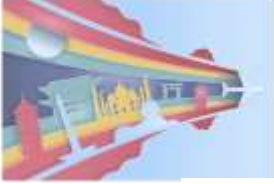


cultural shocks in individuals. (Gudykunst & Kim, 2003) argues that social beings should have interactions among communities, but the ability of individuals to communicate in accordance with local cultural norms and values depends on the process of self-adjustment or adaptation of migrants. Therefore, (Hutapea, 2014) explained that self-adjustment plays a very important role in reducing the stress of the lives of International students who study abroad.

Stages of Cultural Concussion Launching from Now Health International, cultural concussion is divided into four to five stages. Why does it say four to five stages? This is because stages one to four will be experienced by a person when he is overseas. While the fifth phase will be felt when they return to their hometown.

1. Honeymoon Stage Honeymoon Stage the first round of shock culture, usually occurs in the week

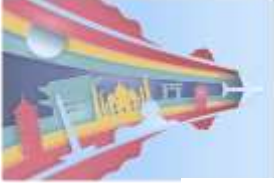




to the first month. The dominant thing to feel is that euphoria leads a 'new' life that is different from before. Starting from the panorama, technological advances, to the unique traditions of the new area. This phase is generally filled with pleasant experiences. However, this period should end and move on to the later stages.

2. Negotiation Stage At this stage a person will begin to experience frustration. Often due to the transition from the blissful honeymoon stage to the negotiation stage, the difficulty of starting to attack in a barrage. Some examples are constrained by the way home or confusion in choosing a menu when in a restaurant is the most commonly experienced. This inversely proportional change in situation often makes people desperate and want to return to their home country. This transition phase is usually accompanied by a declining health condition.





3. Adjustment Stage After passing approximately half a year, a person will enter the adjustment stage, which is already better able to understand the conditions of his environment. In this phase, individuals generally begin to try to re-mingle with society to learn new things related to the country's culture. One of the common ways of adaptation is to build relationships with local residents. In addition the person is able to handle much better than before.

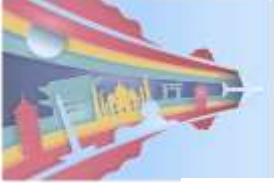
4. Adaptation Stage The adaptation stage is the last stage that a person will experience while still in a "foreign area". In this phase the individual has been fully comfortable with everything that happens in the new area. This is motivated by a person's success in habituating new circumstances by making a lifestyle according to their personality. Even if you won't feel the same euphoria as the honeymoon stage again, you'll feel happy and at home settling in the new environment.



5. Re-entry Shock After settling in a new area for a long period of time where it is accustomed to all sorts of situations and conditions. When returning to the area of origin a person will quickly realize that things are different and no longer the same when he goes wandering. The individual will feel his family, friends or relatives have already developed without himself there. The feeling of sadness will pervade when it comes to re-adapting to all the novelty of the old environment.

How to Overcome Cultural Concussions Cultural concussions are natural and should not burden the mind. However, prospective expatriates or tourists should make preparations as an effort to minimize the impact of culture shock. However, if it has or even still occurs, it can be done with steps such as the following:





1. Studying the destination area Find out more about the ins and outs of the new country to be visited. This is not limited to general knowledge, trying to occasionally find unique facts about the country or recommendations about behaviors that the local population does not like.

2. Memorize important locations When you have reached the destination area, make it a habit to understand the surrounding environment starting with the nearest one. Memorize the locations of important places such as police stations, hospitals, and so on. Also pay attention to the buildings around the residence.

3. Not comparing regions Avoid the habit of comparing everything in the new area with the region of origin. This can make it difficult to keep moving forward. Nomads will continue to



remember their hometown and find it hard to live a life in a new place.

4. Establishing relations in the new area In the new area, nomads should establish relations with the local community. Frequent socializing can be one of the ways of survival in a new environment. However, being vigilant remains the key to personal safety but also do not lock yourself.

5. Open thinking Keeping an open mindset is believed to be the most effective way to deal with shock culture. By being an adaptive person without having to force yourself too hard, undoubtedly cultural shocks will be passed.

