

THE INFLUENCE OF CULTURE AND ENVIRONMENT ON PERTUKARAN MAHASISWA MERDEKA (PMM) UNIVERSITAS MUHAMMADIYAH TANGERANG ON LEARNING INDONESIAN

Cut Alia Masyarah Melgia ¹⁾, Alfi Syahrin ²⁾

^{1,2} Pendidikan Bahasa Indonesia, Universitas Almuslim

Jln. Almuslim Telp. (0644) 442166, 41384 Matangglumpangdua, Bireuen-Aceh

¹E-mail: alyamaysaraah21@gmail.com

²E-mail: alfisyahrin@umuslim.ac.id

Abstrak

Program Pertukaran Mahasiswa Merdeka (PMM) memberikan kesempatan kepada mahasiswa untuk belajar di perguruan tinggi lain di Indonesia guna memperkaya pengalaman akademik dan budaya. Dalam proses ini, mahasiswa dihadapkan pada perbedaan budaya dan lingkungan baru yang dapat memengaruhi proses pembelajaran, khususnya pembelajaran Bahasa Indonesia. Budaya memengaruhi pola perilaku belajar melalui perbedaan nilai, bahasa, dan kebiasaan, sedangkan lingkungan belajar mempengaruhi kenyamanan dan efektivitas proses pembelajaran. Tujuan dari penelitian ini untuk mendeskripsikan pengaruh budaya dan lingkungan terhadap peforma pembelajaran Bahasa Indonesia Mahasiswa Pertukaran Mahasiswa Merdeka (PMM) Universitas Muhammadiyah Tangerang. Adapun penelitian ini menggunakan pendekatan kuantitatif dengan metode kausal. Metode ini digunakan untuk mengetahui hubungan sebab akibat dari pengaruh budaya dan lingkungan terhadap peforma pembelajaran Bahasa Indonesia mahasiswa. Hasil dari penelitian ini yang didapati oleh penulis bahwa terdapat pegaruh budaya terhadap pembelajaran disebabkan bedanya budaya pada universitas asal mahasiswa dan Universita Muhammadiyah Tangerang sedangkan tidak adanya pengaruh lingkungan terhadap pembelajaran Bahasa Indonesia mahasiswa pertukaran pada Universitas Muhammadiyah Tangerang yang disebabkan lingkungan belajar Universitas Asal dan Universitas Muhammadiyah Tangerang bersamaan memiliki lingkungan belajar yang mendukung serta pendidik yang berkualitas. Secara teoretis, penelitian ini memberikan kontribusi dalam memahami peran variabel budaya terhadap perilaku belajar dalam konteks multibahasa dan multikultural. Secara praktis, hasil penelitian ini menekankan pentingnya program adaptasi budaya dalam pelaksanaan pertukaran mahasiswa guna meningkatkan integrasi akademik dan hasil belajar. Oleh karena itu, perguruan tinggi disarankan untuk mengembangkan strategi orientasi dan dukungan yang responsif terhadap keberagaman budaya mahasiswa.

Kata Kunci: budaya, lingkungan, pembelajaran, pertukaran mahasiswa merdeka

Abstract

Program Pertukaran Mahasiswa Merdeka (PMM) offers students the opportunity to study at other universities across Indonesia, enriching their academic and cultural experiences. Exposure to different cultural and environmental contexts may influence the learning process, particularly in mastering the Indonesian language. This study aims to examine the influence of cultural and environmental factors on the academic performance of PMM students at Universitas Muhammadiyah Tangerang, employing a quantitative causal approach. The findings reveal that cultural differences significantly impact learning outcomes due to disparities between students' home cultures and the host institution's cultural context. However, environmental factors were found to have no significant effect, as both the sending and receiving institutions provide equally supportive learning environments with qualified educators. Theoretically, this study contributes to a deeper understanding of the role of cultural variables in shaping learning behavior within multilingual and multicultural contexts. Practically, the findings highlight the importance of cultural adaptation programs in student exchange initiatives to enhance academic integration and learning outcomes. Therefore, universities are encouraged to develop orientation and support strategies that are responsive to the cultural diversity of their students.

