

Self Actualization of MOSMA Participants in Maintaining Cultural Identity in Scotland, United Kingdom

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Abstract

The importance of preserving and maintaining cultural identity has become a major highlight amidst ever-growing globalizations. In the context of student exchange, an interesting initiative has emerged in the Mora Overseas Student Mobility Award (MOSMA) program. This research aims to abstract the contributions and experiences of MOSMA participants in efforts to maintain Indonesian cultural identity in Scotland, United Kingdom. This research uses qualitative research methods with participant observation. Data collection was carried out by conducting in-depth interviews with MOSMA participants from various backgrounds. The research results show that MOSMA is not only a program for learning in the academic field but also a place to gain in-depth cultural experiences. MOSMA participants are actively involved in various activities, such as regular international student meetings, cultural discussions, introductions to traditional music and songs, all of which play an important role in maintaining and introducing Indonesia's cultural identity abroad. Apart from that, MOSMA also provides a platform to develop social skills, independence and a sense of belonging to the nation's cultural heritage. Through MOSMA, participants can feel a sense of pride in Indonesia's cultural identity, thereby strengthening their commitment to passing it on to future generations. In conclusion, MOSMA has proven itself as an effective program initiative in maintaining and strengthening Indonesia's cultural identity amidst globalizations. By continuing to provide adequate support and attention, MOSMA has the potential to become an inspiring model in maintaining cultural diversity throughout the world.

Keywords: *Actiualization; MOSMA; Maintaining; Cultural Identity.*

INTRODUCTION

Data shows that the number of Indonesian students choosing to continue their education abroad has increased significantly every year. Various factors such as increased awareness of the importance of international education, economic growth that allows more families to afford education abroad, and increased accessibility of information about international education opportunities have contributed to this increase.

Based on data from various sources, including the Indonesian Ministry of Education and Culture, higher education institutions, and international education agencies, the number of Indonesian students going abroad to continue their studies has continued to increase over the last few years. This trend shows that more and more Indonesian students view international

education as important in broadening their horizons, improving the quality of education, and increasing career opportunities in the future.

According to UNESCO, based on the number of students studying abroad, Indonesia is ranked second among all ASEAN countries, while Vietnam is ranked first. Currently there are 59,224 Indonesian students studying abroad, with 11,683 in Australia and 9,682 in Malaysia (Marietha, 2024). Data from Higher Education Statistics Agency (HESA) for the 2021/2022 academic year recorded 3,690 prospective students who choose to study in the UK (Larasati, 2023)

Indonesian students who choose to continue their education abroad, especially in countries like the United Kingdom (UK), are often faced with various challenges. Adapting to a new culture is a big challenge for Indonesian students in the UK. Differences in language, social norms, and lifestyles make some students feel overwhelmed. This adaptation process may require extra time and effort. Apart from that, the education system in the UK may be different from what Indonesian students are used to. More independent learning methods, an emphasis on critical thinking and analysis, and different exam formats can be challenging for newly arrived students.

Communication is at the core of human existence and is a key element in all aspects of life (Brent D Ruben, 2013). Communication allows humans to exchange information, ideas and knowledge (Effendy, 2011). It allows us to learn from the experiences of others, gain a better understanding of the world, and expand our horizons. Communication plays an important role in social interactions. Through communication, we can build strong interpersonal relationships, develop cooperation, strengthen family ties, and form valuable social networks (Cangara, 2019). Communication allows humans to express themselves creatively through various forms of art, such as literature, visual arts, music, and theater (Littlejohn, 2009; McQuail, 1984; Rabensteiner, 2014). It allows individuals to express their ideas, emotions, and experiences in a unique and meaningful way.

Cross-cultural communication is a communication process between individuals or groups who come from different cultural backgrounds (Warren, 2017). In the context of growing globalization, cross-cultural interactions are becoming increasingly common and important in various aspects of life, both in business, education, international relations and social interactions. Cross-cultural communication requires a deep understanding and awareness of the culture of each party involved. This involves understanding the values, norms, beliefs, and cultural practices that may influence an individual's way of being understood and respond to

messages (Chen & Ko, 2015; Hurn, 2013). The set of values, norms, beliefs, traditions, language and artifacts shared by a group of people in a particular society or group is called culture. Culture reflects a way of life and worldview that has been passed down from generation to generation, shapes collective identity, and provides a frame of reference for social interaction (Bel, 2010).

