

The Relationship of Culture Shock with Learning Motivation in Nursing Students

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ABSTRACT

OBJECTIVE: This study aimed to determine the relationship between culture shock and the learning motivation of nursing students.

METHODOLOGY: A descriptive correlation with a cross-sectional approach was conducted from February to April 2024 on nursing students' class of 2023 in the Faculty of Nursing of the Western Indonesia Private University. As many as 182 respondents were involved in this study with purposive sampling, with the inclusion criterion being students from outside Jabodetabek city. In contrast, the exclusion criterion is students from outside Indonesia. Data was collected using the Culture Shock and Learning Motivation questionnaires, which were tested for validity and reliability. Data analysis in this study used univariate and was analyzed using a chi-square test with a significance level of $\alpha \leq 0.05$.

RESULTS: Of 182 respondents, 99 (54.4%) had low-category culture shock, and 142 (78%) had high-category learning motivation. Analysis of the relationship between cultural shock and learning motivation obtained $p=0.002$ (OR= 3.75), meaning there was a relationship between culture shock and learning motivation.

CONCLUSION: According to this study, students who experience low culture shock will increase learning motivation and vice versa. Educational institutions can maximize student programs such as mentorship programs and welcoming new students through cultural orientation, particularly new students from outside the city, so they can interact effectively with the campus environment. Furthermore, it is advised that future studies be able to identify the regional origins of culture shock at all levels of students.

KEYWORDS: Adaptation, Culture Shock, Learning Motivation, Student, Nursing, Academic Education.

INTRODUCTION

Students entering college come from diverse backgrounds, including regional and sociocultural backgrounds, motivations, and goals. Some students must leave their families to go to college, losing the support of their parents. It is crucial to build new interpersonal relationships by supporting their social and emotional lives². Every good new student from outside the area faces academic and non-academic challenges because they must carry out their duties and responsibilities as students, namely achieving good learning achievements^{3,4}.

Individuals with low learning motivation perceive themselves as incapable of doing anything worthwhile for themselves and others⁵. The previous research on students of the College of Health Sciences in Saudi Arabia showed the lack of motivation to study in most students, as evidenced by 78.3% of 60 respondents not studying every day⁶. Another study on overseas students at X University in Makassar City showed that 17 out of 30 students had low learning motivation. It was characterized by laziness in developing skills,

reading material before class, and not preparing themselves when the lecturer held an exam⁷. Based on a survey conducted among 12 students from the outside region of the Faculty of Nursing at one of the Private Universities in Western Indonesia, it was found that 50% of respondents did not read the material before class, and 41.7% did not have motivation when getting complicated assignments.

Learning motivation is influenced by the ability to adapt to new environments and cultures⁸. Culture can affect learning motivation, so an adequate adaptation process is required. Unsuccessful cultural adaptation is known as culture shock. Culture shock is an individual disorientation felt when migrating or moving to a new place with different attitudes, values, and lifestyles. Culture shock is often experienced when individuals are in a new environment and culture⁹⁻¹¹. Culture shock usually occurs in several stages, starting with the initial phase, where the new environment seems exciting. It is then followed by the crisis phase, characterized by frustration and confusion as students face the realities of their new cultural environment¹². Culture shock has an impact on decreasing learning motivation¹¹. A study conducted on 66 overseas students in Makassar City found that culture shock contributed 5.80% to student learning motivation; namely, the higher the individual experiences culture shock, the lower the learning motivation⁷.

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Aspects of culture shock include affective, behavioral, and cognitive components. A nurse's profession is closely linked to intercultural exchanges and diverse values; thus, nursing students must be adaptable on an affective, behavioral, and cognitive level¹³. Cultural shock encompasses various dimensions that affect international students' adaptation to their new environment. These aspects include language barriers, daily schedules, non-verbal communication, homesickness and loneliness, seasons and weather, and food. These factors can significantly impact the student's psychological well-being and academic performance. Language proficiency is a critical factor in the cultural adjustment process¹².

Research conducted on 68 new students at the Sumbawa University of Technology found that 8.8% of subjects experienced culture shock in the high and high categories as much as 20.6%. Three aspects of culture shock in this study are in the moderate category, which includes effective with a value of 2.71%, behavior at 2.96%, and cognitive at .67%¹⁴. Previous research on new nursing students at Respati University Yogyakarta showed that the culture shock in 32 respondents from NTT was 68.1%¹⁵. The results of a survey of 12 new students who came from outside the region at one of the Private Universities in Western Indonesia found that 50% of the respondents experienced culture shock in the affective aspect (feeling homesick for family), then in the behavior aspect including 16.7% of respondents avoided when strangers greeted, and 75% of respondents sought information about the new environment. In the cognitive element, 33.3% of respondents felt that Jabodetabek people were less polite when talking to others, and 58.3% were unfamiliar with the local language style.

This study was undertaken based on various situations where culture shock is still encountered, particularly by nursing students, and considering the limited research on culture shock among Faculty of Nursing students. This study aimed to determine the association between culture shock and learning motivation in nursing students.

