

ABSTRAK

Penelitian ini bertujuan untuk menganalisis adaptasi komunikasi antarbudaya guru Yayasan Tangan Pengharapan selama menjalankan tugas di pedalaman Nusa Tenggara Timur. Perbedaan bahasa, budaya, kebiasaan masyarakat, dan kondisi lingkungan menjadi tantangan yang harus dihadapi guru dalam melaksanakan tugas pendidikan. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Informan penelitian terdiri atas tiga guru pedalaman sebagai informan utama dan satu Kepala Divisi Pendidikan Yayasan Tangan Pengharapan sebagai informan pendukung. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi, kemudian dianalisis menggunakan model Miles, Huberman, dan Saldaña, sedangkan keabsahan data diuji melalui triangulasi sumber. Hasil penelitian menunjukkan bahwa adaptasi komunikasi antarbudaya guru berlangsung melalui tiga tahapan dalam teori *Cross-Cultural Adaptation* Young Yun Kim, yaitu *stress*, *adaptation*, dan *growth*. Pada tahap *stress*, guru mengalami hambatan bahasa, perbedaan budaya, keterbatasan sarana dan prasarana, serta tekanan psikologis. Tahap *adaptation* ditunjukkan melalui upaya mempelajari bahasa daerah, membangun komunikasi interpersonal, mengikuti kegiatan masyarakat, dan menyesuaikan diri dengan budaya lokal. Pada tahap *growth*, guru mengalami peningkatan kompetensi komunikasi, perubahan cara pandang terhadap masyarakat, serta berkembangnya sikap terbuka terhadap keberagaman budaya. Penelitian ini menyimpulkan bahwa komunikasi menjadi faktor utama yang mendukung keberhasilan adaptasi antarbudaya guru sehingga pembekalan komunikasi antarbudaya perlu terus diperkuat untuk menunjang keberhasilan program guru pedalaman.

Kata Kunci: Adaptasi Komunikasi Antarbudaya, Guru Pedalaman, *Cross-Cultural Adaptation*, Yayasan Tangan Pengharapan, Nusa Tenggara Timur.

ABSTRACT

This study aims to analyze the intercultural communication adaptation of teachers from Yayasan Tangan Pengharapan while carrying out teaching assignments in remote areas of East Nusa Tenggara. Differences in language, culture, community customs, and environmental conditions present challenges that teachers must overcome in fulfilling their educational responsibilities. This study employed a qualitative approach using a descriptive method. The research involved three remote-area teachers as the primary informants and the Head of the Education Division of Yayasan Tangan Pengharapan as the supporting informant. Data were collected through in-depth interviews, observation, and documentation, and analyzed using the Miles, Huberman, and Saldaña model, while data validity was ensured through source triangulation. The findings indicate that the teachers' intercultural communication adaptation process occurred through three stages based on Young Yun Kim's Cross-Cultural Adaptation Theory: stress, adaptation, and growth. During the stress stage, teachers encountered language barriers, cultural differences, limited facilities and infrastructure, and psychological pressure. The adaptation stage was reflected in their efforts to learn the local language, establish interpersonal communication, participate in community activities, and adjust to the local culture. In the growth stage, teachers demonstrated improved communication competence, a broader perspective toward the local community, and greater openness to cultural diversity. This study concludes that communication is the key factor supporting the success of teachers' intercultural adaptation. Therefore, intercultural communication training should continue to be strengthened to support the success of the remote-area teacher program.

Keywords: *Intercultural Communication Adaptation, rural teacher, Cross-Cultural Adaptation, Yayasan Tangan Pengharapan, East Nusa Tenggara.*