

# INTERCULTURAL COMMUNICATION: A STUDY OF THE EXPERIENCES OF PAPUAN STUDENTS AT THE UNIVERSITY OF JAMBI

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## ABSTRACT

Study This aim understand pattern communication intercultural Papuan students at Jambi University and obstacles and adaptation strategies they face use in environment campus multicultural . As group minority with background culture different from Jambi society which is characterized by Malay , Papuan students face difference language , style communication , social norms , to expression culture that influences interaction social and academic . With method qualitative descriptive through interviews , observations , and documentation to member Set Papua Jambi Students (HMPJ), research find three pattern communication used , namely One directional , bidirectional , and multidirectional , accordingly context and opponent talk . Barriers communication divided become internal in the form of not enough believe self , anxiety , and difference mark culture , and external in the form of use Language area , prejudice social , as well as low understanding Papuan culture . For overcome obstacle This time , Papuan students are adapting with open self , building relation social , active organize , manage emotions , attitudes No easy offended , and guard identity culture . Research conclude that competence communication intercultural important For build understanding , tolerance , and integration social in college high , at the same time become reference for institutions in create environment an inclusive and responsive campus to diversity culture .

**Keywords:** Communication Intercultural , Papuan Students , Communication Patterns , Barriers Culture , Adaptation Strategy.

## BACKGROUND

Communication is part important in life daily functioning as means main For get information and undergo various activities , especially in the modern era when almost all activity need it (Utami, 2023) . Communication considered effective if happen good collaboration and interaction between individuals , as Lawrence explained that communication is a process of two or more people more in exchange or share information so that created greater understanding deep in between they . Through communication , someone can more easy adapt and build connection with people from various background behind ethnicity , both in the environment campus and place stay (Hasmar et al., 2023) .

Effectiveness communication is also determined by the existence of good interaction , good verbally and nonverbally, which allows individual convey ideas, concepts , and feeling with clear to others (Listrikasari, 2024) . On the other hand , individuals who rarely or even No Once communicate tend experience difficulty in adapt self with the environment Because not enough capable understand the norms, values and rules that apply in community social In addition , communication own relatedness close with culture Because culture play a role as runway in form pattern thoughts , behavior , and ways

individual interact with each other . Every people communicating with method different in accordance with the culture that he adheres to , which reflects values , traditions , and inherited habits hereditary .

Due to that , understand communication in context culture it is important for someone can adapt self with diverse environment . Culture also influences attitudes and ways individual communicate in life social . In every interaction , culture form behavior somebody in convey message or information . This is create connection social enabling exchange meaning in accordance with background behind culture of each individual . Communication is also not only shaped verbally , but also reflected in behavior , gestures , and expressions that are full of mark culture .

Culture often considered as programming pattern think , because experiences and interactions recurring social form pattern communication certain in accordance the situation faced . Individual without aware apply mark culture in communication , both in life personal , professional , and social (Maulani & Wahyutama, 2022) . With thus , culture No only influence method speaking , but also understanding towards norms and ethics applicable communication in community . Culture play a role as bridge in communication between individuals .

When two people with culture The same interact , they tend own common understanding Because existence similarities values , norms, beliefs , and customs . Similarities culture This make communication more effective , message easy understood , and exchange information become smoothly . So, culture can interpreted as a set values and norms that continue develop follow changing times (Rizq et al., 2024) . The situation communication between individuals with background behind culture similar usually ongoing more natural , smooth , and easy accepted Because existence experience together with those who have embedded since small . Similarities This make it easier they understand purpose and objectives communication One each other. On the other hand , when communication happen between individuals with difference values , norms, and culture , often appear challenge in the form of gap understanding that can be become obstacle in reach understanding .

Difference culture make method think , act , and interpret information is also different , so constraint communication Can influence condition physique and psychic individual (Ningrum, 2024) . Through interaction social everyday , someone Study understand rules and patterns culture the environment , which then embedded through the process of enculturation , namely internalization mark culture in behavior and manner communicate . Communication between culture Alone is an exchange process information and meaning between individual or group with background behind culture different (Maulani & Wahyutama, 2022) .

According to Gudykunst , communication between culture is effort individual from different cultures For each other understand and interpret message in a way effective (Adnan et al., 2024) . This process demand understanding to difference values , norms, language , and behavior every culture for communication walk Good without cause misunderstanding and conflict . With Thus , communication between culture become means important in bridge difference as well as build harmonious interaction in life diverse social (Yudhawirawan et al., 2024) .