Keywords: culture, environment, learning, pertukaran mahasiswa merdeka

Permalink/DOI: <https://doi.org/10.26618/konfiks.v12i1.18411>

1. INTRODUCTION

Culture and environment can significantly influence university students' acquisition of the Indonesian language. Cultural differences shape learning behaviors, while the learning environment affects students' experiences and outcomes. This encompasses the social, physical, psychological, and pedagogical contexts in which learning takes place. Culture is defined as a way of life passed down from one generation to the next through various learning processes, serving as a strategy most suited to a specific environment. It is also understood as a set of basic assumptions acquired by a group of organized individuals who share common goals, beliefs, and values, and whose influence can be measured through motivational impact (Sumarto, 2019)

The impact of culture on the learning process may be shaped by various factors, including ethnicity, socioeconomic status, religion, language, family background, and others. In the educational context, environment constitutes a critical factor that supports the quality of Indonesian language learning. The *Pertukaran Mahasiswa Merdeka* (PMM) or Independent Student Exchange Program is a domestic student exchange initiative that allows participants to study for one semester at partner universities across Indonesia. Through this program, students gain first-hand exposure to the nation's rich cultural diversity, both theoretically and in practice.

Organized by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), the PMM program offers numerous benefits: students can explore and learn about the archipelago's diverse cultural heritage, build friendships with peers from different regions, study at host institutions outside their home provinces, and gain new insights into pluralism—spanning ethnicity, religion, belief

systems, culture, and language. This provides a valuable opportunity to reflect on national and multicultural values as a way of understanding real-life conditions encountered on a daily basis.

Cultural intelligence is essential in multicultural societies characterized by ethnic, religious, racial, and national diversity. Diverse cultural settings—both physical and virtual—are now pervasive across the globe, and navigating them successfully requires cultural intelligence. Cultural intelligence is a subset of general intelligence, referring to the ability to comprehend, reason, and act effectively in culturally diverse situations (Ang et al., 2007)

Learning and environment are closely interconnected, as environmental conditions play a vital role in determining the success of educational outcomes. A supportive and conducive environment helps students to enhance creativity and innovation in learning. Slameto (as cited in Sando, 2013) posits that the learning environment encompasses family, school, and community contexts, all of which influence academic achievement.

Language, whether spoken or written, is one of the most visible components in the learning process, serving as a fundamental tool for communication and a key indicator of cultural presence within a civilization. For PMM students, self-adjustment is often a significant challenge—particularly for those who are encountering a new region for the first time. The adjustments experienced during the exchange may lead to stress, anxiety, and potential disruptions in academic performance. This makes the topic especially worthy of scholarly attention, given the considerable influence that both cultural and environmental differences can exert on individual students. Several prior studies have addressed the implementation of the *Kampus Merdeka* exchange program. The first category investigates the impact of the PMM program on

inbound students at Universitas Al Azhar Indonesia (Anggraini et al., 2022), the second category focuses on adaptation and culture shock, such as the case study by (Mufidah & Fadilah, 2022) which found that culture shock presents a significant barrier for PMM participants. Accordingly, there is a pressing need for adaptation strategies to facilitate effective communication and adjustment.

Building upon these previous findings, the current study aligns more closely with the second category, focusing specifically on the influence of cultural and environmental factors and how students adapt to unfamiliar conditions. The research object is the inbound cohort at University Muhammadiyah Tangerang. It aims to explore whether the cultural and environmental settings in Tangerang impact students' learning experiences—especially considering they are navigating a new environment characterized by unfamiliar cultural norms, lifestyles, and daily routine

2. METHOD

This study employed a quantitative approach utilizing a causal associative method. The causal associative method addresses research questions that investigate the relationship between two or more variables and is used to evaluate the extent of potential cause-and-effect interactions. In this framework, data is collected after the observed events have occurred. The researcher then identifies one or more outcomes (dependent variables) and retrospectively examines the data to trace causes, identify correlations, and interpret

3. RESULT AND DISCUSSION

This study aimed to examine whether cultural and environmental factors influence students participating in the Independent Student Exchange Program (PMM) at Universitas Muhammadiyah Tangerang. The sample

their implications (Marwan et al., 2023: 28). This study specifically adopts a quantitative correlational design aimed at determining whether and to what extent relationships exist between the variables in question (Arikunto, 2005).

