



Factors Affecting Indonesian Internship Students' Cross-Cultural Adaptation In Japan

Pitri Haryanti*

Japanese Leterary Department, Faculty of Humanity
Universitas Komputer Indonesia, Jalan Dipati Ukur 102-106, Bandung, INDONESIA
pitri.haryanti@email.unikom.ac.id

ABSTRACT

This study is to identify factors affecting Indonesian internship students in the process of cross-cultural adaptation during the programs in Japan. A qualitative method with case studies was used in order to further explore data related to factors influencing student adaptation. Data were collected through an open ended questionnaire and a semi-structured interview. A hundred intern students participated. The study analyzed students' anticipatory and in country adjustment from individual, job, organizational, and non-job factors and found that students had difficulties adapting to a new environment due to their low self-efficacy and perception skills, high role novelty, low role clarity, low role discretion, cultural differences, and a lack of social support from natives. Additionally, this study discovered five variables that affect students' cross-cultural adaptation in Japan: language proficiency, prior international experience, job training (either in-country or prior to departure), cultural differences, and social support.

Keywords: Internship Program, Cross-cultural Adaptation, Anticipatory Adjustment, In Country Adjustment

1. INTRODUCTION

Recent changes in Japan's economic and socio-cultural landscape have caused changes in the country's labor market. Shrinking and aging populations lead to a labor shortage and the need to recruit highly skilled foreign professionals (Jones & Seitani, 2019). As a result, the Japanese government has implemented various policies and initiatives to attract and retain foreign talent in key industries, such as the Japan Internship Program (JIP). The Japan Internship Program mentioned in this study research refers to an internship program that provides university students with experience working in a company according to the field or career they want (Budianto, 2021) which is different from other internship program called TITP (Technical Internship Training Program) founded in 1993. The Japan Internship Program aims at three main goals for Japanese firms: knowledge building for overseas business expansion, cross-cultural communication through foreign collaboration, and network building with overseas universities for foreign talent acquisition. Internships

also offer prospects for interns to study foreign business strategies at Japanese companies and gain knowledge and experience from the companies. However, the programs also serve as a springboard for the future pursuit of a professional career in Japan (Budianto, 2021).

However, when internship students entered Japan, they experience culture shock due to the culture differences between Indonesia and Japan such as language, communication style, work ethic, norms, and religious activities (Haryanti, 2020). At this stage, students can either give up at this point or continue and finish the internship program. Students who decide to stay have to get over their culture shock and adjust to their new environment (Liu & Huang, 2015). Three stages make up cross-cultural adjustment, according to Black et al. (1991): anticipatory adjustment, in-country adjustment, and final adjustment. On the other hand, cross-cultural adjustment is primarily focused on two domains: the psychological and the sociocultural (Ward et al., 2001). Psychological adjustment is influenced by quality of contact with the host, desire for experiences abroad, and motivation to learn the host language. Sociocultural adjustment is affected by contact, language, duration of residence, cultural distance, and language skills.

Regarding the intercultural adjustment of Indonesian interns in Japan, no research has been done. As a point of reference, there are researches regarding the challenges and difficulties of cross-cultural adjustment in Japan. Adamowicz (2020) researched the difficulties of Polish students in Japan and found that adapting to Japanese life seems to be a complicated venture due to language, etiquette, and cultural differences. Meanwhile, Kaur & Suri (2016) found that the difficulties of expatriates in Japan were job satisfaction and social support. Additionally, demographic factors such as age, gender, marital status, and language ability have an impact on cross-cultural adjustment (Kaur & Suri, 2016). A study by Hatanaka & Tanaka (2016) found that care workers in Japan had trouble establishing positive relationships with Japanese colleagues, and adapted to their workplace cultures. Maemura et al (2009) studied the difficulties that Indonesian trainees in Japan and found that the problem is related to their Japanese language skills and establishing relationships with Japanese colleagues. Based on previous research, the factors that influence cross-cultural adaptation in Japan are intrapersonal, job performance, social support, culturally appropriate skill acquisition, and communication efficacy.

Internship programs in Japan pose a significant challenge due to cultural dimension differences between Indonesia and Japan. Japan's high masculinity and uncertainty avoidance scores reflect a workaholic society and adhere to the rules, while Indonesia's low scores in both dimensions are contradictory (Hofstede, 2023). Understanding how internship students adapt to different cultural dimensions, including the challenges they face, is crucial for research on program sustainability and improvement. Understanding how internship students adapt to different cultural dimensions, including the challenges they face, is crucial for research on program sustainability and improvement. Therefore, the aim of this research is to identify factors that affect cross-cultural adaptation in Japan while participating in the program by using qualitative methods to explore these factors. Through interviews, this study aims to uncover the specific challenges that internship students face in Japan. Ultimately, the findings of this research will contribute valuable insights to the field of cross-cultural education and help improve the effectiveness and sustainability of international internship programs in Japan.

