

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Communication is the process of sending and receiving information between two or more individuals (Setiawan, 2023). Based on the title taken by the researcher, the researcher has experience in studying in Malaysia, more precisely at Universiti Sains Malaysia. Communicating in this neighbouring country is indeed a challenge for people who are coming to Malaysia for the first time, but in terms of communicating Indonesia and Malaysia have similarities. Based on the results of the researchers' observations, the speech of the languages used by Malays and Indonesians can be said to be almost the same, from the types of words and the arrangement of sentences. These similarities in communication are of course inseparable from the history shared by these two countries.

As we know, Indonesia and Malaysia define themselves as Malays, where they call themselves *serumpun*. Various literature published in Indonesia, Malaysia, Singapore and Brunei Darussalam often mention that they are Malay people and descendants. The origin of the word Malay first appears in historical records around the second century AD. Claudius Ptolemaeus or better known as Ptolemy (90-168 AD) mentioned that there was a *tanjong* in *Aurea Chersonesus* (Malay Peninsula) named *Maleukolon*, which is believed to have originated from the Sanskrit *Malaya kolam* or *malai kuram*. Malay people can be said to have started coming to Indonesia in the 7th century, and this is reinforced by evidence that in 684 AD Malays had become part of the Sriwijaya Kingdom. This strengthens the evidence that the relationship between Indonesia and Malay Malaysia has existed since ancient times (Venus, 2015).

As mentioned in the previous statement, that Malays had already become part of the Sriwijaya Kingdom, which could be interpreted that the Malaysian state at that time was also part of the Sriwijaya Kingdom's power. This led to a lot of cooperation between the Sriwijaya Kingdom and the

small kingdoms that existed in its territory at that time (Rahma Indina Harbani, 2021).

In the field of educational cooperation itself, Indonesia and Malaysia have been doing it for decades after they became independent countries. In 1960-1970, Indonesia sent teachers to Malaysia as a form of educational cooperation between the two countries. Not only from the Indonesian side, the Malaysian side also sent many of their students to go to Indonesia in the hope of getting a higher quality education (Sri Wiyanti, 2015).

Education is very important in our life. In this modern era, many Indonesian people flock to reach the highest level of education. Suyanto (2003) said that a leader of the most advanced country in the world, still thinks that the biggest investment to advance the country is through the education of its people. Therefore, education must be a serious concern for the government of the country and its own people.

In building education in Indonesia, the Government of the Republic of Indonesia has adhered to one of the nation's goals as stated in the 4th paragraph of the 1945 Constitution which reads “*Mencerdaskan kehidupan bangsa*”. In the constitution of the Unitary State of the Republic of Indonesia, among others, there are Articles 20, 21, 28 C paragraphs (1), 31 and 32, which give the government a mandate to organize a national education system. Finally, this was realized in Law No. 20 of 2003 which contained the education system. The national education system is the entire education component that is interrelated in an integrated manner to achieve national education goals (Budi & Kemendiknas, 2012).

According to data published by the *World Population Review*, Indonesia is not included in the top 10 in the category of countries with the best education system in the world. It is noted that Indonesia has 277,534,122 population and unfortunately still ranks 54th out of 78 countries that have a good education system (Aisyah, 2022).

Country	Rank (2021) ▲	Rank (2020)	2023 Population
United States	1	1	339,996,563
United Kingdom	2	2	67,736,802
Germany	3	4	83,294,633
Canada	4	3	38,781,291
France	5	5	64,756,584
Switzerland	6	6	8,796,669
Japan	7	11	123,294,513
Australia	8	7	26,439,111
Sweden	9	8	10,612,086
Netherlands	10	9	17,618,299

*Picture 1.1 Ranking of countries with the best education systems*

*(Source: World Population Review, 2022)*

Latvia	50	50	1,830,211
Colombia	51	49	52,085,168
Belarus	52	51	9,498,238
Slovenia	53	41	2,119,675
Indonesia	54	55	277,534,122
Philippines	55	52	117,337,368
Uruguay	56		3,423,108
Morocco	57	57	37,840,044
Jordan	58	53	11,337,052

*Picture 1. 2 Indonesia's Education System Rating*

*(Source: World Population Review, 2022)*

We can say that the recorded ranking is very low because Indonesia is a big country, has a lot of population, has a lot of resources, but having an undeveloped education is a big problem for this country. This is the reason why Indonesia has not been able to become an advance country. This is reinforced by data which says that there are still 23.61 percent of the population or 65 million people who have not finished school. This discrepancy is very clear from the percentage of the population who have completed senior high school as many as 20.89 percent or 57 million people. Meanwhile, the percentage of Indonesians participating in the D1 and D2

programs is only 0.41 percent or the equivalent of 1 million people. Among the 275.36 million population of Indonesia noted by *Direktorat Jendral Kependudukan dan Pencatatan Sipil* (DUKCAPIL), there are only 6 percent of Indonesia's population who have received higher education (Anggita, 2023).