The research involves independent variables (those that influence) and a dependent variable (the one being influenced). The causal associative model is used to assess the extent of the causal relationship between the *Pertukaran Mahasiswa Merdeka* (PMM) specifically the cultural and environmental dimensions and the learning performance of students in the Indonesian language. In this model, culture is designated as variable X_1 , environment as X_2 , and Indonesian language learning performance as variable Y .

The study was conducted at the Sitihinggil Tanah Tinggi dormitory, which houses the inbound cohort of PMM 2 students at Universitas Muhammadiyah Tangerang. The research was carried out from August to October 2023. The study population consisted of 36 PMM students enrolled at University of Muhammadiyah Tangerang. Sampling was carried out using a purposive sampling technique, wherein the selection of participants was based on specific criteria aligned with the research objectives and issues (Marwan et al., 2023: 132). From the total PMM student population residing at the Sitihinggil Tanah Tinggi dormitory, the researcher selected 15 individuals who met the defined criteria and were deemed relevant to the research focus.

consisted of 15 students, as previously described in Chapter III. The research was conducted over a three-month period, from August to October 2024. The process began with the selection of Participants based on predetermined criteria. These participants were PMM students at University Muhammadiyah Tangerang who

represented diverse ethnicities, religions, universities of origin, academic programs, and semesters, ensuring a heterogeneous dataset. Following the identification of participants, the researchers distributed questionnaires to the selected respondents and collected the completed responses. Each questionnaire item was interpreted and scored based on a predefined rubric. Once the data were collected, the researchers described the responses and analyzed them using SPSS for Windows version 20, following the procedures outlined in Chapter III of the study.

The validity of the research instruments was assessed using IBM SPSS Statistics 20. The validity of each instrument item was determined by comparing the *Corrected Item-Total Correlation* values against the critical *r-table* value at a significance level of $\alpha = 0.05$ and degrees of freedom (df) = $N - 2$. With 15 respondents, the critical *r*-value was 0.5140. Based on the validity test results, as presented in the accompanying table, it was found that each item had an *r-calculated* value greater than the *r-table* value (0.5140) and a significance level below 0.05. These findings indicate that all items in the questionnaire were valid.

Reliability testing was conducted to assess the consistency and dependability of the instrument. An instrument is considered reliable if its Cronbach's Alpha value exceeds 0.60. The results of the reliability test, conducted using IBM SPSS Statistics 20, are presented in the table below.

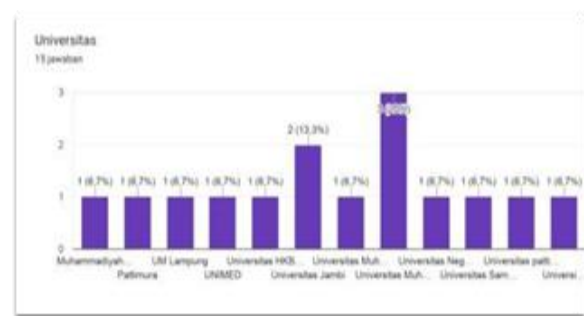
Table 1. Results of Reality Test

Variabel	Cronbach Alpha	Keterangan
Budaya (X1)	0.713	Reliabel
Lingkungan (X2)	0.653	Reliabel
Pembelajaran (Y)	0.865	Reliabel

Based on the output results, all variables exhibited Cronbach's Alpha coefficients exceeding 0.60, indicating that the constructs used

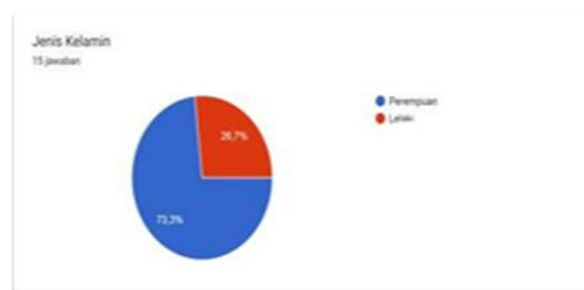
to measure each variable in the questionnaire are reliable. Consequently, the individual items within each variable are dependable and valid instruments for use in this study.