2. LITERATURE REVIEW

2.1. Cross-cultural Adjustment

Cross-cultural adjustment is the process of a person interacting with and adapting to a foreign environment (Liu & Huang, 2015). It is a learning process where individuals learn new skills, cultural norms, and behaviours to adapt to a host culture (Zhang & Hussian, 2021). The Framework of International Adjustment by Black et al. (1991) consists of three stages: anticipatory adjustment, in-country adjustment, and final adjustment. But, most cross-cultural studies categorize factors influencing sojourners' cross-cultural adaptation into anticipatory adjustment and in country adjustment (Liao, 2010).

2.2. The Anticipatory Adjustment

The anticipatory adjustment is preparations before intern assignment which involves two elements: individual and organizational. Individual element include demographics such as gender, age, and marital status (Liao, 2010), pre departure training, previous international experience (Mabro & Soininen, 2018). The influence of gender is very significant, especially in masculine and feminine countries. In masculine countries such as Japan, where gender roles are clearly defined, women tend to take longer to adapt than men (Caligiuri & Tung, 1999; Ward et al., 2001; Nolan & Liang, 2022).

Language proficiency play a significant role in cross-cultural adjustment. Research indicates that effective communication with people in the host country is crucial for the performance of daily tasks and intercultural interactions (Masgoret, 2006) and able to mitigate culture shock (McLeod et al., 2021). Be able to Speak the host language enhances interaction, cultural understanding, and socio-cultural adjustment, while a language barrier can lead to social isolation, homesickness, and self-confidence (Selmer, 2006). Prior international experience helps sojourns reduce stress earlier during assignments, enhancing their cultural intelligence and making the adjustment to new culture easier (Maertz et al., 2016). Okpara & Kabongo (2011) found that previous professional international experience significantly influences general, work, and interaction aspects of cross-cultural adjustment.

Pre-departure training is important because it provides interns with knowledge about the host country, which allows them to reduce the uncertainty of the new environment by anticipating environmental differences, as well as accurate information about their role, which leads to realistic expectations (Caligiuri et al., 2001; KourJeevan & Jyoti, 2022). Pre-departure training, including job, cross-cultural, and language training, prepares interns for culture shock, reduces ethnocentrism, and increases confidence in their ability to succeed in the host culture (Neill, 2008).

Organizational element involve the selection mechanism and criteria. Zhang et al. (2021) emphasize the importance of a well-designed system for selecting potential candidates for successful international assignments. Cross-cultural studies often focus on individual factors in the adjustment process, but many suggest organizational variables also significantly influence intern student's adjustment. Black, Mendenhall, & Oddou (1991) emphasize the significance of candidate selection mechanisms and criteria in the anticipatory phase, highlighting the role of organizational variables.

2.3. In Country Adjustment

Black et al.'s Framework of International Adjustment (1991) identifies five key in-country categories that significantly influence international adjustment. The first category focuses on individual factors, such as self-efficacy, relational skills, and perception skills, which are crucial for successful cross-cultural adjustment (Andreason, 2003). Self-efficacy, an individual's belief in their ability to survive in a new foreign environment, allows individuals to effectively utilize feedback and adjust their behaviour, making them better equipped to solve problems and handle critical situations (Bhatti et al., 2014). Relation skills are essential tools for expatriates to build relationships in their new host country, positively influencing all three facets of cross-cultural adjustment (Purnima et al., 2005). Perception skills, including active listening, monitoring, and social perceptiveness, are essential for understanding and attribution of others' behavior (Shin et al., 2006; Shieh, 2014), helping interns understand appropriateness and inappropriateness in their new host country, reducing uncertainty.

The second category, job factors, refers to the role clarity, discretion, novelty, and conflict within the job itself. Role clarity significantly influences work adjustment among self-initiated intern students (Black et al., 1991; Black & Gregersen, 1991; Singh et al., 2022). Role discretion allows employees to adjust roles based on experience and familiarity, facilitating behaviour and predictive control, reducing uncertainty, and adjusting duties as needed (Swanson, 1999). While role novelty refers to the difference between current and prior work roles, which can increase unpredictability and uncertainty (James, 2020), negatively affecting job adjustment (Halim et al., 2020).

The third is organizational culture, which reflects the difference between the subsidiary's and headquarters' culture and significantly influences the success of the adjustment process (Mabro & Soininen, 2018). The fourth is organizational socialization involves strategies where subsidiaries assist intern students in structuring their early experiences, addressing uncertainty during the initial assignment. The fifth is non-work factors, including host country culture and spouse adjustment, contribute to overall adjustment. Non-work factors, such as host country culture and social support, significantly impact intern students' adjustment. The greater the cultural novelty, the more challenging it is for student interns to adjust to the new culture (Maertz et al., 2016). The same behavioural acts used in the culture of origin may not work in the new culture, leading to more problems (Selmer, 2006). Culture differences can cause culture shock, a negative reaction to a new cultural environment, causing depression, frustration, and disorientation (Oberg, 1960) involving change in an unfamiliar environment, consisting of affective, behavioural, and individual cognitive components (Ward et al., 2001). Social support is essential for interns to thrive in the new environment, reducing feelings of isolation, depression, and loneliness. Social support can be categorized into four groups: host country nationals, home country nationals, compatriots, and interns from other countries (Bayraktar, 2019).

