

Cultural Shock of Postgraduate Lecturers at IAIN Palangkaraya after the Covid-19 Pandemic

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Abstract

This study aims to describe and examine the culture shock experienced by postgraduate lecturers at IAIN Palangka Raya after the Covid-19 pandemic. As an essential element in lectures, lecturers are required to be active, productive, and at the same time improve their quality in fulfilling the obligations of the Tri Dharma of Higher Education. During the Covid-19 pandemic, education was forced to implement an online learning system. This condition lasted for about 2 years. After the Covid-19 pandemic, the learning system returned to implementing offline learning. This has an impact on the culture shock experienced by postgraduate lecturers at IAIN Palangka Raya who are used to and comfortable with the online learning system. This phenomenon deserves to be studied to examine how the culture shock of the lecturers adapts from the online learning system to offline from the aspect of the learning process and the difficulties encountered during the transition process. The results of this study found that senior lecturers were more enthusiastic and welcomed offline learning. As for junior lecturers, they are less enthusiastic and even more comfortable with the online learning system. The difficulties faced by junior lecturers, namely flexibility in lectures in the form of strict schedules, places, and lecture times.

Keywords: cultural shock, lecturers, post-covid-19 pandemic

Introduction

Covid-19, which originated in Wuhan, China, appeared since December 2019 (Ministry of Health of the Republic of Indonesia, t.t.). <https://www.kemkes.go.id/folder/view/full-content/structure-faq.html>. This virus spread to Indonesia around March 2020. The spread of this virus lasted for

approximately 2 years in all parts of Indonesia. This situation forced all sectors to adapt, including the world of education.

Education in Indonesia, which previously used an offline system, had to switch to online during the Covid-19 pandemic based on the Ministerial Decree on Guidelines for Organizing Learning During the 2019 Coronavirus Disease (COVID-19) Pandemic Number: 23425/A5/HK.01.04/2021 (Ministry of Education and Culture» of the Republic of Indonesia, t.t.).

<https://www.kemdikbud.go.id/main/blog/2020/08/penyesuaian-keputusan-bersama-empat-menteri-tentang-panduan-pembelajaran-di-masa-pandemi-covid19>. During this 2 year period, education used the Distance Learning (PJJ) system.

Postgraduate IAIN Palangka Raya also applies this PJJ system in the learning process. For senior lecturers, the PJJ system is something new and requires them to adapt to technology. As for junior lecturers, the PJJ system that uses this technology application actually makes it easier for them in lectures because they don't have to attend class to carry out lectures.

Researchers classify IAIN Palangka Raya Postgraduate lecturers into 2 categories, namely senior and junior lecturers. The classification is based on the age of the lecturer. The category of senior lecturers are those in the age range of 50-70 years. The junior lecturers are in the age range of 30-49 years. The total number of lecturers at the IAIN Palangka Raya Postgraduate Program is 41 people. Based on this age range, there are 28 lecturers in the senior category and 13 junior lecturers (Lecturer, t.t.). <https://pasca.iain-palangkaraya.ac.id/dosen/>.

After the new normal period, education in Indonesia has returned to implementing a face-to-face or offline learning system. Here, lecturers are required to adapt to lectures again. This is interesting to study because there are several potential obstacles faced by lecturers in post-covid-19 pandemic lectures. This phenomenon gave rise to a cultural shock among lecturers at IAIN Palangka Raya Postgraduate. For this reason, this study is analyzed so that it can examine the impact of post-covid-19 culture shock.

This study focuses on: 1) How was the culture shock experienced by senior lecturers at the IAIN Palangka Raya Postgraduate Post-pandemic Covid-19? 2) How was the culture shock experienced by the postgraduate junior lecturers of IAIN Palangka Raya after the Covid-19 pandemic?

Methods

A qualitative approach is used in this study with descriptive analytic as the chosen type of research. In this study the non-probability technique was used because it was considered appropriate to the characteristics of the informants who had to be specific and meet certain indicators (Eze, 2021). In accordance with the

non-probability technique above, this study prioritizes interviews as its data collection method. Interviews can also be conducted privately and privately, in order to make it easier for informants to be open with researchers so that researchers can obtain a deeper and adequate level of information in responding to research questions (Heath et al., 2018).