Cross-cultural communication is also an opportunity for learning and personal growth. Through interactions with other cultures, individuals can broaden their horizons, deepen their understanding of the world, and develop better cross-cultural communication skills. One form of cross-cultural communication is the Mora Overseas Student Mobility Award (MOSMA) Program. This program is a non-degree scholarship program offered by the Indonesia Bangkit Scholarship scheme which gives students of Religious Universities assisted by the Ministry of Religion the opportunity to continue their education for one semester at several leading universities abroad, such as the United States, England, Australia, East Central, and ASEAN countries. MOSMA participants are active students who are currently continuing their education. They are currently undergoing semester 4 or 6 for undergraduate level, semester 2 for master's level, and semester 4 for doctoral level (BIB Kemenag, 2023). This program runs for about one semester and is adjusted to the current semester on the participant's home campus. One of the target campuses for MOSMA participants in 2023 is the University of Dundee, Scotland, United Kingdom.

In the context of MOSMA, participants from various backgrounds and ages have the opportunity to be actively involved in activities that strengthen Indonesian cultural identity through Focus Group Discussions, English language skills improvement classes, and joining the Indonesian student community in the UK, especially in Dundee. In this research, researchers will explore the contribution of MOSMA participants in maintaining Indonesian cultural identity in Scotland. With a complex and diverse cultural background, as well as an understanding of the importance of understanding individual experiences in their cultural context, a phenomenological approach can be the right approach in this research. By understanding their experiences and views, researchers can explore how MOSMA acts as a transformation agent in preserving cultural heritage Indonesia is in the midst of changing times.

Questions that may arise from the background above are what are the subjective experiences of individuals when interacting with cultural norms that are different from their culture, as well as how they attempt to introduce and maintain Indonesian culture in Scotland, United Kingdom. Previous research was written by Joshua Fernando with the title *Reactualization Indonesian diaspora students in preserving the nation culture* (Fernando et al., 2020). This research examines how students who are members of the Indonesian Diaspora self-actualize while studying on the Australian continent. This research wants to see the strength of

national identity in Hofstede's six cultural dimensions through the perspective of Indonesian diaspora students on the Australian continent.

Furthermore, research was conducted by Dewi Ika Sari with the title Multiculturalism: Individual Cultural Identity Abroad (Study of Indonesian School Students Singapore, Ltd. This research shows that students tend to have many cultural or multicultural identities. Students never lose their cultural identity which is original. Instead, they adopted a new and successful cultural identity replace both. The ability to communicate well with others helps them overcome cultural differences and become multicultural people who are aware of how to construct multiple cultural identities. They have combined aspects of different cultures to form a multicultural identity that they adhere to regardless of their country, context and culture (Sari, 2022).

Some of the research above has become a reference for authors in developing similar research related to the self-actualization process of MOSMA participants in Scotland, United Kingdom. Researchers will explore the perspectives of MOSMA participants, highlighting the important role MOSMA plays in building a sense of pride in their own cultural identity, as well as how this can shape their commitment to preserving Indonesia's cultural heritage for future generations. By exploring this theme, it is hoped that this research will provide valuable insight into how initiatives such as MOSMA can be an effective instrument in maintaining cultural identity amidst ongoing globalization.

RESEARCH METHODS

This research is qualitative research focusing on individuals' conscious experiences in carrying out communication activities as an effort to maintain Indonesian cultural identity in other countries. The locations or objects of study in this research are MOSMA participants who are currently studying at the University of Dundee, Scotland, United Kingdom. Primary data for this research were obtained by interviews and participant observation. while secondary data was obtained from library studies related to previous research, documentation, and collecting some related data that was needed.