METHODOLOGY

This research design used a quantitative correlation with a cross-sectional approach. It was conducted from February to April 2024 at the Faculty of Nursing at one of the Private Universities in Western Indonesia. This study involved 334 nursing faculty students who came from outside the Jabodetabek (Jakarta, Bogor, Depok, Tangerang, and Bekasi) area from the class of 2023. Purposive sampling was used in this study, with the inclusion criterion being students from outside Jabodetabek, while the exclusion criterion was students from outside Indonesia. This study's sample size was calculated using the Slovin formula. The typical error rate in nursing research is 5%^{16,17}. The sample size in this study was 182 students.

This study used questionnaires that have been permitted to be modified. The culture shock questionnaire was modified from Tekege and Prasetya¹⁸, and the learning motivation questionnaire was modified from Basri and Ridha⁷. This questionnaire has also been tested for validity and reliability. The culture shock questionnaire had 17 items with Cronbach's alpha of 0.836, and the learning motivation questionnaire had 19 items with alpha of 0.923. The measurement results of the culture shock variable consist of high (≥ 52.73) and low (<52.73), while the measurement results of the learning motivation variable are high (>66), moderate (42-66), and low (<42).

Data were analyzed using Statistical Package for Social Sciences (SPSS). Univariate analysis in the study was used to identify variables of regional origin, culture shock, and learning motivation by identifying the frequency and percentage of data on each variable. A chi-square test was used to determine if there is a relationship between culture shock and learning motivation in nursing students, with $p < 0.05$ considered significant.

The Research Ethics Committee of the Faculty of Nursing at Western Indonesian Private University approved this study with No. 038/KEPFON//2024. The ethical principles include respect for human dignity, justice, informed consent, anonymity, and confidentiality.

RESULTS

Of the 182 respondents, most students were from the island of Sumatra at 40(22%), and the smallest number were from Banten at 3(1.6%). The details about the quantitative data of the women studied are shown in **Table I**. Most students felt culture shock in the low category, namely 99(54.4%), and in the high category, as many as 88(45.6%). While most students' learning motivation is high, as many as 142 (78%), and the moderate category is only 40(22%). Details of the univariate data analysis studied can be seen in **Table II**.

Table I: Region of origin from outside Jabodetabek (n=182)

Origin	n	%
Papua Island	4	2.20%
Kalimantan Island	27	14.80%
Sumatra Island	40	22.00%
Sulawesi Island	29	15.90%
Java Island (Except Bogor, Depok, Bekasi)	30	16.50%
Bali Island	4	2.20%
NTT island	16	8.80%
Maluku	29	15.90%
Banten	3	1.60%
Total	182	100%

Table II: Frequency distribution of culture shock and learning motivation (n=182)

Category	n	%
Culture Shock		
Low	99	54.4%
High	88	45.6%
Learning Motivation		
Moderate	40	22%
High	142	78%

Furthermore, the relationship between culture shock and learning motivation of nursing students based on the results of the chi-square test with a significance value of significance (α) = 0.05, the p-value is smaller than 0.05 (0.002); this means a significant relationship exists between culture shock and learning motivation in nursing students at the Faculty of Nursing at a private university in western Indonesia (**Table III**).

Table III shows that, among respondents with low culture shock, 31 respondents have learning motivation in the medium category, and 68 respondents in the high category. For respondents with high culture shock, nine respondents have moderate learning motivation, and 74 respondents have high learning motivation. The odds ratio value = 3.75 means that respondents with low culture shock are 3.75 times more likely to experience high learning motivation than respondents with high culture shock.

Table III: A Chi-square test culture shock and learning motivation (n=182)

Culture Shock	Learning Motivation		P Value	OR (odds ratio)
	Moderate (n=40)	High (n=142)		
Low	31 (77.5%)	68 (47.89%)	0.002	3.75
High	9% (22.5%)	74 (52.11%)		

DISCUSSION

Sociocultural adaptation is described in terms of behavioral competence. It is heavily influenced by components that form the foundation of cultural learning and social skill development. These characteristics include the length of residence in the new culture, cultural knowledge, interaction and identification with the host nation's population, cultural distance, language fluency, and acculturation strategies¹⁹. Culture shock describes a dramatic and unexpected adaptation challenge. Therefore, everyone must learn to adapt to events such as moving house, attending school, losing a social support system (family, friends, classmates, and coworkers), starting over in a strange area, and undergoing education away from home. Culture shock can cause psychological and physical symptoms such as despair, boredom, withdrawal, feeling isolated or helpless, sleeping excessively, frustration with delays, body pains, and longing for home. Often, these factors

predict how and to what extent a person or group can adapt to the changes around them^{20,21}.

Based on this study, students felt low culture shock; this is characterized by respondents experiencing cultural interactions with various cultural diversity, making new students try to remember words that local people often use; this shows that there are changes in the views of individuals in the introduction of ethnicity and values, but, on the other hand, some new students also experience difficulties in social interaction; new students tend to avoid new people when greeting and feel surprised by the language style in the local area (Jabodetabek).