### **c. Enrichment**

1. Explain what you know about culture shock!
2. Describe the phases in culture shock!
3. Explain the Steps in curing culture shock!





## UNIT 5

### FAMILY VALUES

#### a. Learning Objectives

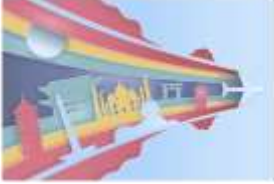
At the end of learning, students are able to understand concepts related to family values.

#### b. Learning Materials

### Child-Raising Concept

Basically all countries, all places, and all cultures have the same basic concept of the function of a family, namely as a place to study and shelter for the first time. When a person is born into the world, that is when a process of acculturation occurs which is the process of teaching the next generation about the traditions and culture of his ancestors. In America itself, it is already common for babies who are only



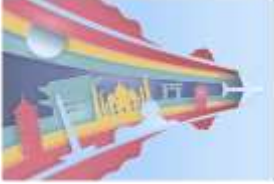


a few weeks old to be placed in a separate room from their parents. In American culture this happens for two main reasons: the first is for reasons of space. Most homes or residences in America are large enough to have their own room for each child. The second reason refers to the value of American culture that values privacy very much. So, separating the child's room since he was a child is one of the efforts made by parents to maintain and respect the child's privacy so that he is used to having his own space when he grows older. In addition to privacy, this is also done to teach children to know their responsibilities early on. This then becomes the first step so that in the future they have resilience and independence personally or individually.

Another way that parents in America teach their children about the meaning of independence is to allow them to 'work'. For example, children who are



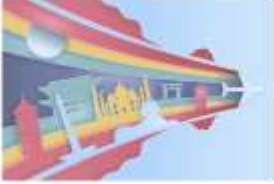




about 10 years old or older will be taught how to make money such as by helping their neighbors mow the lawn or feed their pets. Older children will try to deliver newspapers or become baby sitters.

By doing these things, from childhood American children and some countries in the European region will learn about the meaning or value of money. It is hoped that in the future they will become responsible, mentally strong, disciplined, assertive, responsible, and able to appreciate the work of others. That is why some citizens in developed countries such as in America, Europe, and Australia are more sensitive to their surroundings. For example, they will directly give a place to pregnant women or elderly people or people with disabilities when they are on the train. Or they will get used to washing, ironing and cooking their own necessities.



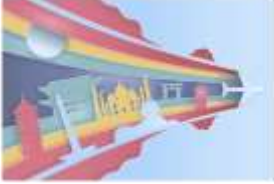


The things mentioned above may be inversely proportional to Asian culture. When it comes to privacy, some Asians rarely allow babies or toddlers to sleep alone in separate rooms from their parents. Usually even children will continue to sleep in the same room with parents until they are of primary school age or above.

For Asian cultures (e.g. in Indonesia and India), togetherness is paramount and doesn't really consider privacy factors. In addition, children usually tend to be taught to be spoiled and dependent on others. For example, children are still always supervised when they are playing and when they fall or quarrel with their friends, parents will often be quick to help and interfere to break up the feud that occurs.

Western culture teaches children to be able to solve their own problems early on. For example, when the



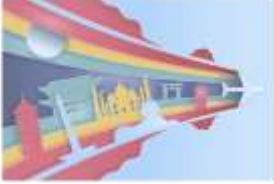


child falls, they will not immediately help but will let until the child is able to stand alone. Teaching children to swim from infancy is also one of their methods of learning to deal with problems and find ways to overcome them on their own.

While Eastern cultures tend to have a higher level of worry so there will often appear 'don't' words such as 'don't play far away', 'don't accept anything from strangers', 'don't hold glass', and various other 'don't' commands. As a result children will become more dependent on the existence of others around them.

Furthermore, in Western culture it is unusual when their child is married and has children, while his father and mother work and leave their children in the homes of their grandmothers and grandfathers. Grandma and grandpa will usually only meet their grandchildren when there is a father or mother.