The author uses techniques *Purposive Sampling* which is based on certain objectives or criteria set by the researcher. In this technique, researchers deliberately select respondents or sample units based on certain characteristics that are considered relevant to the research objectives, which is a method in qualitative research to identify and recruit potential respondents who have certain characteristics or experiences that are relevant to the research.

Researchers will determine several initial informants, namely 5 MOSMA participants who are currently studying at the University of Dundee, Scotland, United Kingdom.

RESULTS AND DISCUSSION

Indonesian students studying abroad often face unique challenges. Such as language differences, cultural adaptation, level of academic difficulty, and several other issues. Adapting to a new culture and environment is a complex and important process for someone who moves or experiences significant changes in their social environment. Several important factors influence adjustment to culture and environment, such as openness and flexibility, language skills, and cultural awareness.

Apart from adapting to a new environment, maintaining national identity is also an important aspect of adjustment for someone who moves or experiences a change in environment. Having an awareness of cultural and national identity helps a person to stay connected to their cultural roots while integrating into a new environment. But of course it is not easy to adapt to a new environment and culture in another country. The term culture shock also appears as a symptom that is sometimes experienced by students when studying abroad. Culture shock does not only occur in aspects of differences in religion, culture or habits. But it can also be. occurs in food, clothing, and other aspects. Everyone can experience culture shock, such as excessive sleeping, uncontrolled eating and drinking, feelings of irritability, and loss of enthusiasm for work. In addition, culture shock causes greater personal shock when cultural events regarding values, morals, logic, and beliefs about norms of respect for others (Pramudiana & Setyorini, 2019).

This adaptation process is also felt by MOSMA participants who are studying at the University of Dundee, Scotland, United Kingdom. MOSMA participants not only have to adapt to the educational culture on campus, but also have to adapt to the culture of the local community. Based on data from Medcom.id, the number of Indonesian students choosing to continue their studies in England is increasing. from year to year (Larasati, 2023). England is known for its world-famous education system and has some of the best universities in the world, such as Oxford University and Cambridge University which are included in the top five best universities in the world. As the country of origin of the English language, the UK offers an ideal learning environment for foreign students who want to improve their English language skills. This is also an advantage for Indonesian students who want to improve their English skills during their studies. A degree earned from a UK university is often internationally recognized and can open doors to career opportunities around the world. England has a rich cultural and historical heritage, including a variety of cultural and tourist attractions. For many

Indonesian students, the experience of studying in the UK is also an opportunity to explore and experience unique British culture.

The entire analysis in this research is a learning process in different cultural environments. It also studies how MOSMA student participants carry themselves and show their identity as Indonesian citizens. For domestic students, the academic culture experienced by students studying abroad provides many benefits. This is mainly related to discipline and freedom to express opinions, much more complete learning facilities, and friendly friends (Santana, 2009).

Self Actualization of MOSMA Participant

Based on data obtained in the field, MOSMA participants experienced a process of self-actualization in the context of Indonesian culture in Scotland through several stages, namely:

1. Strengthening Cultural Identity

Strengthening cultural identity is a process that involves individual or group efforts in maintaining, developing and strengthening elements of cultural identity. cultural elements that shape their identity. Stuart Hall, a famous cultural theorist, stated that cultural identity is not something fixed or homogeneous, but is a dynamic construction that is formed through individuals' interactions with their culture (S. Hall, 2001). For Hall, strengthening cultural identity involves recognizing the complexity and diversity of individual identities as well as efforts to articulate and strengthen cultural aspects that are important to the individual or group.

In addition, strengthening cultural identity occurs through awareness and respect for the cultural heritage that is unique to certain groups or communities, through interpretation and reinterpretation of the meaning of cultural symbols owned by individuals or groups with stories or narratives that form history and values and their cultural image (Geertz, 1995; Ihde, 1971; Smith, 1981).

In terms of strengthening cultural identity, participants felt more connected to their Indonesian cultural identity through participation in cultural activities, such as Focus Group discussions. In this FGD forum, MOSMA participants have the opportunity to introduce Indonesian culture to students from other countries. Like typical Indonesian food, the diversity of Indonesian culture in the form of traditional dance, music and fine arts.