3. METHODOLOGY

A qualitative method with case studies was used in this research to gain a deep holistic view of the research problem and may facilitate describing, understanding, and explaining a research problem or situation (Baxter & Jack, 2008) from the experiences or angles of the participants. Data was used in this study through open-ended questions using Google Forms

and semi structured interview. The link to the question was shared with the support of six universities: UNIKOM, STBA Yapari, STBA Invada, Widyatama, UNJ, and UNES. Interview was conducted 23 students who finished the program and returned to Indonesia; country club (n=8), office (n=3), hotel (n=9), restaurant (2), family mart (n=1). The open-ended questions were divided into two parts: Part 1 of the open-ended questions focused on the intern's identity (gender, Japanese language proficiency level, and email address) and the program (location of the internship, length of the program, program period, previous international experience, and whether or not pre-departure training was provided). Part 2 of the questions related to the students in country adjustment.

Participants in this study are intern students from six Indonesian universities (n = 100) that hold internship programs in Japan. This study used purposive sampling to get as many samples as possible to obtain various types of cases (Neuman, 2009). Respondents are students who have participated in an internship program in the past two years. The respondents, comprising 49 males and 51 females, participated in an internship program at country clubs in the Kansai area as caddies (n = 36); at restaurants in Osaka (n = 5); at the offices in Osaka (n = 2) and Tokyo (n = 3); at family marts in Osaka (2) and Okinawa (n = 1); and at hotels with a three-month program in Hokkaido (n = 32); and a six-month program in Hokkaido (n = 13); and Okinawa (n = 6).

The results of answers to parts 1 and 2 were input using Microsoft Excel to facilitate searching and categorization, making it easier to analyse the data. The answers to the questions in Part 2 were coded and categorized based on major themes.

4. DISCUSSION

The Framework of International Adjustment consists of three stages: anticipatory adjustment, in-country adjustment, and final adjustment (Black et al., 1991). Nevertheless, to investigate factors influencing internship students' cross-cultural adaptation in Japan, this research will investigate two stages: anticipatory adjustment and in country adjustment (Liao, 2010).

4.1. The Anticipatory Adjustment

The anticipatory adjustment include individual and organizational factors. Individual factors includes intrapersonal such as gender, language skills (Liao, 2010), pre departure training, and previous international experience (Mabro & Soinenen, 2018). Those individual intrapersonal data showed at Table 1.

Table 1: Participant intrapersonal data

Participant Intrapersonal Data	Number of Participant
Gender	Male (n=49); Female (n=51)
Pre departure Training	Yes (n=21); No (n=79)
Previous Overseas Experiences	Yes (n=29); No (n=71)
Japanese Language Proficiency Test (JLPT)*	N2 (n=9); N3 (n=56); N4 (n=29); and N5 (n=6)

*JLPT is The JLPT is a globally used Japanese language proficiency test, with N1 the highest level and N5 the lowest.

Participants who received pre departure training only 21 students, including 16 hotel students from Okinawa and Hokkaido and five office interns. Remaining 79 students reported having neither job nor cross-cultural training before departure. The training, which lasted about three days, provided a thorough overview of the internship site, the work environment, and the trainee's living arrangements, rather than actual job training. On the other hand, about 29 students had previous experience abroad and 71 students does not have any previous experiences. In Japanese proficiency, most of student has N3 or intermediate level of Japanese, and Basic Japanese (N4 and N5). Only 9 students who have high Japanese language skills (N2).

As for the selection mechanism and criteria, organizations or companies emphasize having Japanese language skills. Most of internship site have a Japanese language proficiency standard for the program participants at least N4 or N3, however, in some internship site such as hotels do not set Japanese language proficiency standards but more emphasis on students' communication skills.

4.2. In country adjustment factors

Factors that influence students' cultural adaptation after arriving in Japan include individual, work/job, organizational and non-work factors such as cultural differences and social support.

1. Individual factor

Individual factors significantly influence the success of an internship program, particularly in internship overseas programs where students must navigate not only job factors but also cultural differences, language barriers, and interact with host culture communities who have different cultural backgrounds. The research revealed that low self-efficacy, and perception skills are individual factors that inhibit intern students' adaptation. On the other hand, relation skills among Indonesian intern students are high due to their ability to establish communication despite negative responses from the host culture.

a. Student's self-efficacy

Self-efficacy reduces uncertainty and facilitates adjustment by giving interns confidence in their ability to succeed in a foreign setting. These individual factors include the intern's adaptability, open-mindedness, and willingness to learn and embrace new experiences. The study found out that though most of students exhibited high self-efficacy but about 30 students had difficulties in cross cultural adaptation process because of their low of self-efficacy, experiencing personality issues such as self-confidence, passiveness, and low adaptability (Gebregergis et al., 2020).