Benefits of communication between culture is very big , especially in the era of globalization , because can increase understanding and tolerance to difference culture so that created connection harmonious society (Mufidah & Fadilah, 2022) . Communication this also expands outlook individual about method views , habits , and different values , so that increase ability adapt in various situation . In the professional world , communication between culture play a role important in build cooperation effective international , encouraging innovation through diverse perspective , as well as open opportunities in the global market (Rania Putri Faradyba et al., 2022) .

Jambi University as college the height of the country has student from various regions in Indonesia, which created environment academic multicultural . One of the group attractive students investigated is Papuan students , because Papuan culture is different significant with culture Jambi, which is dominated by Malays , is also influenced Sumatran and Javanese culture . Differences the covers

language , social norms , customs customs , until style communication , which is often cause challenge in the process of adaptation . Culture Malays in Jambi uphold tall customs as well as own characteristics typical in communicate , such as use the ending “O” in a word, for example “apo” for what , whereas Papuan students tend to more expressive and open in style communication they .

Difference method communicate often become challenge for Papuan students in interact with student local and public around campus . They often experience difficulty understand style communication Jambi society is more formal and full of politeness , while student local is also lacking understand communication Papuan students who are more spontaneous and expressive . Condition This can cause misunderstanding , feelings isolated , until obstacle in build connection harmonious social . One of the challenge main is difference language , because although Indonesian is used in class , students local often use Language area like Difficult Jambi Malay understood Papuan students . In addition , stereotypes and prejudices culture also becomes the barrier that makes Papuan students feel not enough accepted or No comfortable in interaction social .

See problem said , research about adaptation communication between culture become important For done to understand How Papuan students adapt self with different environments Far from culture origin they . Research This aim identify the strategies used Papuan students in face challenge communication as well as factor supporters who facilitate the adaptation process . Based on background behind this , researcher lift title “ Intercultural Communication : A Study of Experience Papuan students at Jambi University.”

## **RESEARCH METHOD**

Research methods used in article This is method qualitative with approach descriptive (Saleh, 2023) . This method chosen Because capable describe in a way deep pattern communication intercultural experiences Papuan students at the University of Jambi. Research qualitative based on reasoning inductive , starting from empirical data in the field For Then arranged become deeper concepts and understanding comprehensive . Through approach this , researcher make an effort explain reality social as existence based on experiences , views , as well interactions experienced subject study .

Research setting held at Jambi Mendalo University with subject study Papuan students who are currently go through education at the university . Subject chosen based on criteria : students native Papuan, active follow activity academic and social on campus , as well as willing become informant through interviews and observations . This setting chosen Because reflect environment academic multicultural , so that allows researchers understand direct adaptation process communication ongoing intercultural interaction .

Research data sources consists of from primary and secondary data . Primary data is obtained through interview deep with Papuan students , observation activity they are in the environment campus , as well as interaction social everyday . Meanwhile that is secondary data obtained through documentation like books , journals , articles scientific , as well as document official related profile campus and research relevant previous with communication intercultural . Combination second this type of data expected strengthen analysis and provide runway comprehensive theoretical .

Data collection techniques include three method Main : observation , interviews , and documentation . Observation done in a way non-participants with observe direct behavior communication Papuan students without follow involved in activity they . Interview used as method main For dig experiences , obstacles , and adaptation strategies communication , so that produce more information accurate . Documentation is working as supporting data in the form of notes , transcripts , and literature related , in order to enrich understanding to the phenomenon being studied .

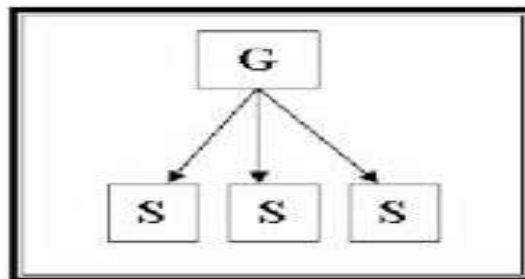
Data analysis was performed with three stages , namely data reduction , data presentation , and data extraction conclusion . Data reduction aims sorting relevant information , data presentation is done through description descriptive , whereas withdrawal conclusion done in a way verification so that the results analysis more credible . For ensure data validity , researchers apply technique extension

participation , persistence observation , triangulation sources and methods , as well as checking colleagues . This step aim ensure that findings study can accountable in a way scientific .