In conducting this research, the author selected respondents who were participants of the Independent Student Exchange (PMM) program at University Muhammadiyah Tangerang. A total of 15 respondents were successfully recruited, and their data were deemed valid and suitable for analysis. These respondents possessed diverse characteristics, described as follows:



Picture 1. Proportion of Respondents Based on Gender

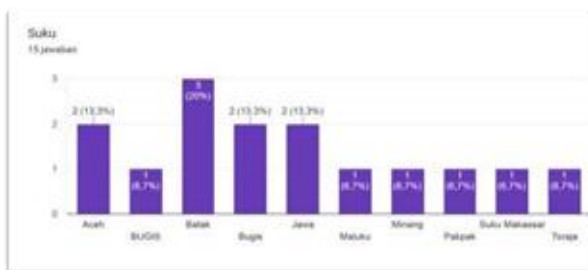
Based on the diagram, it can be observed that the respondents in this study were predominantly female, comprising 11 individuals (73.3%), while the remaining 4 respondents (26.7%) were male.



Picture 2. Proportion of respondents based on University of Origin

Based on the diagram, the respondents in this study came from a diverse range of home universities. The distribution is as follows: Universitas Muhammadiyah Aceh – 2 respondents

(13.3%), Universitas Samudera – 2 respondents (13.3%), Universitas Jambi – 2 respondents (13.3%), Universitas Negeri Padang – 1 respondent (6.7%), Universitas Pattimura – 2 respondents (13.3%), Universitas Muhammadiyah Makassar – 3 respondents (20%), Universitas Muhammadiyah Lampung – 1 respondent (6.7%), Universitas Negeri Medan – 1 respondent (6.7%), and Universitas HKBP Nommensen Medan – 1 respondent (6.7%).



Picture 3. Proportion of Respondents Based on Tribe Type

It can be seen from the results of the diagram that respondents came from several tribes, namely, the Aceh tribe as many as 2 respondents (13.3%). The Bugis tribe as many as 3 respondents (20%), the Batak tribe 3 respondents (20%), the Javanese tribe (13.3%), the Maluku tribe 1 respondent (6.7%), the Minang tribe 1 respondent (6.7%), the pakpak tribe 1 respondent (6.7%), the Makassar tribe 1 respondent (6.7%), and the Toraja tribe 1 respondent (6.7%).

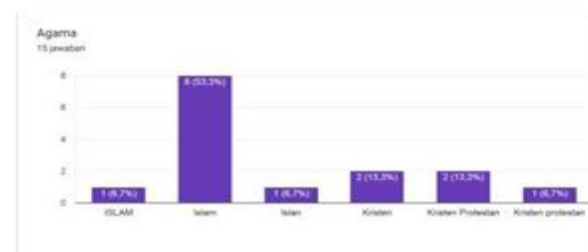


Figure 4. Proportion of Respondents Based on Type of Religion

Based on the picture above, it is shown that the respondents are dominated by Islam as many

as 10 respondents (66.6%) and Protestant Christians as many as 3 respondents (20%) and Christians 2 respondents (13.3%).

Table 2. Normality Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.553 ^a	.606	.190	4.938

The normalization test is carried out in a study to test whether in the regression model, the bound variable or the independent variable or both have a normal distribution or not. The results of the study can be said to be normally distributed if the Asymp value. The Sig (2-tailed) variable is above 0.05. This normality test is based on the K-S/Kolmogorov Smirnov normality test in *the IBM SPSS Statistic 2020 application*.

Based on the results of the K-S/Kolmogorov Sminov Normality test, it is known that the Asymp value is known. Sig (2-tailed) variable X1 0.414 > 0.05, variable X2 0.403 > 0.05 and variable Y 0.878 > 0.05. So it can be concluded that each variable has a Normal distribution.

Table 3. Dertimation Coefficient Test Results

	X1	X2	Y
N	15	15	15
Normal Parameters ^{a,b}			
Mean	30,33	34,00	38,40
Std. Deviation	3,266	3,000	5,488
Most Absolute	,228	,231	,152
Extreme Differences	,140	,175	,115
Positive	-,228	-,231	-,152
Negative	,885	,893	,589
Kolmogorov-Smirnov Z	,414	,403	,878
Asymp. Sig. (2-tailed)			

Based on the above output, it can be seen that the value of R Square is 0.606, this can be interpreted that the influence of the variables X1 and X2 simultaneously (together) on Y is 60.6%.

