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CULTURAL AND LANGUAGE DIFFERENCES OF INTERNATIONAL CREDIT TRANSFER STUDENTS STKIP PGRI SUMATERA BARAT WITH FATONI UNIVERSITY THAILAND STUDENTS

PERBEDAAN BUDAYA DAN BAHASA MAHASISWA TRANSFER KREDIT INTERNASIONAL STKIP PGRI SUMATERA BARAT DENGAN MAHASISWA UNIVERSITAS FATONI THAILAND

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Abstract

Exchange Program Students or called Credit Transfer International, which activity is to allow students to take the eyes of college degrees higher outside the country. By the terms, already doing work equally among college high to carry out an exchange student program. One of them is the STKIP PGRI West Sumatra in Credit Transfer Program to Fatoni University, Thailand which was carried out in 2020, even though during the COVID-19 period. Barriers to communication between cultures have appeared in every aspect, this is caused by differences in culture, differences in how to think, how to see, how to hear, and translating languages, so the case is to be interpreted differently by cultures other, even. When the difference in language in a class, then by this translation should be required, so that the potential mistake of misunderstanding does not occur. Therefore, communication effectively among people of different cultures has become one of the pretty challenging things.

Keywords: credit transfer, cultural, language, international student

Abstrak

Program Pertukaran Mahasiswa atau disebut Credit Transfer International, yaitu kegiatan yang memungkinkan mahasiswa untuk mengambil mata kuliah gelar yang lebih tinggi di luar negeri. Dengan syarat, sudah melakukan kerja sama antar perguruan tinggi untuk melaksanakan program pertukaran pelajar. Salah satunya STKIP PGRI Sumbar dalam Program Transfer Kredit ke Fatoni University, Thailand yang dilaksanakan pada tahun 2020, meskipun dalam masa COVID-19. Hambatan komunikasi antar budaya telah muncul dalam setiap aspek, hal ini disebabkan oleh perbedaan budaya, perbedaan cara berpikir, cara melihat, cara mendengar, dan menerjemahkan bahasa, sehingga hal ini harus ditafsirkan secara berbeda oleh budaya lain, bahkan . Ketika terjadi perbedaan bahasa dalam suatu kelas, maka dengan penerjemahan ini harus diperlukan, agar potensi kesalahan salah paham tidak terjadi. Oleh karena itu, komunikasi yang efektif di antara orang-orang yang berbeda budaya menjadi salah satu hal yang cukup menantang.

Kata kunci: transfer kredit, budaya, bahasa, mahasiswa internasional

1. INTRODUCTION

Merdeka Learning: kampus merdeka is a program created and issued by the Ministry of Education and Culture of the Republic of Indonesia (Mendikbud RI). Quoted from web pages detik.com in the event Launch Policy Campus of Freedom in Building D Kemdikbud, Minister of Education and Culture (Education) (Nadiem Makarim, 2021) deliver the program "Independent Study" The second episode is the focus in the field of Education (PT). The program is called "Kampus Merdeka" and has four main policies. Policy first in the Campus of Freedom is to allow college high to hold a study program new. But in it just apply for a college that accredited A and B. The policy further mentioned by Nadiem is about a system of accreditation college. Policies third are about freedom for the University High State Agency for Services Public (PTN BLU) and Unit of Work (PIU) to be Universities High State Agency Law (PTN BH), and the latter policy being delivered by Nadiem is the freedom for students to take the eyes of college outside the product.

According to the Ministry of Education and Culture of the Republic of Indonesia (Kemdikbud RI, 2020) the Merdeka Learning program: Merdeka Campus has 8 types of student activities that can be carried out outside the home campus, namely (1) Internships / Work Practices, (2) Projects in the village, (3) Teaching in schools, (4) Student Exchange, (5) Research/research, (6) Entrepreneurial Activities, (7) Independent Studies/Projects, (8) Humanitarian Projects. From all the activities the students are prepared by Kemendikbud RI, discuss the activities of student exchange Student in which this can be done either outside the country or in the country, based on the agreement of work together that has been held by the University of Appeal.

Exchange Program Students will be undertaken outside the country called Credit Transfer International, which activity is to allow students to take the eyes of college degrees higher outside the country. By the terms already doing work equally among college high to carry-out an exchange student program. One of them is the STKIP PGRI West Sumatra in Credit Transfer Program to Fatoni University, Thailand which was carried out in 2020, even though during the covid-19 period, this program continues to run by always paying attention to all the risks that exist, so that various kinds of learning models are submitted to higher education institutions. Implement this International Credit Transfer program.

According to (Word et al, 2020) Since the spread of the pandemic caused by the Corona Virus in Indonesia Are several ways that are done by the Indonesian government to prevent the spread of the virus. One of them is issuing a circular letter from the Ministry of Education and Culture (Kemendikbud) of the Directorate of Higher Education No. 1 of 2020 regarding the

prevention of the spread of *Corona Virus Disease (Covid-19)* in universities. Via mail circulars that the Kemdikbud give a warning to the college high to implement the learning distance away. (Lily Thamrin, 2020) said condition *Covid-19* increasingly Melua s this requires that the process of learning to teach while the time to do at home. This policy was carried out by the government to break the chain of the spread of the coronavirus. The learning process is done remotely or online (in the network), either using a mobile phone, PC or laptop.