Data collection also uses observation techniques related to the focus to be studied. The type of observation chosen in this research is participant observation, in which the researcher is directly involved during the observations made in collecting data. In addition to interviews and observations, this study will also explore documents. This is intended to measure the level of validity of the data collected in this study. The data analysis uses reduction, display, and data verification techniques. Triangulation of sources and techniques is used to check the validity of the data.

Results and Discussion

Postgraduate Senior Lecturer of IAIN Palangka Raya Culture Shock after the Covid-19 pandemic

The discussion of culture shock was initiated by Hall (1959) who stated that culture shock is a disturbance that is felt and experienced by someone in their life because of dissimilarities and changes in new areas that are very different from before (Maizan et al., 2020). Oberg then developed the definition above and concluded that culture shock is a response that shows a person's inability to adapt to a new environment. The disability he refers to is in the cognitive area, so it has an impact on identity disorder. Furthermore, Bock interprets culture shock as a person's emotional reaction in responding to a new culture whose distinction is very different from before. As a result, there is misunderstanding, even powerlessness, emotional, and sensitive (Niehoff, 1971).

During the Covid-19 pandemic, the social order of life underwent a shift. Some of these changes are:

- a. Habituation of cyber culture (cyber culture), where the use of the internet penetrates all circles. Communication that was previously carried out in real and natural shifts to become virtual into cyberspace. This condition gave rise to cyber-society.
- b. Real social activities shift to cellphone/computer screens.
- c. Changes in the form of community social relations.
- d. The occurrence of shock technology (Moraref, n.t.).
<https://moraref.kemenag.go.id/archives/journal/98465960431715506>

Postgraduate lecturers at IAIN Palangka Raya also experienced cultural shock after the Covid-19 pandemic. Based on the interview results, senior lecturers experienced insignificant obstacles in changing the lecture system from

previously online to offline. Even the senior lecturers were very enthusiastic in responding to the face-to-face learning system. This positive response from the senior lecturers occurred because they were no longer required to use various applications in lectures, such as using the zoom meeting application, google meet, google form, as well as network constraints which were sometimes unstable. In addition, senior lecturers are also not burdened with the cost of fulfilling internet quota. Senior lecturers also feel comfortable with the habit of offline lectures, where interactions between lecturers and students occur naturally, in real terms, and can directly determine student responses in the lecture process.

Likewise, from the results of observations made during lectures, senior lecturers seemed very enthusiastic when teaching. This can be seen from the discipline in entering class, being responsive during lectures, looking enthusiastic and happy during discussions and providing consulting or guidance services to students.

Postgraduate Junior Lecturer's Culture Shock at IAIN Palangka Raya Post-Covid-19

The response of lecturers in addressing the learning system from online to offline is of course different. This resulted in a culture shock that was not the same between one lecturer and another. At the postgraduate junior lecturers of IAIN Palangka Raya, culture shock was also experienced after the Covid-19 pandemic.

Based on the results of the interviews, it is known that the junior lecturers experienced a culture shock in the aspect of flexibility in lectures in the form of strict lecture schedules, places and times. Previously, for two years, during the Covid-19 pandemic, junior lecturers felt used to and comfortable with the online lecture system. The lecture schedule, time, and process are carried out according to the agreement between the lecturer and the student. Junior lecturers find it easier to schedule their activities, without having to be bound by time and place restrictions, as applies to online lectures. In addition, the lecture process can take place anywhere without having to attend and enter class.

When the lecture system shifted to online, junior lecturers experienced a culture shock because they had to adapt again to having to follow the lecture provisions set by their respective study programs, namely attendance requirements, lecture times, and predetermined classes. So that junior lecturers lose their flexibility in adjusting the time and place of lectures. Even so, junior lecturers still provide consulting and guidance services to students.

Conclusion

The post-pandemic covid-19 has caused a cultural shock to the lecturers of the IAIN Palangka Raya Postgraduate Program. Lecturers who are classified into the category of senior and junior lecturers experience differences in culture shock. Senior lecturers experienced insignificant obstacles in changing the lecture system from previously online to offline. Even the senior lecturers were very enthusiastic in responding to the face-to-face learning system. As for the junior lecturers, they experienced a culture shock in the aspects of flexibility in lectures in the form of tight schedules, places, and lecture times.

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