“Lack of confidence made it difficult for me to grow in the first few months.” (R90, country club intern)

I am someone who needs a long time to adapt. Sometimes I just want everything to be over and want to just give up.” (R17, Hotel intern)

“Personally, I'm a passive person, so when I speak directly I feel confused and don't know what to say and suddenly I went blank and can't speak Japanese, even though I've learned a lot of things.” (R9, country club intern)

Internship students who have low self-efficacy are actually dominated by students who have intermediate (N3, n=19), and advance level of Japanese language proficiency (N2, n=4). The remaining 6 students who has basic level of Japanese language proficiency level (N4). Meanwhile, none of intern student from N5 had low self-efficacy problems. In fact, intern students who have N5 are more adaptable, showed open-mindedness, and willingness to learn and embrace new experiences. This research shows that high or low self-efficacy is not related to Japanese language ability.

Meanwhile, students who have previous experience abroad have higher self-efficacy compared to those who have no previous experience abroad. It seems that the experience of adapting to a new culture and contact with a new cultural community plays an important role in building internal student self-efficacy. Likewise, students who received pre-departure training had higher self-efficacy than those who did not receive pre-departure training. This shows that knowledge about the destination country gives students an idea of being ready both psychologically and intellectually.

b. Relation Skills

Intern students in Japan have been trying to start communication and build relationships with host members. The students coped their difficulties through communication, negotiation, and discussion with their mentor, colleagues, boss or even costumers. However, the challenge lies in the host culture which unwelcome, racist, discrimination, prejudice towards interns and refuse to communicate with them. This negative response is influenced by Japan's homogenous nature, which often enforces preventive controls on foreigners (Yamamoto, 2015). On the other hand, students' low perception skills are affected by host culture and language, as Japanese culture is deeply rooted in the corporate environment (Piao, 2019). Despite these challenges, interns have shown high of relationship skills, demonstrating their ability to navigate the challenges.

“Japanese are introverted towards foreigners, but over time, they become more open through frequent conversations.” (R20, hotel intern)

“There are Japanese who were racist and look down on some foreigners from Asia. I was angry but I decided to show them that we are not that bad.” (R62, hotel intern)

c. Perception skills

The majority of internship students showed poor perceptual skills due to the fact that the majority of students' Japanese language skills are low and they have no previous experience living in Japan (see Table 1). However, students' perception skills are correlated with their proficiency in Japanese, especially with regard to Japanese communication styles and cultural norms. It takes familiarity with or experience engaging with Japanese people for an extended period of time to grasp the significance of what they are saying. Japanese communication is characterized by indirect patterns and *aimai* or ambiguity. They use euphemisms instead of direct language to avoid offensiveness and foster positive relationships. Ambiguity in the Japanese language, characterized by pro-drops, pragmatic deletions, and omissions of sentence ends, can indicate caution and evasion, making it challenging for non-Japanese speakers to understand and potentially leading to

misunderstandings. Japan's *honne-tatemae* culture, involving genuine feelings and false ones, has led to discomfort and trauma for intern students.

"I misunderstood when the boss said that he would drive me home. At that time, I waited a long time, but it didn't come. The next day, I was sick because I had been waiting too long in the cold yesterday. I just found out that what my boss said was small talk or *tatemae*." (R29, hotel intern).

2. Job factors

This study found that students faced challenges in job factors such as low role clarity, high role novelty, and low of role discretion. In this study, it was also found that there were differences between men and women in the length of time they took to adapt, with men adapting more quickly than women. This is caused by the work at the internship site which is tough and requires more physical strength.

a. Role clarity

Table 1 shows that most of internship students did not received pre departure training which provide information about destination country or the program at internship site. Lack of information regarding roles at the internship site caused troubled for students in performing their jobs or roles. Students displayed signs of depression, including feelings of sadness, anger, and stress due to heavy work pressure. This shows that role clarity significantly influence Intern students' work adjustment at the internship site (Black et al., 1991; Black & Gregersen, 1991, and Singh et al., 2022).

"I didn't receive detail information about the jobs at internship site. Therefore, I didn't fully comprehend everything on my first day of work, but I had to start working at that time. I felt stressed being told to do everything quickly." (R8, restaurant intern).

b. Role discretion

Intern students have low discretion at the internship site. Japan's high uncertainty avoidance score underscores the importance of norms, leading to a rigid work environment and strict adherence to hereditary methods despite practical alternative. Students' low of role discretion is closely linked to the rigid Japanese work culture, where everything must adhere to generations-old Standard Operating Procedures (SOPs), or "*kata*" (Kuwayama, 2001). Japanese believe in preserving their ancestors' methods or *kata* for maintaining Japan's stability, and they are cautious about changing words to avoid damaging the stability they have achieved, as they fear it may be a risky move. Likewise, intern students are not allowed to innovate or do their work independently. They must adhere to the Japanese work and comply with the method that has been passed down from generation to generation.