This is caused by the quality of education in Indonesia which is quite apprehensive. This deplorable quality is also caused by a number of problems that come from the existing education system, for example such as weaknesses in education management, gaps between educational facilities and infrastructure in urban and rural areas, government support that is still uneven, old-fashioned mindsets of society, limited teaching staff, and weak learning evaluation standards.

Reporting from detik.com (2021), Indonesia is ranked 4th in Southeast Asia in ranking the quality of education. The first rank is Singapore, which is ranked 21 in the world. Then followed by Malaysia in 2nd place in Southeast Asia by being ranked 38th in the world. In 3rd place we can find the country of white elephants or Thailand which is ranked 46th in the world. Finally, in the 5th rank in Southeast Asia, there is the Philippines which is ranked 55th in the world, exactly 1 rank below Indonesia (Aisyah, 2021).

As we can see from the statistics above, Indonesia's education is very far behind from neighbouring countries. This is quite concerning if we remember that Indonesia is known as a large and mighty country in Southeast Asia. Reporting from databooks (2022), Indonesia has a total of 3,107 universities spread across Indonesia, 125 of which are State Universities, the rest are Private Universities. It is recorded that there are 1,477 universities on the island of Java, 768 on the island of Sumatra, 365 on the island of Sulawesi, 187 on the island of Kalimantan, 180 on the islands of Bali and Nusa Tenggara, 130 on the islands of Maluku and Papua. (Mutia, 2023).

Of the many universities that Indonesia has, only a few universities can compete with top universities in Southeast Asia. According to data from webometrics, the top 10 rankings are controlled by well-known campuses from countries such as Singapore, Malaysia, Thailand and Indonesia. The first rank is occupied by well-known campuses in Asia and in Southeast Asia, namely the National University of Singapore (47th in the world), followed by Nanyang Technological University (87th in the world), the University of Malaya (291st in the world), Chulalongkorn University (447th in the world). Universiti Teknologi Malaysia (ranked 450 in the world), Universiti Putra Malaysia (ranked 470 in the world), Chiang Mai University (ranked 488 in the world), Universiti Sains Malaysia (ranked 521 in the world), Mahidol University (ranked 523 in the world), and the last one is University of Indonesia (Rank 583 in the world) (Webometrics, 2023).

From the data above, universities originating from Indonesia can only send 1 university to compete with well-known campuses throughout Southeast Asia. This also indicates that Indonesia's education is still far below neighbouring countries. If we continue with our previous discussion, the quality of Indonesian education is also one of the reasons why they choose to continue or start their education abroad.

People think that studying abroad has many benefits. Of course, our society does not only see the benefits if there is no strong evidence. In Indonesia itself, there are many prominent people who are successful in their lives because they studied abroad, more precisely at well-known universities in the world. The most famous example is Mr. Nadiem Makarim as the Indonesian Minister of Education, Culture, Research and Technology. He is famous as the person who invented the Gojek application, which is an online transportation application that can help many people find online-based transportation. His success is also marked by his past study abroad, such as at Brown University in the United States, then at the London School of Economics and the most famous of all is Harvard University in the United States. Nadiem Makarim is one of the many examples of successful Indonesians because they have experience studying abroad (Tria, 2022).

According to data obtained from the UNESCO Institute of Statistics (2022), Malaysia is a country that is the best educational destination chosen by the Indonesian people. Not only in terms of health, but Malaysia is also superior in terms of education compared to Indonesia. There were 8,440 students from Indonesia who chose Malaysia as their destination to study. This has also been proven through data that researchers have included, that there are several universities from Malaysia that have better quality and predicate than universities in Indonesia. (Unesco Institute for Statistic, 2022).

Reported from (Primantono, 2023), Education Malaysia Indonesia, the Embassy of Malaysia, and Education Malaysia Global Service held an educational exhibition to promote universities in Malaysia, both public and private. Several participants said they were interested in studying in Malaysia, because they could graduate faster and have more diverse majors compared to universities in Indonesia.

Another attraction that arouses the interest of the Indonesian people to study in Malaysia is the many scholarships that present a lot of benefits for prospective scholarship recipients. These scholarships also come in various variations, there are scholarships presented by each university, some are presented through the Indonesian government, some are presented directly by the Malaysian government, and some are held by institutions or foundations.

With so many scholarships present, there are 2 scholarships that are very popular among the Indonesian people, named the LPDP scholarship (Lembaga Pengelolaan Dana Pendidikan) presented by the Government of Indonesia and the MIS scholarship (Malaysia International Scholarship) presented by the Government of Malaysia directly (Mediamaz, 2022). Not only that, in recent years, a new scholarship from the Government of Indonesia has appeared which is very popular among undergraduate and vocational students today, named IISMA. (Indonesian International Student Mobility Award) for undergraduate and IISMAVO for Vocational (IISMA,

2023). IISMA itself is a scholarship that is participated in by researchers, where this scholarship can accept thousands of students from all over Indonesia who would like to achieve their dreams while pursuing their studies at world-renowned universities for one semester.