Model	Unstand ardize d Coeffi cients		Standar dized Coeffi cients	t	Sig.
	B	Std. Error			
1 (Constant)	2,112	20,678		,102	,920
Budaya Lingkungan	,931 ,237	,407 ,443	,554 ,129	2,286 ,534	,041 ,603

It is known that the t-value is calculated as $2.286 > t \text{ table } 2.179$ for the influence of X1 on Y, so it can be concluded that H0 is rejected and H1 is accepted, which means that there is an influence of X1 on Y. It is known that the t-value is calculated as $0.534 < t \text{ table } 2.179$ for the influence of X2 on Y, so it can be concluded that H0 is accepted and H2 is rejected which means that there is no influence of X2 on Y.

DISCUSSION

Based on the results of the study, it shows that there is a cultural influence and no environmental influence on the Indonesian language learning of students of the Independent Student Exchange of Muhammadiyah University Tangerang. This can be seen based on the hypothesis test, namely H1 is accepted while H2 is rejected.

Based on the data, it can be seen that the students of the independent student exchange of the University of Muhammadiyah Tangerang come from various tribes that are different from the majority of students or residents of the recipient University. Based on the research, it was seen that the majority of respondents came from Bugis and Batak as many as 6 respondents out of 15 overall. In the results of the T Test, it can be seen that the first hypothesis (H1) is accepted and H0 is rejected with a calculated t value of $2.286 > t \text{ table } 2.179$, it can be concluded that there is a cultural influence on Indonesian learning.

This is supported by the opinion that the purpose and ideals of educational institutions are to enrich diverse cultures in every society with

educational functions and approaches. For the university's educational process and function, achieving respect and promoting mutual understanding among different ethnic groups is an essential task for the formation of a community of equality and prosperity in all countries. This statement is in line with Taylor's (in Notowidagdo: 1977) opinion that the influence of culture on learning is enormous.

Culture is a complex whole that contains science, beliefs, art, morals, laws, customs, and habits that are carried out as a society. Koentjaraningrat (2000: 183) further explained that culture or culture is a power of the mind in the form of creation, which is the ability of the mind to carry out something new, the result of creation in the form of various sciences. Karsa is the will or intention in a person, the result is in the form of religious norms and beliefs. Taste is a human longing to enjoy beauty. The result of the development of taste is in the form of beauty norms or it can be said to be art. With the cultural differences between fellow students, it can be seen that there are many influences on an individual's learning. This is in line with the opinion of Lindsey et al. (2018) defining culture as "everything you believe in and everything you do that allows you to identify with people who are like you and that sets you apart from people who are different from you (Kustiyono, 2023)

Therefore, culture permeates the way we interact, how we learn, and whether we transfer, or apply, what we learn. The influence can be seen in terms of differences in the dialect or language used so that there is an influence on learning either in terms of understanding or politeness. It can be seen that PMM students of Muhamadiyah University of Tangerang come from outside the island of Java so that the dialect used is different from the dialect and speaking intonation of the recipient university, which is mostly in Javanese, Sundanese, and Betawi dialects with soft and not

loud speaking intonations. From these differences emerges an influence on students' Indonesian learning and they need time to adapt to the dialect and speaking intonation triggered by different cultural backgrounds. This can affect Indonesian learning when conducting group discussions during class.

According to Suharto in (Ndoen et al., 2023) interprets adaptation as a form to overcome the obstacles faced. The influence of lifestyle can also affect the Indonesian learning of exchange students. Based on the data, it is seen that students often experience differences in the lifestyle or habits of students from the receiving university and PMM students, one of which is that the cost of living in Tangerang City tends to be expensive compared to the home city of PMM students. This is in line with the statement (Ningtias & Tjahjono, 2022) What states that learning is a social effort and knowledge is contextual. Culture affects the transfer of Indonesian learning specifically because if cultural barriers prevent people from engaging in various aspects of the Indonesian learning process, they will not be able to apply new knowledge to their work.

In addition, learning habits in Tangerang do not have much difference compared to learning in the home city such as lecturers and students are active in the learning process and use interesting learning media. Learning media is an important element in the learning process. Sadirman (Mufidah & Fadilah, 2022) Learning media is a tool for the teaching process, namely everything that can be used to stimulate students' thoughts, feelings, attention, and abilities or skills so that they can encourage the process. In the learning process, PMM students are often asked to express their opinions and be active in responding to learning.