"Japanese are rigid and unflinching in their work, adhering strictly to company SOP, even if there's a more practical alternative." (R32, restaurant intern)

c. Role novelty

Most of the students who took part in the internship program had an educational background that was not suitable for the internship site. Only 30 intern students participated in the hotel, aligned with their educational backgrounds. However, the remaining 70 students participated in an internship program that did not align with their educational background. The students faced difficulties performing their jobs due to not being familiar with the tasks they were assigned at the internship site.

“I have difficulty giving advice because I don't play golf so there are some parts that are still difficult for me to understand.” (R9, country club intern).

3. Organization

Organizational factor significantly influences the success of the intern student's adjustment process at internship site (Mabro & Soininen, 2018). The study found that in-country adjustment is very important to provide in-country training and mentor or supervisor to help students adaptation process smoothly.

a. In-country training

In-country training was provided to students who participated in an internship program at a country club as a caddy. The training was provided until students passed the exam as professional caddies, and failure to pass required them to repeat the training. The training was conducted in Japanese at a fast pace, requiring physical endurance. In-country training significantly improved students' mastery of jobs and helped students in the adaptation process (Shaffer et al., 1999; Caligiuri et al., 2001).

b. Mentor/supervisor

The presence of a mentor or supervisor at the internship site significantly impacts the cultural adaptation process of intern students, as the supervisor serves as a platform for students to ask questions, complain, or discuss work-related issues. The mentor or supervisor acts as a bridge between the student and the professional work environment, helping them understand the company's values, norms, and expectations. Additionally, having a supportive supervisor can boost the intern student's confidence and overall satisfaction, leading to better performance and a more positive internship experience.

4. Non-job factors

This research found other factors that influence the internship students' adaptation process, which are Indonesia and Japan's culture differences and social support.

a. Cultural differences

Cultural differences in Japan hinder the adaptation of intern students, as many difficulties arise due to these differences (Peltokorpi, 2008). The difference that intern students first became aware of was the language difference. The difference between theories and practical, the use of kanji, the speed of Japanese speech, and the dialect led to a language shock.

Japan uses a different writing system from Indonesia, consisting of Kana (hiragana and katakana), and Kanji letters. Kanji is a challenge in learning Japanese due to its vast number of letters compared to hiragana and katakana, which only have 46. In 1981, the Japanese Ministry of Education established 1945 kanji as Jouyou kanji or kanji that use in newspaper, and any written documents, then was later expanded to 2,136 kanji in 2010.

“The list, the name and position where the food ingredients, beverages, and kitchenware in warehouse are written in Kanji, making it challenging to recall where they are kept.” (R33, hotel intern).

Intern students who worked outside Tokyo, such as in the Kansai area (Osaka and its surroundings), Hokkaido, and Okinawa, had trouble with dialect. Outside of Tokyo, there are dialects that are very different from standard Japanese student learned, and locals prefer to use their dialect rather than standard Japanese even when they talk to

foreigners. Five intern students from restaurants, offices, country clubs, family marts, and hotels had difficulty communicating with locals due to dialect. .

“In Osaka, it is more difficult to understand Osaka dialect. I can't distinguish angry tones, because the tone seems similar when they are speaking.” (R41, restaurant intern)

The Japanese honorific is also one of the language problems faced by interns. Honorific language is one of the characteristics of a vertical collectivist society like Japan, which has to consider familiarity (degree of intimacy), social status, social relations (superior and worker; customer and salesman), gender, group membership (in-group and out-group), and situational context in using language to speak. Each level of these status relationships has its own patterns and languages, and for intern students, applying them correctly can be challenging. Three respondents experienced difficulty using honorific language: one intern in a hotel, office, and family mart.

“I was confused by the variety of honorific languages. I often reversed using words to respect others with humble words.” (R36, office intern)

In addition, In addition, cultural differences between two countries also hinder students' adaptation process. The striking differences are religious, geographical and historical differences caused the differences in values, norms, and cultural dimension which influenced Japanese work culture. Intern students experienced difficulties following Japanese work culture. 20 intern students, faced challenges in their work due to differences in work culture

“I got shocked of how swiftly most Japanese people work. I felt overwhelmed and bewildered. I've tried my best, but I still can't keep up their speed.” (R42, hotel intern)

Intern students discovered Japanese customs, such as drinking culture and clothing regulations that differ from Indonesian values. In Japan, drinking is socially acceptable and considered part of job loyalty, while in Indonesia, it's considered sinful and violates religious norms. An intern in an office wore a black suit and tie during a meeting, receiving comments from his Japanese colleagues that it resembled going to a funeral. Japanese etiquette demands appropriate and detailed clothing, such as white tie for weddings and black tie for funerals. Living in a non-moslem country like Japan bring problem for Moslem in accessing halal food, dry toilet (no water to clean), praying, finding a mosque, and doing other religious activities.

b. Social support

The host culture's response significantly influences the internal student's adaptation process, with students who received negative responses taking longer to adjust (Buchanan et al., 2018). It is indicated that social support from host country members significantly reduces culture shock and adaptation by fostering social connectedness among students, preventing isolation, depression, and loneliness (Nguyen et al., 2019).