This is also done in the program Kemendikbud namely the Credit Transfer program, which is the students in STKIP PGRI West Sumatra who participated as well in the program Credit Transfer International in Fatoni University Thailand is not able to implement the learning face-to-face, but in distance away and online. This of course has certain problems faced by students in the learning process. One of them is the difference in language which causes delays in the communication process in learning. Barriers to communication between cultures have appeared in every aspect, this is caused by differences in culture, differences in how to think, how to see, how to hear, and translating languages, so the case is to be interpreted differently by cultures other, even. When the difference in language in a class, then by this translation should be required, so that the potential mistake of misunderstanding does not occur. Therefore, communication effectively among people of different cultures has become one of the pretty challenging things.

Ranging from the level of education elementary to university higher or university is one of the sectors which opens opportunities widest for the interaction between cultures. As the life of social society in general, in environmental education also those involved in it can be a chance to meet and interact each other which carries the characteristics typical behind the culture of the individual. One of the proofs is the Credit Transfer program at Fatoni University, the Malay language study program with Indonesian concentration here, all students are required to be able to speak Malay or Indonesian, but there are still very many students from Thailand who are not fluent in pronunciation of Malay and Indonesian, while students from Indonesia can understand the material provided, so that time in the learning process becomes hampered.

With so appears the one impediment to mutual understanding due to the two sides of the fast talk with an accent particular in the motherland language respectively. So from that lecturers need to explain the twice-related learning is done every week. Lecturers have to explain back to students in Thailand using the language they usually do. Differences in the language are a little amount of lead to impact the emergence of a sense of lack of trusting themselves to each other do interactions, such acquaintance, among students alien different cultures that, even communicate to discuss the tasks and learning. This study aims to find out what strategies can be used in online learning carried out by lecturers of the Malay language study program concentrating on Indonesian at Fatoni University Thailand with STKIP PGRI West Sumatra students in aspects of language and cultural differences. The hope is that it can become new knowledge about online learning that is used during the *Covid-19* period and become material for improvement for lecturers and study programs in implementing online learning.

2. METHODS

The research method used is quantitative so that it is expected to be able to describe how the differences in culture and language occur in the online learning process by Indonesian and Thai students. Data collection techniques were carried out using observation techniques or observations and interviews. Observations were made by paying attention to student behavior patterns when carrying out online learning. The research subjects were students from STKIP PGRI West Sumatra and students from Fatoni University Thailand who actively participated in online learning and were selected based on the category of student responses, obtained in the

results of observations. There are a total of 7 student subjects from STKIP PGRI West Sumatra, and 8 students from Fatoni University Thailand, of which 2 are male and 6 are female. Data were collected through observation and telephone interviews.

3. RESULTS AND DISCUSSION

Communication and culture are two inseparable entities. According to Edward (Deddy Mulyana, 2009) says that culture is communication, and communication is culture. Iriana (2012) da lam research, stating that culture and communication are the two things are inseparable because culture does not only determine who is speaking, to whom, about what, and how the results of such communication. Culture also helps a person to determine how to present messages, meanings, conditions, and circumstances under various messages that may not be interpreted.

From the results of research through observations and interviews via telephone, during the online learning process, we can observe, including Fatoni University students who do not master the Malay language, this can be seen when lecturers explain material using Malay, Fatoni University students sometimes seem confused with what was conveyed by the lecturer and must be explained again using Thailand. Then there are also 2 courses in which the lecturers do use Indonesian, but at the time of learning it is also seen that Fatoni University students are very confused with what is explained. P no matter the time of presentation, students Fatoni University reading material slightly to spell words Indonesian even a student can not understand the material being explained. This is the cause of the inhibition of the learning process where students spend a long time understanding and present material.

The use of Indonesian used by Fatoni University Thailand students when communicating via *Whatsapp* or *Messenger* is very rigid, for example, "How old are you?", "I use Thai land in most of my daily life", "Sister uses Instagram?". Sometimes they also use language that makes it difficult for us to understand. So that they can communicate good Indonesian to students from Indonesia, they often use *google translate* to translate the sentences they want to ask or convey, this is usually a question in the form of assignments and provides information about the lecture schedule.

Anthropologists, sociology, and culture as well as anthropolinguistics stated that initially, humans lived in groups in a certain area (*enclave*) which was different from other human groups. Geographical conditions make them live isolated from one another. Concerning geographical conditions, Boas in Girvin, et al (2001) said that each distinct and isolated community group was initially characterized by one type of community group with one language, one culture and represented by different languages and cultures. . In line with that, Lewis (1996) added that the language possessed by a community makes them "establish" a world of their own for speakers of that language which is different from other worlds.

The difference between Indonesian and Malay can be seen from various aspects, including in terms of phonology, syntax, and semantics. According to Chaer (2003), phonology is a field of linguistics that studies analyzes and discusses the sequence of language sounds. The syntax is the part of grammar that discusses grammatical intricacies whose elements are in the form of free forms, namely grammatical units called phrases, clauses, and sentences. Verhaar (1981) suggests that semantics means a theory of meaning or a theory of meaning, which is a systematic branch of language that investigates meaning or meaning.

The difference in terms of phonology (pronunciation) between Indonesian and Malay that can be observed during the learning process is that Indonesian usually uses a high vowel phoneme (a), while in Malay it uses a low vowel phoneme (e). For example, the word "us" becomes "kite", the word "ada" becomes "ade" and many more. Word ending pronunciation in a

vowel, usually Fatoni University students and teachers say the word by beheading, as the pronunciation of the word "video" into "video", the word "scenario" to "scenarios", the word "directed" becomes "directed-i", the word "dijumpai" becomes "dijumpa-I" and many other different pronunciations of the severed words. The difference in terms of semantics (meaning) between Indonesian and Malay that can be observed during the learning process is the word "mau" in Malay is "nak", the word "like" in Malay is "kind", the word "can" in Malay is "may", the word "must" in Malay is "kena", and many more.

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