Regarding the symptoms of culture shock, homesickness is the most common symptom, followed by missing their own culture, feeling insecure, and boredom; this could be due to exposure to a new culture for the first time, especially for those who have never travelled abroad before²⁰. In line with previous research on first-year nursing students who came from outside Yogyakarta, it was found that most respondents did not experience culture shock; this is because first-year students can adjust and adapt to the surrounding environment; first-year students experience changes in the process of self-adjustment while in Yogyakarta¹⁵.

Another study conducted on first-year students in the College of Health Sciences dormitory showed that the level of culture shock of first-year students was in the low category. The cause of the low culture shock felt by first-year students is that adjusting to the environment affects them both physically and emotionally; the culture shock experienced by first-year students will develop and gradually become an acceptable situation²². Culture shock has no specified time boundaries, with some research finding that it is resolved quickly or experienced longer. There is no defined schedule for each phase of responding to culture shock²³.

It is inversely proportional to the results of research on migrating students of the University of North Sumatra class of 2016, where the culture shock of students from outside North Sumatra is higher than non-outside students having culture shock in the high category. According to this study, culture shock in new students who migrate does not cause a permanent sense of hopelessness in completing academics. Still, a high level of culture shock illustrates the ability and desire of new students to adapt to new cultures and environments²⁴; this is also in line with research on students from Papua, which indicated that the level of culture shock was high and that Papuan students experienced culture shock due to emotional experiences with new cultures. The impact of culture shock is not always negative but can positively impact new students' ability to get to know themselves better²⁵.

Addressing culture shock demands a diverse strategy. The solutions range from pre-departure orientation and language training to ongoing support services like

counseling, peer mentorship, and cultural exchange programs. Higher education institutions play a critical role in supporting these interventions, assisting students in navigating their new circumstances and eventually achieving academic success¹². Culture shock can, however, impair a student's capacity to study and contribute because the stress of a new culture is overpowering²³.

Based on this study, it was found that the level of learning motivation experienced was in the high category. This result is characterized by most new students having high learning motivation when they get complicated assignments, having a high desire to develop skills and talents of interest, and studying diligently to graduate and get a cum laude GPA; this aligns with research on nursing students in semester IV at Sam Ratulangi University, where they had good learning motivation. Learning motivation is crucial for students and is a stimulus for students to utilize the potential within or outside students⁵.

Another study on nursing students in the third semester of STIK Siti Khadijah Palembang found they had good learning motivation. The high motivation to learn nursing students is due to the desire to obtain satisfactory learning achievements²⁶. Furthermore, research on students at UIN Sjech M. Djamil Djambek Bukittinggi in 2022 found learning motivation in overseas students in the high category. Motivation is needed by each individual so that the individual can adapt to their social environment. Motivation itself is a burst of positive energy to achieve every desire or goal you want to achieve. So, respondents who have high motivation are more likely to graduate on time²⁷.

However, this is inversely proportional to research on nursing students in the 2023 class at Bina Bangsa University, which found that new students tend to have moderate motivation, do not tend to be high, and vice versa are not low. Motivation for new students is essential because motivation is what drives new student behavior. This study shows that motivation also plays a vital role in why students choose one behavior over another. The results of this study also explain that moderate motivation of new students affects the independence of new student learning²⁸.

The study's results identified the relationship between culture shock and the learning motivation of students of the Faculty of Nursing at one of the private universities in Western Indonesia; this showed a relationship between culture shock and the learning motivation of new students, with a significance value of 0.002. The research results on overseas students of the University of North Sumatra class of 2016 explain a significant and positive relationship between culture shock and learning motivation among those who come from outside Sumatra Island. It explains that culture shock can cause depression, anxiety, and feelings of helplessness; negative emotions can affect the learning motivation of overseas students, while high levels of anxiety make individuals disturbed in regulating thought patterns, difficulty self-regulate and

cause low self-achievement²⁴.

Another study defines culture shock as an active process that individuals can directly activate when experiencing environmental or cultural changes in both affective, behavioral, and cognitive aspects. Culture shock is a description of the way individuals deal with different environments and cultures²⁸. In contrast, according to another study culture shock is a form of disorientation toward new and other environments and cultures²⁹.

The limitations of this study were that the respondents studied were only in one batch and only identified culture shock in general. Therefore, future research is expected to be conducted at all levels and identify all academic activities, such as laboratory and clinical practices, using questionnaires or in-depth interviews.

CONCLUSION

According to the study's results, a relationship exists between culture shock and motivation to learn among nursing students. The lower the perceived culture shock, the higher the student's learning motivation from the outside region. Mentorship can continue to be improved for nursing academics and education so that students from outside the area can adapt quickly. This study recommended further research to analyze the level of culture shock of Faculty of Nursing students from all levels. The researcher also suggested using a qualitative research design to determine students' perspectives from outside areas when facing the first semester lectures.

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AUTHOR CONTRIBUTION

Gea ECY: Initiating the research idea, drafting the concept, doing the literature review

Boik M: Reviewing related concepts, data collection, data tabulation, methodology

Windi W: Literature review, methodology, data collection

HUtapea AD: Methodology, data analysis, validating research results, literature review, writing research articles

Debby C: Proof-reading, review article, critical revision

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