### RESEARCH FINDINGS

Findings study This show dynamics communication intercultural Papuan students at Jambi University who live in environment multicultural . Existence they in community campus dominated various background behind culture push creation pattern communication that is not single , but rather diverse in accordance with context situation . In terms of general , pattern emerging communication can categorized become pattern One directional , bidirectional , and multidirectional . Third pattern This show How Papuan students place self , adapt style interaction , and building meaning together with student other , good in room academic and room social outside class .

In the pattern communication One direction , Papuan students more often become recipient information without Lots give response back . This is looks especially in formal contexts , such as room class , when lecturer convey material or when other students dominate discus (Meltareza & Poedjadi, 2024) i . Situation This make Papuan students more choose For listen moreover first so as not to there was a misunderstanding . However , in condition certain , patterns One direction this also reflects existence limitations courage Papuan students for convey view in a way open , which can influenced by factors Language and feeling inferior in front of Friend from background behind culture different .



**Figure 1** One-Way Communication Pattern

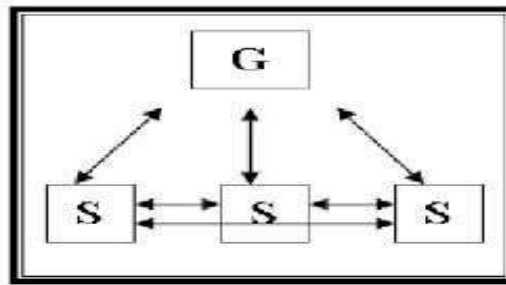
Temporary that , pattern two- way communication more emphasizes the occurrence of exchange message between Papuan students with non-Papuan students in general balanced . In the pattern this , they No only listener passive , but also active in convey opinion as well as accept bait come back from against talk . Two- way pattern appear good inside class through discussion academic both inside and outside class when discuss topic light . This pattern show that communication intercultural can ongoing more equal , where both party try understand meaning message One each other. The process of mutual listen and share speak this also contributes in strengthen connection more friendship close (Dalimunthe, 2022) .



**Figure 2** Two-Way Communication Pattern

As for the pattern multi- way communication reflected in the forum or activities involving many people, such as organization students , activity units campus , or discussion group big (Ndoen et al., 2023) . In this situation In this case , Papuan students play a role active in conversation together involving diverse

individual from background other cultures . Multidirectional interactions push creation meaning more collective wide , because every individual give contribution different views . This is No only enrich perspective , but also shows ability Papuan students for adapt at a time speak out identity they in environment multicultural .



**Figure 3** Multi-Directional Communication Pattern

Even though pattern communication diverse , interaction process intercultural still face obstacles . One of them obstacle main is difference Language (Theodorus, 2021) . Accent typical Papuan sometimes considered different so that cause misunderstanding or even stereotypes negative from part other students . Obstacles This Can make communication No walk effective , especially If against talk not enough understand the intended meaning . In addition , prejudice also arises social , such as assumption that Papuan students tend to exclusive or difficult blend in , which is actually No fully Correct but influence reception they in socializing daily .

Apart from the factors language and prejudice , differences style socializing and habits can also cause distance in communication (Azman & Suryandari, 2022) . Papuan students sometimes perceived own method different interactions with non-Papuan students , both in matter expression , closeness physical , as well as method convey opinion . Differences this , if No managed with attitude each other understand , have potential give birth to misunderstanding . However , the obstacles the is not barrier permanent , but rather challenges that can overcome through attitude open and business build understanding together among second split party (Hpar et al., 2024) .

Interestingly , behind obstacle That precisely there is values unifying force that strengthens interaction between Papuan and non-Papuan students . Solidarity , a sense of brotherhood , and a spirit of mutual cooperation are mark important to be present in life campus . Papuan and non-Papuan students showed willingness For each other helpful , good in face difficulty academic , activities social , as well as activity organization . Situation This show that even though There is difference culture , they own awareness For guard togetherness as part from One community big , namely family community academics of Jambi University.

Adaptation strategies used Papuan students also become part important from findings this . They try open self with method greet moreover first , behave friendly , and create atmosphere warm through humor and conversation Relax . Simple strategy This proven effective For build closeness , because response positive from non-Papuan friends make interaction become more fluid and reduce awkwardness . In addition , Papuan students are active follow activity campus like organizations and SMEs as receptacle For expand network social at a time introduce self more Far to community campus .