"I always strengthen my cultural identity by staying connected to Indonesian culture. "I am active in the Indonesian student community here and often attend Indonesian

cultural events, such as music performances, festivals, or discussion group meetings." Violina (interview on. 10. March 2024).

According to Adler (1977) and Boulding (1988), the ability to record intercultural communication helps people overcome cultural differences to become multicultural people who know how to construct multiple cultural identities. Strengthening cultural identity involves a complex process involving recognition of cultural diversity and complexity, respect for unique cultural heritage, interpretation of the meaning of cultural symbols, and the formation of identity narratives or stories. This reflects the importance of individual or group efforts in maintaining, developing and strengthening their cultural identity amidst the changes and challenges of the times.

2. Language Learning and Traditions

Learning languages and traditions plays an important role in strengthening one's cultural identity. Experts recognize that understanding and using language and maintaining cultural traditions are key elements in maintaining and strengthening cultural identity. as stated by Stuart in his book *Familiar Stranger: A Life Between Two Islands*, for him, tradition culture is an integral part of a person's identity and contributes to the way individuals understand themselves within their cultural context. Learning and maintaining cultural traditions can help individuals strengthen their ties to their cultural origins and feel more connected to their communities (Hall, 2017).

Edward Sapir, an anthropologist and linguist, argued that language is not only a means of communication, but also a reflection of the worldview and cultural values of a society. According to him, language not only conveys information, but also reflects a person's worldview and cultural identity. Thus, language learning can help someone understand and identify with their own culture (Sapir, 1994). Cultural traditions, such as language, religion, myths and rituals, are key components of a nation's national identity (Smith, 1995). Learning and preserving cultural traditions is an effort to strengthen national identity and a sense of solidarity among members of the same cultural community.

The MOSMA program provides participants with the opportunity to learn Indonesian language, traditions and cultural values through various activities and workshops. Based on an interview with Mujammilatul Halimah who is a MOSMA student in the TESOL program, the following information was obtained:

"Every week we have extra curricular activities for international students, namely speaking challenges. On this occasion, we discussed many things with students from several countries, depending on the theme given by the mentor. on the theme of culture in your own country, there is our opportunity to introduce the culture of our respective countries each. I introduce the diversity of Indonesian culture, starting from regional

languages, traditional food, dances, regional songs, to participants from other countries. they were very amazed by the diversity of Indonesian culture. and at that time I felt proud to be part of Indonesia." Mujammilatul Halimah (interview on March 11, 2024).

Language learning and cultural traditions play a very important role in strengthening one's cultural identity. Language is a means of conveying and maintaining culture, while cultural traditions form the foundation of a person's cultural identity. Through learning and maintaining language and cultural traditions, individuals can strengthen their ties to their own culture, increase their sense of identity and connectedness to their cultural community, and enrich their overall life experience.

3. Community Engagement

Involvement in several communities plays a very important role in maintaining cultural identity. Through participation in community activities and social interactions, individuals can strengthen their ties to their cultural heritage, increase their sense of cultural identity, and feel a deeper connectedness to their existing cultural community. In the theory of communities of practice, Lave and Wenger highlight the role of communities in identity formation and learning. They suggest that social learning occurs through active participation in communities that share certain interests and goals (Lave, 1991). In this context, community involvement in cultural activities, such as rituals, traditions, and social practices, helps individuals strengthen their ties to their cultural identity.

Cultural communities are the main pillars of a nation's national identity. Active involvement in a cultural community allows individuals to feel a deeper connectedness to their culture and strengthens their cultural identity (S. Hall, 1997; Smith, 2000). MOSMA participants felt more involved in the Indonesian community in Scotland and felt more accepted by the local community through participation in MOSMA. In the state of Scotland, students are members of the Indonesian Society in UK. Specifically in Dundee, they are members of the Dundee Indonesian Society, where Indonesian students can join and be involved in various activities and events. This organization often organizes meetups, social events, or cultural activities to help Indonesian students connect with each other.