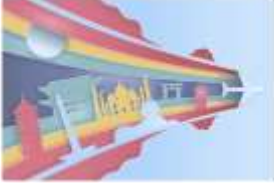


They feel that taking care of grandchildren is not their responsibility and obligation anymore so they will not be willing when entrusted with grandchildren while their parents are away or working. This is the opposite of what often happens in Indonesia, for example. In this country it is still often found grandmothers and grandfathers who take care of their grandchildren while the father and mother of the grandson work or leave.

### **Young Adulthood**

In the young age or what is commonly called the age of adolescence between the age of seventeen to the age of twenty-one years, children in America and most countries in the European region will tend to start thinking of leaving their parents' homes to start living independently. Because they are used to being educated to be independent and responsible for



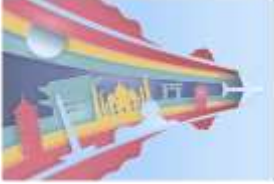


themselves since they were young, then this is not a heavy thing or coercion for them.

In addition to providing a positive example, this concept of independence also has negative impacts such as increasing the possibility of free sex because children over the age of eighteen can already live alone. At this unstable age, they usually still like to party, hura-hura, and invite their friends in the apartment and eventually end up sleeping with their friend or lover. In American culture, parents still play an important role when children want to get married or to choose their preferred education or career path.

Parents will usually only give advice on what is best for their future but the final decision is entirely in their hands. Additional information, children raised in Western culture will tend to think of their parents



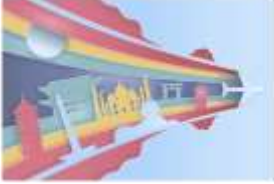


as friends and telling stories about their love stories is something they often do.

For example, children will tell their parents when their lovers ask to sleep together or live together where openness about issues like this has not happened much to children raised in Eastern cultures. This is because Eastern culture still prioritizes many customs and norms of decency and appropriateness. In fact, even teenage children can sometimes also openly talk to their parents about their sexual orientation, something that is almost impossible to do in Eastern cultures.

On the contrary, it happens to adolescent children in Eastern cultures that they are usually only fully able to leave home when they are married. There are also some who do have to leave home sooner for work reasons or for school reasons.

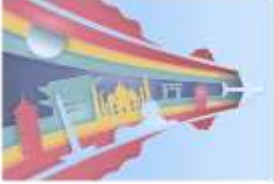




However, this is only temporary because when they finish school, for example, they will return to live in their parents' homes. Teenage children will get stricter supervision from parents for safety reasons. Parents will ask more questions and feel more worried when their children come home late. The same happens when faced with the problem of choosing a school or major in education. Parental interference is still very dominant because even if the parents free up the choice of the child, in the end parents are still very hopeful that their children will follow in the footsteps of the parents. For example, a father who works as a doctor will usually expect his child to also be a doctor or a mother who is involved in the entertainment world still expects that her child can inherit her artistic talents, and so on.

### **The Elderly**



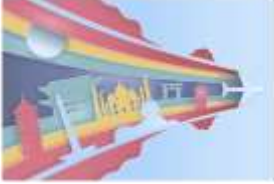


What is meant by the elderly here is a parent in the age range between sixty to ninety years. In some Western countries, parents will usually prefer to live alone and live with their communities or they are indeed forced to live alone and find friends who are about the same age as them. These people usually choose to live in their own homes only alone with their spouses or choose to live in a nursing home.

The government and social services in some developed countries care so much about the welfare and survival of these parents that the government also provides financial support and guarantees their living expenses. For those who do choose to live alone or alone with a partner will usually spend their time traveling around the world. This kind of model of people usually has the thought that their duties and obligations to their children have been completed and now is the most appropriate time for them to enjoy life. This explains why so many





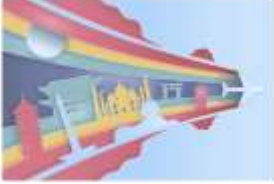


couples in their twilight years are found enjoying their vacations in various tourist attractions around the world.

While the somewhat opposite thing happened in some cultures of Eastern peoples. The position of parents takes precedence and they will usually live with their children and grandchildren. Again, the factor of togetherness is a very important value in the culture of Eastern societies.