Ability Papuan students in manage emotions also become strength important in face attitude stereotypes or nuanced jokes demeaning . They choose For still calm down , no react in a way emotional , and responsive with maturity . Attitude This show existence skills in filter incoming messages , decide which ones are necessary responded to with serious and which one is better ignored . Approach peace This help guard harmony connection interculturalism on campus , as well as show that the

communication process No just exchange messages , but also the management process emotions and meaning .

On the other hand , Papuan students remain try guard identity culture they in context academic and social . Participation in Set Papuan students , involvement in cultural events , until come on stage in the Papuan arts scene to become proof that they No loss of identity even though adapt . Instead , courage they For show identity culture enrich interaction interculturalism on campus . Findings This confirm that Papuan students are not participant passive in life campus , but rather agent active that carries contribution important in build diversity , harmony , and togetherness at the University of Jambi.

## **DISCUSSION**

Communication patterns intercultural Papuan students at Jambi University demonstrate existence diversity form in accordance with the context in which they face . As part from environment multicultural campus , Papuan students do not only become recipient message , but also plays a role active in weave communication . Interaction This happen in various atmosphere , both formal and informal room lectures or informal such as organization , activity unit students , up to life everyday at the boarding house or environment around campus .

In experience they , pattern communication that is formed can changed in accordance with situation . In a formal context in class or discussion academically , Papuan students are more Lots involved in two- way communication , where they do exchange opinion with lecturer and Friend classmates . However , in condition certain , especially moment face comment or attitude discriminatory , they tend choose to be silent. Situation This show pattern communication One direction , where the message only flow from other parties without existence response come back from Papuan students .

In addition , multi - directional communication is also seen. clear when Papuan students involved active in organizations , discussion forums , and activity culture campus . In an atmosphere this , they No only interact with One or two people, but build network more communication wide with Lots parties . Multi-directional communication patterns help Papuan students emphasized identity culture they , expand relation social , as well as play a role in create climate harmonious diversity in the environment campus .

Communication patterns One direction This generally happen when Papuan students become object verbal comments in tone racist , especially in activities introduction life campus or interaction daily . They often respond with silence or consider it as joke so that No give response back . This pattern show existence inequality communication that places Papuan students as party passive .

On the other hand , in more situations inclusive like organization student affairs , discussion forums , or activity culture , Papuan students actually seen active . They No only listen , but also convey opinion , work the same , and provide contribution real . Involvement they in BEM, UKM arts and culture , up to activity spiritual reflect pattern multi- directional communication . This pattern allows interaction open involving Lots party in a way participatory and collaborative , at the same time strengthening the integration process social on campus .

Communication patterns Papuan students at Jambi University are divided in three form main : pattern One directional , bidirectional , and multidirectional . Third pattern This appear in a way alternate in accordance the context faced , starting from condition discriminatory to open collective forums . Patterns the each other complete and show that effectiveness communication is greatly influenced by readiness Papuan students for involved , attitude other parties in interact , and support environment campus in create an inclusive , mutually supportive atmosphere appreciate and encourage participation active .

In the communication process intercultural , barriers is normal thing happen Because every individual own background behind culture , language , and different experiences . According to Deddy Mulyana,

the obstacles communication can sourced from internal and external factors external influences delivery and reception message . Based on interview deep with Papuan students at Jambi University were found that obstacle the main thing they face it divided in two forms , namely internal barriers and external barriers external .

Internal factors that become obstacle communication intercultural Papuan students at Jambi University in general originate from condition psychological . Some student confess feel inferior, lacking believe self , or Afraid speak Because existence difference accent and style communication . At the beginning interaction with student from other areas , they often feel embarrassed and awkward , so communication No walk smooth . Condition This reflect obstacle psychological as explained by Onong Uchjana Effendy, namely disturbance emotional like fear or low self that can bother smoothness communication

As time goes by time , part big Papuan students are trying overcome obstacle the with grow courage and adaptability self with environment social campus . Adaptation process This important , because the more often they interaction , feelings of inferiority and fear in a way slowly can reduced . In the end , the experience repeated communication give they chance For build trust yourself and improve ability communicate in a way more open

Apart from the factors psychological , obstacles cognitive also becomes challenges faced . Obstacles This related with lack of knowledge Papuan students towards culture local Jambi, good in method socialize and rule prevailing social norms . Ignorance the often make they Confused or doubt in behave , so that cause distance with other students . This is in accordance with opinion Gudykunst & Kim who explain that individuals who enter culture new without supplies sufficient knowledge tend experiencing culture shock (Marellia & Caropeboka, 2023) .