"I believe it is crucial to keep in touch with fellow Indonesian students in Scotland. Joining the Indonesian student community gave me the opportunity to feel closer to home and my culture. I am active in various activities and events organized by the Indonesian student community in Scotland, including regular meetings and breaking the

fast together during Ramadan. Joining the Indonesian student community helped me feel more comfortable and supported in a new environment. I made new friends who had similar experiences and we support each other in studies and everyday life.” Bassam Abul A'la (interview on March 12, 2024).

Involvement in communities abroad helps individuals to build strong social networks. This activity not only involves fellow citizens, but also multicultural communities which can enrich experiences and understanding of cultural identity. These social networks can provide important emotional, practical and social support in facing challenges abroad. Through engagement with a community of fellow Indonesian students in Scotland, students can feel more connected to their own culture and identity while building strong and supportive social relationships during their study abroad period.

4. Increased Confidence

Increasing students' self-confidence in maintaining their cultural identity abroad is important in their process of adaptation and involvement in a different environment. Albert Bandura, a famous social psychologist, developed the theory of self-efficacy, which refers to an individual's belief in their ability to succeed in a particular situation. According to Bandura, increased self-confidence can be achieved through successful experience, observing successful models, verbal persuasion, and controlling emotions. In the context of maintaining cultural identity abroad, individuals who have high self-efficacy tend to have a stronger sense of self-confidence in facing challenges and maintaining their cultural identity (Bandura, 1997).

Erik Erikson, a psychoanalyst, put forward the concept of identity vs. the role of confusion as a stage of psychosocial development. According to Erikson, achieving a stable and positive identity is the result of self-exploration and involvement in social experiences (Gunderman, 2022). For students who maintain a cultural identity abroad, the process of self-exploration and integration in a new culture can increase their self-confidence and strengthen their cultural identity.

Meanwhile, Vygotsky emphasized the role of social interaction and shared experiences in the formation of identity and individual psychological development. According to him, individuals learn and develop through collaboration with other people and through participation in social activities (Vygotsky, 2021). In the context of maintaining cultural identity abroad, interactions with fellow Indonesian students and other cultural communities can provide important social support and increase self-confidence in maintaining cultural identity. Individuals who feel accepted and supported positively by the environment tend to have higher self-confidence. In the context of cultural identity abroad, accepting and appreciating the uniqueness of one's own culture and getting support from the community can increase self-confidence in maintaining cultural identity (Rogers, 2004).

Through achievements in Indonesian cultural activities, MOSMA participants feel more proud and confident in maintaining their cultural identity in a new environment. Feeling pride and confidence in cultural identity can have a positive impact on the psychological well-being of MOSMA participants. They feel more accepted and valued by their community, feel more motivated and passionate about preserving their culture, and may experience improvements in self-confidence and overall mood.

“I have always felt proud of the cultural heritage of Indonesia, and I want to preserve my cultural identity in a new setting. Getting involved in Indonesian cultural activities gives me the opportunity to feel closer to my roots and connect with fellow Indonesian friends here. Participation in Indonesian cultural activities greatly enhances my confidence in a new environment. I feel more confident in expressing myself, speaking in groups, and interacting with people from different cultural backgrounds.” Farihin (Interview March 12, 2024).

Thus, increased self-confidence for students in maintaining cultural identity abroad is the result of various factors, including successful experiences, self-exploration, social interaction, and self-acceptance. Increasing self-confidence can help students overcome challenges, maintain their cultural identity, and succeed in culturally diverse environments.

The efforts made by MOSMA participants in Scotland to maintain their cultural identity, of course, cannot be separated from the various challenges they face. It is not an easy thing to maintain cultural identity amidst the new environment one faces. Students abroad often face challenges in maintaining their cultural identity in culturally different environments. Based on data obtained in the field, several challenges were found that MOSMA participants faced while studying in Scotland, as follows:

1. Language Differences

One of the main challenges is the language difference. Students may face difficulties in communicating with local people or in understanding course material if the language of instruction used is different from their mother tongue. This can lead to a sense of isolation and loss of cultural identity. The challenges of language differences faced by students abroad are common and can affect various aspects of their lives, including academic, social and emotional. Stephen D. Krashen, a linguistics expert, put forward the Second Language Acquisition Theory, which states that second language learning occurs through rich exposure to the language, especially through understanding and using the language in meaningful contexts (Krashen,

1982).The main challenge faced by students abroad is difficulty in understanding and communicating using a foreign language in everyday environments.