Therefore, it is not surprising that parents will be happy to help to take care of their grandchildren as one of the means of entertainment and stress relief for people in the twilight age range. In the culture of Eastern societies, for example in Indonesia, grandmothers and grandfathers can be assisted by domestic assistants in caring for and supervising their grandchildren; however, some do not have household assistants for economic reasons.



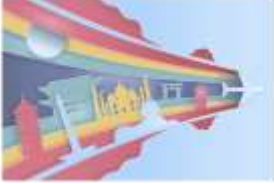


Again, the above explanations are not intended to generalize that Western and Eastern cultures have always been like that because there are also some people who have different thoughts.

### **The Nuclear and Extended Family**

What is meant by nuclear family or nuclear family in both Eastern culture and Western culture is actually the same, namely a family consisting of father, mother, and children. While the extended family is an additional family of the nuclear family that can include grandparents, uncles, aunts, cousins, nieces, and in-laws or sons-in-law. In making important decisions in the family, usually those who are outside the nuclear family are not considered very important opinions or suggestions or in other words do not play an important role because people outside the nuclear family are also not expected to



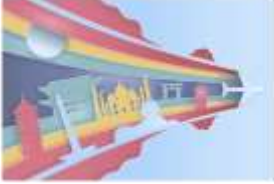


be responsible for the future sustainability of their children.

Culture in America explains that it is not the obligation of parents to give loans to their children when intending to buy a house after they are married. Even if their parents are willing to help with some funds for a down payment, for example, it will be greatly appreciated but not expected. This is in contrast to what happens in some Asian countries and certain ethnic groups in The Americas (e.g. citizens of Chinese-American or Filipino-American descent) who are likely to fully help provide funds or loans to their children so that they can afford to buy their own homes.

In some circles of people in Eastern culture, it is still a natural thing when married children still live in the in-laws' house or in the place of brothers or sisters.



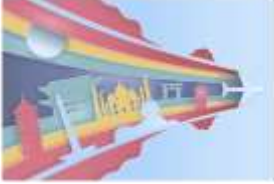


The reasons behind this include not having their own house, not being allowed by parents to leave their homes, or for reasons of temporary stay until they get a suitable house. Especially for the second reason, namely not being allowed to leave the parents' house is usually common in those who have only daughters. After the daughter gets married, it will usually be asked to stay at the parents' house on the grounds of accompanying the parents.

### **Varieties of Families**

The so-called family in American culture in particular can be very diverse and very complex. The first definition of family is when children can have two families at once. For example, when their parents divorce, they will spend part of their time with the mother while others are with the father.

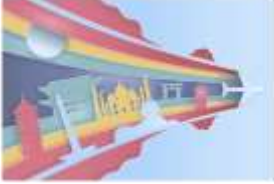




The same is true when both the mother and the father have remarried and have a new family. The interesting thing is the fact that American society is very open and is a common sight when there are lovers who go out to eat or go for a walk with their children at the same time with the father/mother of the children. So for example Oliver and Irish are a married couple and have been blessed with two daughters.

A few years later they divorced, and Oliver had had another lover named Catherine. Once, Oliver took Catherine on vacation with the children and also with their mother, Irish. They all looked very familiar like a big family. A thing that may be rarely found in Eastern culture. In Eastern culture itself usually when a couple has divorced, they will tend to go their own way without involving the previous spouse except for the affairs of the child.

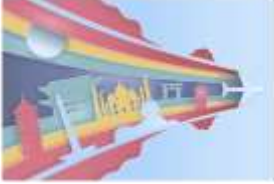




The next concept of family is when two men or two women (those who are same-sex couples) with or without children decide to form a family. In the sphere of American culture and some Western culture, this is acceptable to the public considering that in some European countries and also in some states in America have legalized the existence of same-sex marriage. On the contrary, within most Eastern cultures and some Western cultures something like this is still something that people continue to dispute and even reject. Let alone to live and live together, to admit that they like the same sex, there are still many who do not dare because of concerns about social stigma in society

The next concept is about lovers who decide not to have children or unmarried couples but decide to live together in one house can also declare themselves as a family. The same is true for single parents who have the full responsibility to care for,



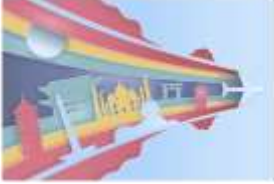


educate, and raise children alone. These single parents are also categorized in the definition and concept of the family.