In the communication process intercultural , barriers is something that is normal and often occurs . Obstacles This happen Because every individual bring background behind culture , language , and different experiences . According to Deddy Mulyana, the obstacles communication Can sourced from internal and external factors external influences delivery and reception message (Wawan, 2022) . Obstacles the No only cause misunderstanding , but also can bother intertwined connection harmonious social . Based on interview with student from Papua at Jambi University, it was revealed that they facing two forms main obstacle communication intercultural , namely internal barriers that originate from self alone , and obstacles external appearance from environment around .

Internal factors are obstacles that arise from in self individual , good in a way psychological , emotional , and cognitive . In Papuan students who migrate For go through education in Jambi, internal factors often appear in form of feeling inferior, lacking believe self and fear For speak Because difference accent or style communication . Barriers psychological This influential big to How they understand , respond , and adapt self in environment new . Condition psychological that is not stable often make they hesitate to start conversation or reluctant join in activity campus . Situation This show that internal barriers can slow down the adaptation process culture at a time hinder involvement social Papuan students in the environment campus .

Feelings of inferiority and awkwardness at the beginning interaction become lots of experience expressed Papuan students . When they first came and started college , they feel different from student others , good from appearance , manner speaking , as well as background behind culture . This is gives rise to a fear of saying the wrong thing , being judged strange , or No understood by friends new . According to Onong Uchjana Effendy, the obstacles psychological This including *psychological barrier* , namely obstacles that arise when somebody experiencing fear , shame , or not enough believe self , so that reluctant convey message (Hasmar et al., 2023) . The impact is that Papuan students are more choose to remain silent or interesting self from social interaction , which ultimately slow down the adaptation process social they .

Interview results with Yulianus and Serli strengthen description this . Yulianus confess had time feel embarrassed and inferior because No own Friend One area in his class . While Serli tells that He felt

very awkward at first enter studying Because become the only one Papuan women in her class in Mendalo . Second experience the show dynamics emotional experiences Papuan students when is at in environment new and different culture . However , along with walking time , they start get used to it and slowly capable adapt self , which signifies existence ability adaptation even though must through phase difficult at the beginning .

Apart from feeling inferior, ignorance to culture local also becomes internal obstacles experienced Papuan students . Many of them those who have not Once interact direct with Jambi society before , so that Confused How must behave in situation social . For example , they difficulty understand habit social interaction , etiquette communicating , as well as norms that apply in society local conditions This in accordance with explanation Gudykunst & Kim that enter to culture new without knowledge adequate will causing culture shock. Papuan students need time For learn culture local so that it can more fluent mingle (Hasmar et al., 2023) .

Ismail, one of the the source , admitted at the beginning studying He feel flustered Because No understand Jambi culture and language . However , thanks to help friends friendly local , he Can overcome confusion said . This is show that internal obstacles in the form of ignorance culture can minimized when Papuan students get support from environment surroundings . However , if support No available , ignorance culture This will become serious obstacles and make they tend interesting self from interaction social .

Another internal obstacle that is quite significant stand out is difficulty understand dialect local . Although Indonesian is used in formal situations , Jambi people often use dialect Jambi Malay in conversation everyday . Differences accent , intonation , and word choice make Papuan students are having difficulties understand Meaning conversation . In fact , some words in dialect Jambi Malay sounds foreign and has a different meaning from Standard Indonesian . Situation This often cause misunderstanding in communication relax . According to Liliweri , thing This including obstacle semantics , namely obstacles that arise Because difference meaning in Language .

Apart from internal factors , obstacles external factors are also very influential to communication intercultural Papuan students . Obstacles external appear from environment around , like attitude stereotypical , discriminatory , or lack of reception from group majority . An environment that is not friendly make Papuan students feel isolated , difficult interact , even lost motivation For blend in . According to Liliweri , obstacles communication No only originate from individual , but also influenced by factors environment . With Thus , the condition social an inclusive campus is very important smooth communication process intercultural .