On the other hand, Chomsky developed a theory about universal grammar and the innate human ability to learn language. For Chomsky, language differences between individuals and cultures are a reflection of the same underlying structure of human language (Chomsky et al., 2009). This is in line with cognitive language theory, which distinguishes between interpersonal language (everyday language) and cognitive language (language used in academic learning contexts), so that social interaction is needed in language learning (Cummins, 2001; Vygotsky, 2017). It is important for students to get the right support and resources to overcome these challenges, including language courses, hands-on communication experiences, and social support from friends, professors, and the local community.

"Here we study in international classes, where all the students come from different countries. Even though before leaving we had done a language test and other language preparations, sometimes the British accents of the teachers and local residents made it impossible for us to understand what they were saying. However, some of the lecturers understood that our class was an international class, so they explained slowly, and gave us the opportunity to ask questions if there was something we didn't understand. Apart from that, the campus also provides language strengthening facilities for students, especially international students. We felt very helped by this class." Nazifa (interview March 13, 2024).

It can be concluded that the challenges of language differences faced by MOSMA participants in Scotland include difficulties in understanding, using and adapting to a foreign language in a new environment. However, this can be overcome by taking language strengthening classes and diligently practicing using English with local residents.

2. Differences in Cultural Values and Norms

Indonesian students abroad sometimes find it difficult to adapt to new values and cultural norms in their destination country. Moreover, Indonesia is known for its strong Eastern customs, and some things are the opposite of Western culture. Daily practices, social norms, and ways of interacting can be very different from their culture of origin. This can cause internal conflict in maintaining their cultural identity.

Cultural values such as individualism vs. collectivism, power distance, avoided uncertainty, and future vs. future orientation. The past can influence the way individuals understand and interact with new environments (Hofstede, 1984). The challenge for students abroad is to understand and navigate these differences in cultural values without losing their own cultural identity.

Edward T. Hall developed the theory of Proxemics, which examines the way individuals understand and use space in cultural contexts. According to him, differences in cultural norms such as the concept of time, interpersonal intimacy, and levels of carelessness can be a challenge for individuals adapting to a new culture (Edward T. Hall, 1990). Students abroad need to adapt to cultural norms. These differences are to maintain their cultural identity. Differences in cultural dimensions such as human relations, time orientation, and ways of resolving conflicts can create challenges for individuals who interact with a new culture so that the language used by individuals influences their thinking and perception of the world (Lee Whorf, 2017; Sapir, 1994; Trompenaars, 2011).

"I feel there are many different cultures and values here. The first is academic culture, very different from our culture in Indonesia. I'm not used to calling lecturers directly by name. Our habit in Indonesia is to call us Mom or Dad. Here, just say the name, for example Louise, Susan, Mike, and others. Then, the way lecturers treat students like kings both inside and outside the classroom. Lecturers do not hesitate to lift chairs or move tables in the classroom to provide seats for students. very contrary to my habits in Indonesia, where teachers must be glorified. As well as several other habits that require an adaptation process." Mujammilatul Halimah (interview March 13, 2024).

As felt by Mujammilatul Halimah, researchers also felt the same thing while attending classes at the University of Dundee. The academic culture and discipline of lecturers and students deserves to be an example. There is no such thing as "rubber clock" as is often the case in Indonesia. People here really value time. Apart from that, maintaining a lifestyle that is in line with cultural values amidst the variety of lifestyle choices offered in a new environment is also a challenge in itself. MOSMA participants sometimes feel pressured to adopt lifestyles or habits that conflict with their cultural identity.

3. Social isolation

Being separated from family, friends, and the cultural environment of origin can cause feelings of loneliness and social isolation. Students may find it difficult to find a community or peers who can understand their experiences or support them in maintaining their cultural identity. Physical and emotional distance from home and family can make students feel disconnected from their cultural roots. Feelings of homesickness and loss can affect their ability to maintain a strong cultural identity amidst the challenges they face.