In the American region itself, people who come from the Western and Eastern regions tend to be more tolerant of all forms of differences when compared to people living in the Southern or Central regions. The main reason is that societies that have strong religious norms and beliefs will usually tend to be more closed to non-traditional family types and concepts as mentioned above.

While in the traditional family concept consisting of a husband and wife and their children, the meaning of marriage in Western culture can be said to be very different from the meaning of marriage in very sacred Eastern traditions and cultures. In America for example, marriage is purely about an agreement to foster cohabitation between husband and wife.



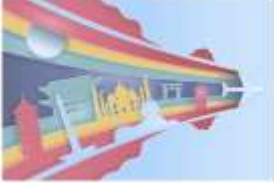


Parents may or may not be asked for consent regarding their children's wedding plans. So a wedding can happen only by being attended by lovers along with some of their friends or best friends without having to be attended by their respective parents. The concept of marriage in American culture is simply exchanging promises and signing each other's covenants and marriage books.

Further, when a mother gives birth; then she will get maternity leave for up to six months to provide a chance for postpartum recovery and also to take care of their baby. Meanwhile, the company or institution will also give paternity leave to fathers who have just accompanied their wives to give birth. The duration of this paternity leave can vary depending on the policies of the company or institution. The main purpose is to provide opportunities for fathers to accompany their wives, help take care of the baby



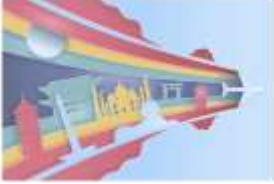




to help take care of the house while the wife is undergoing a postpartum recovery period. In some countries in Asia (such as Indonesia and Malaysia), maternity leave is only granted between two to three months for women while for men there is no specific time for leave to accompany the wife.

Sweden, Croatia and Canada occupy the three highest positions in granting maternity leave with the longest duration held by Sweden with a duration of up to 56 weeks plus an additional 13 weeks. In addition, there are also Denmark, Serbia, and the United Kingdom which rank at the top of the maternity leave entitlement (based on data from [www.payscale.com](http://www.payscale.com) uploaded in March 2017). The main reason why many developed countries provide the right to long maternity leave is the fact that the longer a baby gets breast milk from his mother, the greater his life expectancy will be considering that breast milk is the main food source





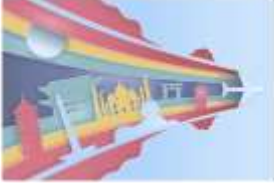
for babies which is very beneficial for their health and endurance against the risk of developing various types of diseases.

### **Working Fathers and Mothers**

Traditionally, there have been differences in responsibilities and obligations for men and women. Men are responsible for financial support to their wives and children, while women are responsible for emotional support such as caring for and raising children and tidying up the house. However, in the modern era like today, this has experienced a shift in meaning along with the increasing freedom and number of women who have careers outside the home.

This was first broken by the feminism movement which promoted gender equality in various sectors of life. The position of men as the head of the family



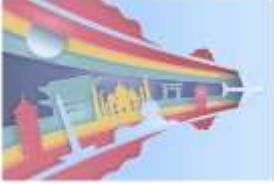


and women as housewives also underwent quite dramatic changes. The view of society is increasingly open that women must also be smart and assertive and have equal power with men. In addition, many families have the assumption that increasingly unstable socioeconomic conditions require them not to rely on income from just one door.

With more and more women working outside the home, the challenges for them are even more severe because in addition to work, women also still have responsibilities as a wife and a mother. Some of these women work for reasons to meet the financial needs of the family and some work to pursue their careers and goals and to develop themselves.