Difference style communication and social norms often become obstacle real external . Papuan students are known own style more communication expressive , with voice loud , language body active , and immediate emotions shown . While student local tend more calm , polite , and not Lots use expression physical . Differences This sometimes cause misunderstandings , for example student local consider style talk Papuan students too hard or angry , even though That just method they express himself . Ismail tells that He had time feel difference culture when first time studying in Jambi, especially in matters of procedure speaking and socializing that is influenced by religion and customs customs . In Papua, the majority public are Christian, so that when interacting in a predominantly Muslim environment , he must adapt self with rule socializing local . Experience This show that communication intercultural No only question language , but also concerns norms and values prevailing social norms .

Apart from the differences style communication , Papuan students also face obstacle in the form of verbal racism and stereotyping culture . Speech or comment tone insulting , such as nickname racial , often experienced they . Serli told that He several times called “beta... beta...” by friends in a mocking tone . Even though the word originate from Maluku language , not Papuan, and means “ I ”. This is describe lack of knowledge the culture of the people who speak it , which is No direct show form stereotypes to Eastern Indonesian society .

Impact from this verbal racism is huge , no only make communication become No comfortable , but also causes pressure psychological . Students who experience it Can feel insulted , inferior, angry , or even interesting self from environment social . Situation This show that stereotypes culture can become inhibitor Serious in communication intercultural , at the same time widen distance between Papuan students with other students on campus . Obstacles external other is difference religious and cultural values . Most of them Papuan students are Christian, while in Jambi the majority are public adhere to Islam. Differences This bring challenge alone , especially related habit everyday , such as method dress code , rules social interaction , as well as activity religious . Serli admitted that He must try hard adapt self with environment thick campus with Islamic culture , although No There is conflict directly that he experience .

Condition This describe How difference mark religious can causing cultural shock which makes student must adapt extra . Obstacles communication intercultural Papuan students at Jambi University are influenced combination Internal and external factors . Internal factors include feelings of inferiority and ignorance. culture local , as well as difficulty understand dialect become challenge personal must they overcome alone . Meanwhile factor external in the form of stereotypes , verbal racism , and difference style communication and values culture strengthen the obstacles they face natural . Although thus , some big Papuan students demonstrate ability good adaptation , with method open self , learning Language local , building relation social , and participate active in activity campus . This effort become road for they For pass obstacle communication intercultural and building life harmonious social environment campus .

Communication intercultural at the University of Jambi, Papuan students found values a capable unifier bridge difference language , norms, and expressions culture . One of them is religious similarities that become bridge social and emotional in weave connection cross culture . Based on results interview , Papuan students who are Christian or Catholic confess more easy accepted in community campuses that are predominantly fellow believers . They can weave connection familiar with other students through activity religious like Mass and services spiritual activities the No only functioning as means spiritual fulfillment , but also to become room communication inclusive social as well as strengthen solidarity between student cross tribes and regions .



**Figure 4** Papua Night Show Activities

Spirit nationalism be one of strengthening factors connection between Papuan students with non-Papuan students at the University of Jambi. Awareness as fellow Indonesian citizens are pushing creation attitude each other respectful , friendly , and open . This is looks real in participation they are in activities a campus with a nuance nationality , such as Independence Day ceremonies , nationalism seminars , to organization student affairs level national spirit nationality based on Bhinneka Tunggal Ika strengthens the sense of belonging to homeland at the same time build relation harmonious society without look at difference background behind culture .

Religious values also play a role important as adhesive social in life daily Papuan students . Interaction they colored by attitude each other honor difference belief with other students who are the majority Muslim . Attitude This help reduce potential conflict at a time grow tolerance in practice life everyday

life . Religious and nationalistic values walk side by side in form solidarity , enrichment harmony , as well as create room togetherness in the midst diversity .

Face challenge communication and differences culture on campus , Papuan students demonstrate dynamic and participatory adaptation strategies . Based on theory communication transactional , the interactions they have do two - way in a way simultaneous , involving bait back , signal communication , experience personal , as well as influence context social . This is confirm that Papuan students do not only become recipient message , but also the perpetrator active and capable adapt self and build healthy interactions . This strategy reflect implementation real communication transactional in life campus multicultural .

