

# CYBER CULTURAL COUNSELLING AS AN ALTERNATIVE TO PROBLEM SOLVING CULTURE SHOCK OF STUDENTS WHILE DISTANCE LEARNING DURING THE COVID-19 PANDEMIC IN INDONESIA

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## ABSTRACT

The purpose of this research is to answer the problems of education in Indonesia during the Covid-19 pandemic. One form of this problem is the phenomenon of culture shock faced by students during online distance learning. It is caused due to the change of learning environment. The form of culture shock is that students feel anxious and nervous when they have to carry out distance learning. This research approaches literature study by collecting various sources of data. The results of this study indicate that cyber multicultural counselling is a multicultural counselling service that is carried out remotely. The focus of this counselling is to help students to be able to adapt to new situations and conditions, from face-to-face learning culture to distance learning. Then the measure that multicultural cyber counselling really becomes an alternative problem-solving shock culture is as follows. First, students need to adapt to the new environment and culture in the learning process, therefore special attention needs to be paid to understanding the conditions of the learning culture that is currently changing. The special attention is in the form of providing direction, support, and motivation that the Covid-19 pandemic condition does require adaptation. Second, namely the psychological condition of students who tend to be unstable in accepting new things, such as the Covid-19 pandemic. The unstable psychological condition is caused by the limited mindset of students regarding the current conditions that actually occur. Therefore, there needs to be proper handling so that the psychological condition of students is able to understand the conditions of the Covid-19 pandemic. The handling is by providing educational entertainment that can be provided by the BK teacher. The form of educative entertainment is adjusted to the creative abilities and competencies of the BK teachers in each school. The third is multicultural cyber counselling as a form of support for the government to carry out social distancing and psychological distancing so that the Covid-19 pandemic can be completed and can minimize the spread of Covid-19 in school clusters.

**Keywords:** Cyber cultural counselling, distance Learning, problem solving culture shock

## 1) INTRODUCTION

The purpose of this research is to provide scientific answers regarding the problems of student culture shock when studying remotely during the Covid-19 pandemic in Indonesia. The

phenomenon of culture shock is a problem in the world of education. This phenomenon is caused by a learning culture that was originally changed directly to distance learning. The COVID-19 pandemic has triggered very complex problems in various dimensions of life, including the learning process. The learning process which was originally carried out directly in schools, was then carried out indirectly (online) during the Covid 19 pandemic. The online learning process had never been done before in Indonesia, causing problems in the teaching and learning process especially for students with special needs. These problems start from technical obstacles such as limited internet access, the availability of learning media (mobile phones, laptops) and the delivery of material by teachers to students. In addition to technical problems, other problems such as the need for adaptation to new learning models, causing culture shock for students, especially for students with special needs. This has become the concern of researchers to study more explicitly with a radic (deep) mindset, so that they are able to find answers scientifically. The culture shock caused by the distance learning process is none other than implementing physical distancing and carrying out learning activities at home, as advised by WHO (Boenga Nur Cita and Tiwuk Susantiningsih, 2020).

Physical distancing, as is the reality on the ground, does cause a culture shock in society in general and includes students who carry out the learning process from home. This is caused by social conditions in the learning process that are new and different from before. Where social adjustment (in this case is the learning process of students with special needs) is the ability of students to be able to interact in a healthy manner with existing social relationships and realities, and create a pleasant social atmosphere (Inosensia Dini Pramudiana and Theresia Dewi Setyorini, 2019).

The problem of culture shock, especially for students with special needs, needs to get special treatment by counsellors in this case are BK teachers in schools. The specific handling is by using multicultural counselling which is carried out with the Cyber counselling method, by introducing a new culture during the Covid 19 pandemic. The new culture in terms of the learning process is carried out indirectly or online. With this online learning model, BK teachers need to provide direction, guidance and guidance to students with special needs to remain able to carry out the learning process with a different culture than before. Therefore, the problem of culture shock in students with special needs can be categorized as the impact of social changes that occur. Where social change is closely related to changes in behaviour patterns, changes in social relations, changes in institutions, and changes in social structures within a certain period of time (Irwan and Indraddin, 2016).

With the change in the pattern of social life as described above, especially for students with special needs, there needs to be a very important role for BK teachers to be able to assist students with special needs during the Covid 19 pandemic. One of the things that can be done by BK teachers is to do multicultural counselling using the cyber counselling model. Thus, this research is to answer the problems of culture shock in students with special needs to be able to adapt to the social environment in the learning process from home by using multicultural counselling. Where multicultural counselling prioritizes aspects of culture, normality, and values so that they can find answers to cultural problems experienced by counselees (students with special needs). Multicultural counsellors, or BK teachers are able to help the counselee to be able to solve the counselee's problems in identifying the factors of the counselee's nonverbal response (Happy Karlina Marjo, 2013).