In some developed countries, it is natural that both parents are busy at work and need the help of domestic assistants and daycare institutions to help look after their children when they still have to



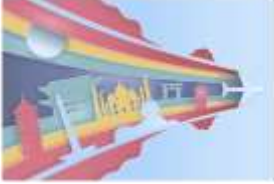


work. Both for financial reasons and for security reasons, there are some people who prefer to temporarily entrust their children to their siblings or grandmothers and grandfathers.

Usually this kind of thing often happens in Eastern cultures. Because there are many child care centers that are not professional, the treatment of children is less accountable, so many people are really selective in choosing a daycare that can be trusted. In addition, for security reasons, parents often install CCTV at home when their children are left only with household assistants.

Meanwhile, in some countries in the Arabian Peninsula region that are famous for their respect for their women, the only ones who work are usually only fathers while mothers are in charge of the house to look after, nurture, care for, educate, and raise their children. Therefore, the services of household



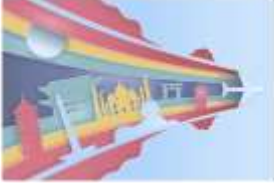


assistants are more widely used to clean up the house and help supervise the children. Even when going shopping, women usually often use the services of a private driver to take them wherever they go. In Arab culture, women are so privileged that the task of washing, tidying up the house, ironing, cooking, and shopping for household needs is in the hands of their husbands or

### **Single-Parent Family**

What is meant by a single-parent family is a family where children are only cared for, educated, and raised by one of the parents, it can be a father or a mother only. In the culture of Western societies, this type of family is considered ordinary and reasonable because of the high divorce rate. Of course, in addition to divorce, it could be due to the reason of the death of one of the parents or because of the reason for being abandoned by a lover. In America

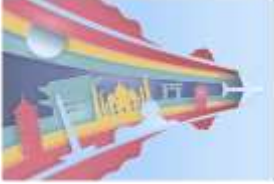




and some other Western countries, single-parent families are not only formed from divorce or death, but also from the flight of one of the spouses. In other words, having children before marriage or getting pregnant out of wedlock is a natural thing to happen and society does not consider it a disgrace. In fact, sometimes this single-parent family can also be formed because the woman does choose not to continue the relationship with the man or the relationship is formed from a one-night stand relationship (just getting to know each other in a day and immediately sleeping together).

In Western culture, women usually have a stronger negotiating position than in Eastern cultures. For example, when her husband is deemed unable to properly provide for their family, women will prefer to separate rather than continue their marriage. They feel more capable and more comfortable to live alone, caring for and raising their children alone.



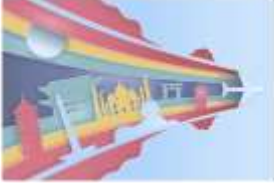


This is somewhat different from African Americans who still mostly live in slums. African American women are usually more receptive to life at the lower middle level because of their cultural background that teaches that life is hard and not easily conquered so that their struggles and resilience are more tested.

While in Eastern culture, there are many single parent families both for the reason of divorce and the reason for the death of one of them; still viewed with negative stereotypes. Even more so if it happens to the woman's side which is the fundamental thing of the formation of a bad image of widow status than widower status. Therefore, the social pressure received by single-parents will usually be much more intense when compared to those in Western countries.

### **c. Enrichment**





Based on the above, why do you think Americans encourage their children to work at a young age? At what age do you have your first job? Do you know Americans or other foreigners who have young children and have been asked to work? If so, what is their job?

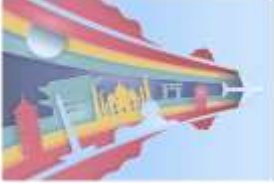
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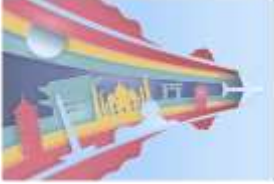
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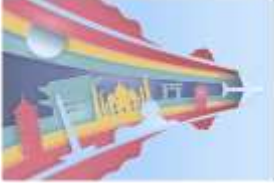
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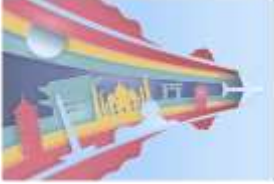
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