Intern students' experiences reveal varying local attitudes towards them, with some receiving positive responses like welcoming and helping, while others face negative responses like discrimination, prejudice and rejection. About 24 intern students faced challenges due to a negative local attitude.

“What surprised me was that there were still Japanese who were racist toward foreigners with dark-skin and considered some of us to be disdainful. I did not feel the Japanese omotenashi (hospitality).” (R28, hotel intern)

Support from host culture members, including superiors, mentors or supervisors, and locals. Mentors helped students overcome culture shock and provided necessary information during the program. Locals offer comfort, security, and a sense of

acceptance, care, and appreciation. In a multicultural context, a strong bond between interns and locals can help reduce the negative impact of depression. Compatriots provide support during the culture shock stage, reducing stress and enabling discussions and questions without language barriers. Participating in programs with compatriots help overcome the critical period and promote a sense of belonging. Support from another intern from another country provides valuable support to interns, helping them adapt and gain assistance from other countries, such as Vietnam, China, and Europe. Colleagues.

“My Chinese fellow staff was the one who helped me. He taught me everything down to the details that even the Japanese didn't teach” (R11, hotel intern).

5. CONCLUSION AND RECOMMENDATION

Individual factors that influence the cross-cultural adaptation process of internship students are self-efficacy and perception skills. Pre-departure training and prior overseas experience have an impact on students' self-efficacy, while cultural awareness and Japanese language proficiency have an impact on students' perception abilities. Meanwhile, intern students struggled to build relationships due to the negative attitudes of some Japanese members. Regarding job factors, the difficulties faced are high role novelty, low role discretion, and low role clarity. A lack of pre-departure training has an impact on role clarity and novelty, whereas cultural factors have a greater influence on role discretion. Organizational factors, pre-departure or in-country training, and the provision of mentors really help students in the adaptation process. Other factors that influence the student adaptation process are cultural differences and social support. From these four factors, it can be concluded that the factors that influence intern students' adaptation process are Japanese language skills, training (pre- or in-country), previous experience abroad, cultural differences, and social support, which includes the response of the host community and the provision of mentors.

Include the small sample size and the potential bias in self-reported data. Additionally, the study only focused on intern students in Japan, so the findings may not be generalizable to other countries or types of study abroad programs. Future research could explore the impact of additional factors, such as individual personality traits or program duration, on intern students' adaptation processes. Despite these limitations, the study provides valuable insights into the key factors that contribute to successful adaptation during a study abroad experience

ACKNOWLEDGEMENT

I express my gratitude to the heads of study programs and lecturers from 7 universities in Indonesia: UNIKOM, STBA YAPARI, Widyatama University, STBA INVADA, UNJ, UNNES, and UNPAD, for distributing questionnaires to students participating in internship programs in Japan. Furthermore, I also wish to express my gratitude to the students who were willing to participate in this research.

REFERENCES

- Adamowicz, S. (2020). Japanese Culture as Element of Intercultural Space, Adaptation Process of Polish Student in Japan. *Intercultural Relation, Vol. 4,2(8)*, 121-135. <https://doi.org/10.12797/RM.02.2020.08.08>
- Andreason, A. W. (2003). Expatriate Adjustment to Foreign Assignments. *International Journal of Commerce and Management*, 42-60. <https://doi.org/10.1108/eb047459>
- Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report*, 13, 544-559. <https://doi.org/10.46743/2160-3715/2008.1573>
- Bayraktar, S. (2019). A diary study of expatriate adjustment: Collaborative mechanisms of social support. *International Journal of Cross Cultural Management*, 19(1), 47-70. <https://doi.org/10.1177/1470595819836688>
- Bhatti, M. A., Battour, M. M., Ismail, A. R., & Sundram, V. P. (2014). Effects of personality traits (big five) on expatriates adjustment and job performance. *Equality, Diversity and Inclusion*, 33(1), 73-96. <https://doi.org/10.1108/EDI-01-2013-0001>
- Black, J. S., & Gregersen, H. B. (1991). Antecedents to Cross-Cultural Adjustment for Expatriates in Pacific Rim Assignments. *Human Relations* 44, 497-551. <https://doi.org/10.1177/001872679104400505>
- Black, S., Mendenhall, M., & Oddou, G. (1991). Toward a Comprehensive Model of International Adjustment: An Integration of Multiple Theoretical Perspective. *The Academy of Management Review*, 16(2), 291-317. <https://doi.org/10.2307/258863>
- Buchanan, Z. E., Abu-Rayya, H. M., Kashima, E., Paxton, S. J., & Sam, D. L. (2018). Perceived discrimination, language proficiencies, and adaptation: Comparisons between refugee and non-refugee immigrant youth in Australia. *International Journal of Intercultural Relations*, 63, 105-112. <https://doi.org/10.1016/j.ijintrel.2017.10.006>
- Budianto, F. (2020). Japan's Strategy in Internationalization of Small and Medium Sized Firms: A Case Study of Japan Internship Program. *Global Strategies*, 14(1), 161-174. <https://doi.org/10.20473/jgs.14.1.2020.161-174>
- Caligiuri, P., Phillips, J., Lazarova, M., Tarique, I., & Burgi, P. (2001). 'The theory of met expectations applied to expatriate adjustment: The role of cross-cultural training. *International journal of Human Resource Management*, 12, 357-372. <https://doi.org/10.1080/09585190010026185>
- Gebregergis, W. T., Mehari, D. T., Gebretinsae, D. Y., & Tesfamariam, A. H. (2020). The Predicting Effects of Self-Efficacy, Self-Esteem and Prior Travel Experience on Sociocultural Adaptation Among International Students. *Journal of International Students*, 339-357. <https://doi.org/10.32674/jis.v10i2.616>
- Halim, H., Mustaffa, C. S., & Azizan, F. L. (2020). Measuring work-role transitions: The cross-cultural experience of hotel expatriates in Malaysia. *SEARCH Journal of Media and Communication Research* 12, 1-16. <https://repo.uum.edu.my/id/eprint/27902/>.
- Haryanti, P. (2020). Culture Shocks at Japanese Workplace of Indonesian Student. Proceeding Book, *The 3rd International Conference on Business, Economics, Social Sciences, and Humanities 2020*, 1-7. Bandung: Universitas Komputer Indonesia. Available at: <https://proceedings.unikom.ac.id/index.php/icobest/citationstylelanguage/get/acsnano?submissionId=109&publicationId=109>