## **2) METHODS**

Method in this research is descriptive qualitative. The type of this research is a literature study, with various references and literature that has the same study area as this research, namely culture shock and multicultural counselling with a cyber counselling model. In this study, the focus is more on culture shock for students with special needs during the Covid 19 pandemic and its prevention efforts through multicultural counselling with a cyber counselling model. Meanwhile, the data

collection technique used is literature study and documentation. Literature study is a technique of collecting data from various sources such as books, journals, and other sources to meet the required data. While documentation is a technique of collecting data by collecting certain documents. The documents can be in the form of writing, such as diaries, history, stories, and biographies that are relevant to this research

### **3) RESULTS**

#### **Culture Shock for Students with Special Needs During the Covid 19 Pandemic**

Culture Shock is a combination of the two words Culture and Shock. The meaning of the word Culture in general is culture, while Shock can be interpreted as surprised or surprised. Thus, if the two words are interpreted together, they have the meaning of cultural shock. From the point of view of cultural communication, it can be interpreted as the delivery of messages from one individual to another individual who has cultural differences. Where, the process of culture shock often occurs in each individual and the impact is different. This can be interpreted that every individual has experienced discomfort, shock, and negative feelings when in conditions of a different culture than before or new to the individual (Diana Simanjuntak and Rina Fitriana, 2020).

The term Culture Shock was first introduced by an anthropologist named Kalervo Oberg in 1960. The term is used to describe a form of deeply negative response to depression, disorientation and frustration by individuals living in a new cultural environment. This term can also be expressed as a form of ignorance of direction, a feeling of uncertainty about what to do, and how to do something in a new environment (Diana Simanjuntak and Rina Fitriana, 2020). The term culture shock is a form of reaction or response shown by individuals when they are in a new environment. The cause of this culture shock is the loss of recognized signs, then habits that are often done, and language differences (Inosensia Dini Pramudiana and Theresia Dewi Setyorini, 2019).

Meanwhile, the word culture shock in Indonesian is generally a cultural commotion, and psychologically it is a description of the condition of individual feelings (students with special needs) in facing a social and cultural environment that has been different from before (Muhammad Syaifulloh, et al, 2020). This is also a problem for students with special needs, in the online learning process or from home. Given that students with special needs require special treatment and learning models to be able to receive lessons properly and correctly. Individuals in this case are students with special needs, who experience culture shock, namely being in uncomfortable situations and conditions both physically and psychologically (Muhammad Syaifulloh, et al, 2020).

Based on the various descriptions above, it can be concluded that the culture shock of students with special needs during the Covid 19 pandemic is a condition experienced by students with special needs in terms of the situation of the learning process that has changed, resulting in discomfort both physically and psychologically, because they must require media. others in learning such as laptops, cellphones and so on. Basically, the experience of culture shock is a natural thing that many people experience in a new environment. However, the level of disturbance experienced by these individuals is different (Muhammad Syaifulloh, 2020).

### **4) DICUSSION**

#### **The Urgency of Multicultural Counselling Through Cyber Counselling for Students with Special Needs in the Online Learning Process**

Multicultural counselling or commonly referred to as cross-cultural counselling is a field of practice that emphasizes the uniqueness and diversity of individuals, both from the counselor and from the counselee. This uniqueness and diversity is brought to the counselling service process and then acknowledges that the counselee has brought their own cultural background during the counselling process. In simple terms, multicultural counselling is the existence of cultural differences between the counselor and the counselee who socially have different ways of getting to that culture.

Multicultural counselling can also be used as an intercultural therapy that is packaged in a harmonious counselling process while still paying attention to cultural backgrounds, values and lifestyles (Luky Umami Khoirunnisa', 2018).

Meanwhile, students with special needs or often referred to as children with special needs (ABK) are children who experience disorders or deviations and abnormalities both in terms of physical and mental, emotional, and social, so that these children require a special educational process. . The special education is adjusted to the disabilities and deviations or even the children's disabilities. Based on the reference, it is stated that, children with special needs are divided into 10 types, namely: mentally retarded, visually impaired, learning difficulties, autism, behavioural disorders, physically disabled, mentally retarded, double impaired, deaf, and gifted children (Dina Dwinita, 2012).