Erik Erikson emphasized the importance of identity vs. The role of confusion in individual psychosocial development. Separation from family and environment of origin can be a source of conflict in achieving a stable and positive identity. Social isolation caused by being separated from family can hinder students abroad from discovering and strengthening their cultural identity (Lee Whorf, 2017).

Abraham Maslow introduced the Hierarchy of Needs Theory, where the need for love and togetherness is one of the basic psychological needs (Maslow, 2017). Being separated from family can interfere with meeting these needs, causing students to feel lonely, separated, or emotionally unsupported.

“At first, of course it was difficult. Being separated from my family, close friends, and familiar environment made me feel very lonely and isolated. It feels difficult to adjust to a new environment without support straight from the family. One of the main challenges is the difficulty in dealing with daily problems without direct help from parents or other family members. For example, I find it difficult to overcome financial problems without advice and support from my family. but I learned a lot from this, I learned to be independent and solve my own problems as much as possible. I also sought support from friends on campus, and participated in community activities to feel more connected and get social support.” Farihin (interview March 12, 2024).

From the results of the observations above, it can be concluded that being separated from family is a significant social isolation challenge for students abroad in maintaining cultural identity. It is important for them to have strong social support from friends, communities, and educational institutions to overcome this social isolation and strengthen their cultural identity in the new environment

4. Lifestyle Choices

Another challenge is maintaining a lifestyle that is in line with their cultural values amidst the variety of lifestyle choices offered in the new environment. Students may feel pressured to adopt lifestyles or habits that conflict with their cultural identity. Individuals go through different stages of cognitive development throughout their lives (Rotman, 1977). When abroad, students may be faced with lifestyle choices that are different from those they experience in their home country. These challenges can affect their cognitive development and the way they understand the world and their cultural identity.

Social interaction also plays a role in the learning process and individual development (Vygotsky, 2017) .While abroad, students can be influenced by their peers and social environment in choosing a lifestyle. These challenges can make them feel burdened by social pressure to adopt a lifestyle that may not align with their cultural identity.

“When I first arrived here, I felt compelled to follow the dominant lifestyle here, which was different from what I was used to in my home country. For example, eating habits, clothing, and social activities can be very different. However, I feel the need to consider value my cultural values and deciding which ones are important for me to maintain. I try to stay true to my culture's customs and traditions, while remaining open to new experiences. For example, I am constantly looking for restaurants or shops that serve typical food from my country or joining the Indonesian student community here.” Bassam (Interview March 13, 2024).

The challenging lifestyle choices faced by students abroad can influence various aspects of their psychological development, including cultural identity. It is important for them to stick to their own cultural values while remaining open to new experiences and considering the impact of their lifestyle choices on their cultural identity.

The challenges above can make students feel confused, stressed, or lose direction in maintaining their cultural identity abroad. However, with the right support from friends, family, and community, as well as an awareness of their own cultural values, students can overcome these challenges and strengthen their cultural identity in new environments.

This research highlights the importance of cultural education programs, such as MOSMA, in supporting participants' self-actualization processes and in maintaining Indonesian cultural identity in Scotland. By providing opportunities for participants to engage in Indonesian cultural activities, this program plays an important role in maintaining the nation's cultural heritage and promoting social integration between Indonesian communities and local communities in Scotland.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

This research shows that MOSMA has a positive impact in supporting participants' self-actualization and in maintaining Indonesian cultural identity in Scotland. The implication of this research is the importance of continuing to support cultural education programs that are inclusive and oriented towards community participation to promote social integration and maintain cultural diversity in a multicultural environment. This research provides a deeper understanding of how MOSMA participants experience the process of self-actualization and how This has an impact on maintaining their Indonesian cultural identity in Scotland. The

results of this research can provide valuable insight for the development of more effective and inclusive communication science programs in the future.

Suggestion

Furthermore, this research can be developed by conducting in-depth case studies with a focus on the experiences of individual or groups of Indonesian students abroad from various destination countries. This can provide richer insight into the challenges and strategies they face in maintaining the cultural identity of Indonesian students abroad.

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