- Hatanaka, K., & Tanaka, T. (2016). Cross-Cultural Factors That Influence Adjustment of Foreign Care Workers in Japan: Towards a Three-Layered Structural Model. *International Journal of Health and Life-Sciences*, 2(3), 01-17. <https://dx.doi.org/10.20319/ijhls.2016.23.0117>
- Hofstede. (2023, 10 16). Hofstede Insight. Retrieved from Country Comparison Tool. Available at: <https://www.hofstede-insights.com/country-comparison-tool?countries=japan>
- James, R. (2020). Antecedents, coping strategies and consequences of repatriation adjustment: What do we know? *Journal of Management Matters* 7, 1-18. Available at: <https://www.rjt.ac.lk/wp-content/uploads/2022/05/JoMMV7No-2-2020Des.pdf>
- Jones, R. S., & Seitani, H. (2019). Labour Market Reform and Japan to Cope with a Shrinking and Ageing Population. OECD Economics Department Working Papers, No. 1568, OECD Publishing, Paris. <https://doi.org/10.1787/73665992-en>
- Kaur, R. B., & Suri, G. (2016). Cross-Cultural Adjustment of Indian Expatriates in Japan. *International Journal of Innovative Research in Technology*, 459-463. <https://doi.org/10.1080/09585190802294903>
- KourJeevan, S., & Jyoti, J. (2022). Cross-cultural training and adjustment through the lens of cultural intelligence and type of expatriates. *Employee Relations: The International Journal*, 1-36. <https://doi.org/10.1108/ER-07-2020-0355>
- Kuwayama, T. (2001). The Discourse of Ie (Family) in Japan's Cultural Identity and Nationalism: A Critique. *Japanese Society of Cultural Anthropology*, 3-37. Available at: https://www.academia.edu/19669089/The_Discourse_of_Ie_Family_in_Japans_Cultural_Nationalism_A_Critique
- Liao, W.-J. (2010). The Cross Cultural Adjustment of EFL Expatriate Teachers in Taiwan. Thesis: Buckinghamshire, England. Available at: <https://uobrep.openrepository.com/handle/10547/145668>: University of Bedfordshire
- Liu, M., & Huang, J. L. (2015). Cross-cultural adjustment to the United States: the role of contextualized extraversion change. *Frontiers in Psychology*, 6, 1-15 <https://doi.org/10.3389/fpsyg.2015.01650>
- Mabro, R. M., & Soininen, V.-I. (2018). Factors Influencing Cross-Sultural Adjustment: Swedish Expatriates in East Asia Pacific. Jonkoping. Available at: <https://hj.divaportal.org/smash/get/diva2:1214949/FULLTEXT01.pdf>: Jonkoping University
- Maemura, N., Kato, J., & Fujihara, T. (2009). A qualitative investigation of trainees' adjustment in Japan: A case study of trainees from Indonesia., *US-China Education Review*, 25-34. Available at: <https://files.eric.ed.gov/fulltext/ED505717.pdf>
- Maertz, C., Takeuchi, R., & Chen, J. (2016). An episodic framework of outgroup interaction processing: Integration and redirection for the expatriate adjustment research. *Psychological Bulletin*, 142(6), 623-654. <https://doi.org/10.1037/bul0000032>
- Masgoret, A. (2006). Examining the role of language attitudes and motivation on the sociocultural adjustment and the job performance of sojourners in Spain. *International Journal of Intercultural Relations*, 30, 311-331. <https://doi.org/10.1016/j.ijintrel.2005.08.004>