In the multicultural counselling process itself, there is multicultural education for students with special needs to be able to adapt to a new environment in the midst of the Covid 19 pandemic. The importance of multicultural education is so that the phenomenon of culture shock in students does not hinder the online learning process that is being implemented by the government to break the pandemic. Covid 19 in Indonesia. Therefore, multicultural education is felt to be very necessary for students, especially students with special needs so that they can be trained so that they can admit that there is a change and difference in life (Lilam Kadarin Nuryanto, 2014).

Based on the systematic explanation above, it can be seen that the urgency of multicultural counselling through cyber counselling is to help students adapt to new habits, and also cyber counselling is to support government programs to keep a distance. Therefore, it can be seen carefully that the role of cyber counselling in addition to helping students adapt to new cultures and habits in the learning process, cyber counselling is also a form of support for the government to minimize Covid-19 victims in Indonesia. In addition, cyber counselling is also a tangible form of software engineering development that stakeholders can benefit from.

Based on the various explanations above, it can be concluded that multicultural counselling through cyber counselling for students with special needs is a special service that emphasizes and pays attention to the culture of students, especially with special needs that need to be considered by BK teachers, in dealing with situations and conditions of the learning process during the Covid-19 pandemic. there still is. Students with special needs have attitudes and behaviours that are not the same as students in general. In order to respond to this, counsellors or BK teachers need to have competence and expertise, including in terms of providing multicultural counselling. BK teachers or counsellors in schools, have a very important role in providing direction, guidance, and guidance to students, especially those with special needs (Arista Kiswanto, et al, 2017).

### **The Meeting Point Between Culture Shock and Multicultural Counselling Through Cyber Counselling**

Culture shock is a form of individual psychological response to a changing environment from before. This is as experienced by the world community, especially for the Indonesian people and includes students with special needs in responding to the impact of the Covid 19 pandemic. Students with special needs, who before the Covid 19 pandemic did require special education, plus the problems of the learning process carried out online and this has caused its own problems so that students with special needs experience culture shock in the learning process. The phenomenon of culture shock itself is experienced by many individuals, but it feels very burdensome for students with special needs. This is because, there is a need for adaptation to online learning situations with various obstacles experienced both from the technical and the material itself. With this multicultural counselling, it is a form of inclusive education and students with special needs can further develop the potential in each of them (Sulthon, 2013).

Cultural diversity is a natural form of events due to the encounter between various cultures. The diversity of counselees and counsellors such as educational background, family, religion, ethnicity and geographical conditions interact with each other so that sometimes it creates its own problems. Then as a school counsellor or BK teacher, they are required to also be able to provide counselling by paying attention to the culture of students, including those for students with special needs. As a multicultural counsellor, it is also necessary to be aware of the prevailing values so as to make it easier for the counsellor to adapt to the counselee. This adjustment is the first step for counsellors or BK teachers to be able to carry out multicultural counselling (Sri Rahmah Ramadhoni and Siti Zahra Bulantika, 2020). The problem experienced by students with special needs is the need for adaptation from an online learning system to an online learning system. Therefore, students with special needs experience culture shock. One of the methods used is to provide multicultural counselling through cyber counselling. Where multicultural counselling can be done remotely.

Thus, it can be concluded that there is an appropriate meeting point between culture shock and multicultural counselling. The meeting point is, between the problems faced by the counselee in this case are students with special needs with the problems of the learning process that are different from before and this certainly causes shock in learning culture or culture shock in learning. Therefore, the handling used must also be with the right model, one of which is using multicultural counselling. Where multicultural counselling emphasizes and pays attention to the cultural aspects of the counselee, so that the point of the counselee's problem can be found the right solution.

Culture shock for students with special needs is triggered by a different learning process than before. Where, the previous learning process which was carried out directly and during the Covid-19 pandemic had to be done indirectly. This culture shock problem can be an obstacle for students with special needs in the learning process. The form of culture shock can be in the form of difficulty adapting, learning difficulties and difficulties in understanding the material presented due to being constrained by technical learning media. Therefore, it is very important for BK teachers or counsellors in schools to be able to assist students with special needs in order to carry out the learning process well. Although the counselling process is also carried out online, and this does not rule out the possibility that students with special needs will understand how to adapt in the learning process during the Covid 19 pandemic. Thus, it is clear that the role of software engineering through cyber multicultural counselling in handling the spread of Covid-19 is clear. 19 in the school cluster.

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