The environment and learning are inseparable. The environment is the place where the learning process occurs. According to Hamalik (2003: 34),

defining the environment is everything that exists around that has a certain meaning and influence on the individual. When the environment is good and comfortable, the learning process feels easy, and vice versa. This is in line with the opinion of Rohani (2004: 157) who defines the learning environment as anything that can support learning itself that can function as a source of learning. A conducive environment is indispensable to create good learning conditions.

According to Suryabrata (Mubarak & Krisnanda, 2019) Defining the learning environment The learning environment can be in the form of non-social environments such as temperature, humidity and social environment, both human and other things. According to Marlina Gazali (1998: 24) in the book *The Basics of Education* which defines the environment as everything that is outside of the child. In the sense that the environment is everything that exists around the child, both in the form of objects, events that occur and community conditions, especially those that can have a strong influence on students, namely the environment where the educational process continues and the environment in which children get along on a daily basis. It can be concluded that the learning environment is everything that exists externally or outside of the student that can affect the learning process.

Based on the t-test data, it can be seen that H0 was accepted and H2 was rejected with a t-count value of $0.534 < t\text{-table } 2.179$, so it can be interpreted that there is no influence of the environment of PMM students at the University of Muhammadiyah Tangerang on the learning performance of Indonesian. It can be seen based on data that at the University of Muhammadiyah Tangerang, the environment and learning environment of PMM students are not much different from their home university. Where the learning environment at the University of Muhammadiyah Tangerang has comfortable and conducive facilities in supporting students'

Indonesian learning as well as the student's home university. Therefore, it is in line with the results of the t-test which proves that there is no significant environmental influence on the students of the Independent Student Exchange of Muhammadiyah University Tangerang on Indonesian learning.

4. CONCLUSION

This study reveals the influence of culture and environment on students of the Independent Student Exchange of the University of Muhammadiyah Tangerang on Indonesian Language Learning. Culture and environment are inseparable aspects in exchange students. Based on the results of the research and discussion that has been stated above, the following conclusions can be drawn: 1) Based on the results of the test of the determination coefficient of environment and culture simultaneously or simultaneously affecting the learning of the Indonesian Language of Independent Student Exchange Students of the University of Muhammadiyah Tangerang by 0.606 or 60.6%. 2) Based on the hypothesis test using the t-test on the influence of culture (X1) on learning Indonesian (Y) obtained a calculation value of $2.286 > t \text{ table } 2.179$ which can be concluded that H_0 is rejected and H_1 is accepted, which means that there is a cultural influence on the independent student exchange students of the University of Muhammadiyah Tangerang on Indonesian learning. This is triggered by the cultural differences of the students of the Independent Student Exchange of the University of Muhammadiyah Tangerang who come from various tribes and islands, namely the Bugis tribe, the Batak tribe, the Maluku tribe, the Minang tribe and the Aceh tribe which are different from the culture at the receiving university, namely the University of Muhammadiyah Tangerang. University of Muhammadiyah Tangerang or Tangerang City which consists of Javanese, Sundanese, and Betawi tribes.

Although this study provides relevant findings regarding the influence of culture and environment on the learning of Independent Student Exchange students at the University of Muhammadiyah Tangerang, there are several weaknesses that need to be noted. First, the number of samples used in this study is relatively small, namely only 15 students from the total population of PMM students at the university. This makes the results of this study not necessarily generalizable widely to describe all PMM students in various universities in Indonesia. Second, the approach used is completely quantitative, so it does not allow researchers to delve deeper into students' subjective experiences, such as emotional adaptation challenges, social dynamics, and other personal barriers in cross-cultural learning. Third, the environmental variables in this study were only analyzed in general without elaborating on specific aspects such as the quality of social interaction, psychological support from the surrounding environment, or the comfort of physical facilities, so that the conclusion that the environment has no effect can be considered to oversimplify the real conditions on the ground.

However, this research makes a significant contribution in the field of education, especially in the study of cross-cultural learning in the Independent Student Exchange program. The findings of this study strengthen the understanding that cultural differences between students from various regions in Indonesia can have a real influence on the learning process, especially in the aspects of communication, learning styles, and adjustment to different academic norms. This research also provides empirical evidence that is useful for stakeholders, including PMM program managers and higher education institutions, to design policies or mentoring programs that are more effective in helping students adapt to the new cultural environment. Thus, this research can be the basis for further studies that examine more

deeply the dynamics of intercultural learning in the higher education environment in Indonesia.

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