One of the most prominent strategies is open self and establish connection social with other students . They try For No discriminate friends , show attitude friendly , even often greet moreover first . Approach simple This become door effective entry For build proximity emotional with friends from background behind different cultures . Humor, greetings warm , and conversational Relax become form action speech act that helps reduce awkwardness at a time strengthen the sense of mutual receive . Response in the form of laughter or involvement other friends become bait come back positive that strengthens effectiveness communication they . With Thus , Papuan students succeeded practice principle communication transactional through openness self that produces connection more social harmonious .

Next strategy seen from involvement they in various activity campus , such as organization , activity unit students , and formal and non-formal events . Activeness This give they room broad social For express self at a time interact with community campus . With join in organization or activity collectively , they No only just present , but also active convey opinion , to be committee , until take role important in activities . This is show that communication they No nature passive , but rather participatory , where it occurs exchange two -way messaging between Papuan students with student others . Involvement active This also speeds up the acceptance process . social , because they seen No only as participants , but also as an integral part of community campus .

Papuan students demonstrate ability For manage emotions and not easy offended when face joke tone stereotypes or behavior discriminatory . In situations where the accent east they imitated with Meaning joking , some Papuan students choose to be silent or respond to it with calm , without reply excessive emotional attitude This show ability they filter message based on experiences and held values , as well choose more response adult . Ability management emotion This is deep filtering form communication transactional , where they capable control potential interference (noise) damage communication . With approach this , they No only avoid conflict , but also maintain harmony connection interculturalism on campus .

Another important strategy is guard identity Papuan culture in context academic and social . Papuan students do not lose one's identity them to adapt , but rather still display identity its culture through discussion , activities art , as well as celebration culture . Participation they in display Papuan dance at campus events or through set Papuan students become symbol communication representative . Presence Papuan culture in the environment campus give color new enriching interaction cross culture . This is show that the adaptation process No means lost identity , but precisely enrich dynamics social through exchange healthy and mutually supportive culture value .

Based on results interview , seen that adaptation strategy Papuan students do not nature passive , but rather active and reflective . They build relation through openness , humor, and attitude friendly to be base creating a sense of togetherness . Participation in various activity campus expand room participation social at a time give chance For negotiate identity self . In facing stereotypes , they show maturity emotional with No easy react negative , but rather choose track peace . Meanwhile that , courage For Keep going display Papuan identity becomes form communication symbolic that emphasizes existence they are in the middle public multicultural campus .

Strategies obtained For Papuan students at Jambi University demonstrate that they capable develop skills communication cross culture in line with principle communication transactional . They No only just accept information , but also active in convey messages , manage meaning , and adjust self with context . The adaptation process that they live it show that communication intercultural No just question language , but also skills in build relation social , managing differences , as well as confirm identity culture . Attitude open , participation active , and control emotion become an important pillar in adaptation strategies they .

Therefore that 's important for party campus and all community academics of Jambi University for the more realize role Papuan students as agent communication active in build harmonious diversity . Experience they Can become example for other students in create inclusive , equal , and mutually beneficial interactions appreciate . The adaptation strategies they use apply show that difference culture No become barrier , but rather source riches social that can enrich life campus . With support friendly and inclusive environment , Papuan students do not only capable adapt , but also contribute real in strengthen harmony intercultural in the environment academic .

From the findings this , can understood that Papuan students at Jambi University play a role as agent communication active that carries contribution important for diversity campus . Experience they in adapt become base valuable For building interaction models more intercultural inclusive , dialogical , and sustainable . Therefore that , the party campus expected Keep going create room friendly , fair , and mutual communication appreciate diversity culture No only admittedly , but also really celebrated together .

## CONCLUSION

Based on results study about communication intercultural Papuan students at Jambi University were found that they apply pattern communication One directional , bidirectional , and multidirectional in accordance context interaction , good in conversation daily and activity campus . Obstacles faced covering internal factors , such as feelings of inferiority and lack believe self , as well as factor external in the form of prejudice , stereotypes , discrimination , and difficulties understand Language local . For To overcome this , Papuan students use a questioning strategy to friends , studying Language local , active organize , and introduce Papuan culture through arts and performances . With thus , they capable build network social at a time confirm identity culture in a way positive . Research This suggested that Papuan students continue increase skills communication and courage interact , the academic community of Jambi University is more inclusive to diversity through cross- dialogue space culture and training communication , as well as researchers furthermore can expand study with involving student from other areas or examine the role of social media in communication intercultural.

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