Within the IISMA scholarship, the researchers themselves took part in the scholarship to gain new experience studying abroad, especially Malaysia for 1 semester. As the majority of Indonesian people think, studying in Malaysia does not require difficult adaptations because Indonesia and Malaysia have many similarities in terms of culture and language.

In terms of its own language, Indonesia uses Indonesian which comes from Malay which is still used by the Malaysian people there to this day. At first, Indonesian students living in Malaysia thought that communicating there would be quite easy due to the similarities in the languages we have. However, the reality is not as easy as people imagine. We need to know that in Malaysia there are 3 majority races living there, namely the Malay Race, the Chinese Race, and the Indian Race. Each race has its own language, the Malay race uses Malay, the Chinese race uses Mandarin, and the Indian race uses Tamil (Chepkemoi, 2020). This makes it difficult for Malaysians there to communicate with one another.

The researcher himself has lived in Penang Island, Malaysia for 5 months and witnessed the communication phenomenon that occurred there for 5 months. Language differences mean there are differences in communication patterns that occur in an environment. According to Effendy (2017) a communication pattern is a process designed to represent the fact that the elements covered and their continuity are interrelated in order to facilitate systematic and logical thinking in communication. Communication patterns can also be interpreted as the way a person or group interacts using previously agreed symbols (Pace and Faules, 2018) (Thabroni, 2022).

With the difference in language that is there, not once or twice Indonesian students are a little confused about how to communicate with the local people there. Therefore, based on the background described above, the researcher is interested in conducting research with the title “The Adaptation of Indonesian Students in Malaysia (A Phenomenological Study of Indonesian Students at Universiti Sains Malaysia)”. This research was conducted because of the communication phenomenon that occurred and was experienced by Indonesian students at Universiti Sains Malaysia. Communication is a very important thing for us to do to communicate with each other. Differences in language and dialect there are of great concern to researchers to make the discussion to be examined in more depth. The focus of this research is to find out the adaptation process of Indonesian students who are continuing their studies at Universiti Sains Malaysia, Malaysia. This is what makes this research different from previous studies which are almost similar.

## **1.2 Formulation of The Problem**

Based on the background described above, the researcher found the formulation of the problem in this research as follows:

1. What is the experience of Indonesian students who have communicate with Malaysian students at Universiti Sains Malaysia?
2. What is the adaptation process for Indonesian students who are continuing their studies at the Universiti Sains Malaysia?

## **1.3 Research Purpose**

The purpose of this research is to find out how the Indonesian students who are continuing their studies in Malaysia trying to adapt with their social cultures and from that adaptation the researcher also would like to know how are the Indonesian students communicate with Malaysian students at Universiti Sains Malaysia. In addition, the researcher also would like to know the experiences of Indonesian students there when communicating with Universiti Sains Malaysia students.



#### **1.4 Research Benefit**

The benefits of this research are divided into two, namely theoretical benefits and practical benefits.

1. Theoretical Benefits

This research is expected to be the basis for the development of new knowledge regarding "The Adaptation of Indonesian Students In Malaysia (A Phenomenological Study of Indonesian Students at Universiti Sains Malaysia)". This research is also expected to be useful for students, especially students at the Faculty of Social and Political Sciences Universitas Pembangunan Nasional Veteran Jakarta in conducting future research.

2. Practical Benefits

This research is expected to be of benefit to students in studying communication patterns that occur between Indonesian students and Malaysian students at Universiti Sains Malaysia. This can also be a lesson for students who wish to continue their education in Malaysia, especially at Universiti Sains Malaysia.

#### **1.5 Systematic research**

Systematic research is a method that facilitates researchers in describing the research process. The research systematics in this research consisted of:

1. CHAPTER I INTRODUCTION

Chapter one contains the background of the problem, problem identification, problem formulation, research objectives, research benefits, and research systematics.

2. CHAPTER II. LITERATURE REVIEW

Literature Review contains theories that have a correlation with this research. In this second chapter, the researcher provides an overview

and basis that will be used by researchers to analyze and process data.

### 3. CHAPTER III. RESEARCH METHODOLOGY

In this chapter the researcher discusses the research methods that will be carried out, which include: research subjects and objects, types of research, data collection techniques used, data sources, data analysis techniques, and time plan tables.

### 4. CHAPTER IV

This chapter will discuss the results of the research that has been obtained from the informants. The results of this research will contain a discussion of the results of the analysis of the adaptation process of Indonesian students who continue their studies in Malaysia, more precisely at Universiti Sains Malaysia.

### 5. CHAPTER V

This chapter will contain the conclusions from the research results that have been analyzed in chapter IV and there will also be suggestions that will be put forward.

### 6. BIBLIOGRAPHY

The bibliography is an arrangement of references or references from a collection of previous studies as a source in research writing. The bibliography in the research contains references to journals and books related to intercultural communication, interpersonal communication, and group communication.