

ABSTRAK

Program Pertukaran Mahasiswa Merdeka (PMM) memberikan kesempatan kepada mahasiswa untuk belajar di perguruan tinggi dengan latar budaya dan akademik yang berbeda. Perbedaan tersebut dapat menimbulkan *culture shock* yang menuntut mahasiswa melakukan adaptasi terhadap lingkungan sosial dan akademik. Penelitian ini bertujuan untuk mendeskripsikan proses adaptasi budaya dan akademik mahasiswa PMM Tahun 2024 di Universitas Gadjah Mada. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan tujuh informan yang dipilih melalui teknik *purposive sampling*. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi, kemudian dianalisis menggunakan model Miles, Huberman, dan Saldaña serta teori *Cross-Cultural Adaptation* Young Yun Kim. Hasil penelitian menunjukkan bahwa mahasiswa mengalami *culture shock* akibat perbedaan pola komunikasi, norma sosial, kebiasaan masyarakat Yogyakarta, serta sistem dan tuntutan pembelajaran di UGM. Proses adaptasi dilakukan melalui komunikasi antarbudaya, interaksi sosial, keterbukaan terhadap budaya baru, penyesuaian strategi belajar, serta dukungan kegiatan PMM, termasuk Modul Nusantara. Proses tersebut menghasilkan perkembangan diri berupa peningkatan kemampuan komunikasi lintas budaya, kepercayaan diri, keterbukaan terhadap keberagaman, kemampuan berpikir kritis, dan kemandirian belajar. Penelitian ini menyimpulkan bahwa adaptasi budaya dan akademik berlangsung secara dinamis melalui tahapan *stress-adaptation-growth* dan dipengaruhi oleh faktor individu, sosial, budaya, serta akademik.

Kata kunci: Adaptasi budaya, Culture Shock, Pertukaran Mahasiswa Merdeka, mahasiswa PMM.

ABSTRACT

The Independent Student Exchange Program (PMM) provides students with the opportunity to study at universities with different cultural and academic backgrounds. These differences can cause culture shock, requiring students to adapt to the social and academic environments. This study aims to describe the cultural adaptation process of PMM students in 2024 at Gadjah Mada University. This study used a qualitative descriptive approach with seven informants selected through purposive sampling. Data were collected through in-depth interviews, observation, and documentation, then analyzed using the Miles, Huberman, and Saldaña model and Young Yun Kim's Cross-Cultural Adaptation theory. The results showed that students experienced culture shock due to differences in communication patterns, social norms, Yogyakarta customs, and the learning system and demands at UGM. The adaptation process was carried out through intercultural communication, social interaction, openness to new cultures, adjustments to learning strategies, and support from PMM activities, including the Nusantara Module. This process resulted in personal development in the form of improved cross-cultural communication skills, self-confidence, openness to diversity, critical thinking skills, and learning independence. This study concludes that cultural and academic adaptation takes place dynamically through the stages of stress–adaptation–growth and is influenced by individual, social, cultural, and academic factors.

Keywords: *Cultural adaptation, Culture Shock, Independent Student Exchange, PMM students.*