- McLeod, K., Eslami, Z., & Graham, K. (2021). Culture Shock and Coping Mechanisms of International Korean Students: A Qualitative Study. *International Journal of TESOL Studies*, 3 (1). 14-27. <https://doi.org/10.46451/ijts.2021.01.02>
- Neill, J. (2008). The Expatriate Venture: What Role Does Cross-Cultural Training Play and What Theories Guide Research in the Field?". Thesis: Kingston, United State. Available at: https://digitalcommons.uri.edu/lrc_paper_series/42: University of Rhode Island
- Neuman, W. (2009). Social Research Methods: Qualitative and Quantitative Approaches. 7th Edition. Pearson Education, USA. <https://doi.org/10.2307/3211488>
- Nguyen, M.-H., Le, T., & Meirmanov, S. (2019). Depression, Acculturative Stress, and Social Connectedness among International University Students in Japan: A Statistical Investigation. *Sustainability*, 1-19. <https://doi.org/10.3390/su11030878>
- Nolan, E., & Liang, X. (2022). Determinants of cross-cultural adjustment among self-initiated expatriate medical doctors Working in Ireland. *Journal of Global Mobility: The Home of Expatriate Management Research*, 10(3), 289-311. <https://doi.org/10.1108/JGM-01-2022-0002>
- Oberg, K. (1960). Culture Shock: Adjustment to New Cultural Environments. *Practical Anthropology* 7, 177-182. <https://doi.org/10.1177/009182966000700405>
- Okpara, J., & Kabongo, J. (2011). Cross-cultural training and expatriate adjustment: A study of western expatriates in Nigeria. *Journal Of World Business*, 46(1), 22-30. <http://dx.doi.org/10.1016/j.jwb.2010.05.014>
- Peltokorpi, V. (2008). Cross-cultural adjustment of expatriates in Japan. *The International Journal of Human Resource Management* 19(9), 1588–1606. <https://doi.org/10.1080/09585190802294903>
- Piao, N. (2019). Case-based Analysis of the Impact of Japanese National Culture on Corporate Culture. *Social Science, Education and Humanities Research*, 325, 212-216. <https://doi.org/10.2991/emehss-19.2019.43>
- Purnima, B.-S., Harrison, D. A., Shaffer, M., & Luk, D. M. (2005). Input-Based and Time-Based Models of International Adjustment: Meta-Analytic Evidence and Theoretical Extensions. *Academy of Management Journal*, 48(2), 257–281. <https://doi.org/10.5465/AMJ.2005.16928400>
- Selmer, J. (2006). Language ability and adjustment: Western expatriates in China. *Thunderbird International Business Review*, 48(3), 347-368. <https://doi.org/10.1002/tie.20099>
- Shaffer, M., Harrison, D., & Gilley, M. K. (1999). Dimensions, determinants, and differences in the expatriate adjustment process. *Journal of International Business Studies* 30(3), 557–581. <https://doi.org/10.1057/palgrave.jibs.8490083>
- Shieh., C.-J. (2014). Effects Of Culture Shock And Cross-Cultural Adaptation On Learning Satisfaction Of Mainland China Students Studying. *Revista Internacional de Sociología (RIS) Vol. 72*, 57-67. <https://doi.org/10.3989/ris.2013.08.10>
- Shin, S. J., Morgeson, F. P., & Campion, M. A. (2006). What you do depends on where you are: understanding how domestic and expatriate work requirements depend upon the cultural context. *Journal of International Business Studies*, 64–83. <https://doi.org/10.1057/palgrave.jibs.8400247>
- Swanson, C. B. (1999). Students on the move: Residential and educational mobility in America's schools. *Sociology of Education* 72, 54-67. <https://doi.org/10.2307/2673186>

- Ward, C., Bochner, S., & Furnham, A. (2001). *The Psychology of Culture Shock*. Routledge. USA.
- Yamamoto, K. (2015). The myth of “Nihonjinron”, homogeneity of Japan and its influence on the society. Leeds University Centre for Ethnicity and Racism Studies. Working Paper. Available at: <https://cers.leeds.ac.uk/wp-content/uploads/sites/97/2016/04/The-myth-of-%E2%80%9CNihonjinron%E2%80%9D-homogeneity-of-Japan-and-its-influence-on-the-society-Kana-Yamamoto.pdf>
- Zhang, Y., & Hussian, T. (2021). SIEs' interaction and adaptation to their task performance. *Journal of Business Research* Vol.128, 370-380. <https://doi.org/10.1016/j.jbusres.2021.01.049>
- Zhang, Y., Zhu, J., Xu, N., Duan, S. X., & Huang, X. (2021). Optimal selection of expatriates for cross-border assignment to enhance manufacturing efficiency. *International Journal of Production Economics*, 232. <https://doi.org/10.1016/j.ijpe.2020.107926>

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

