







Although Thomas et.al (2018) also reveals simpler components of cultural intelligence, namely cultural knowledge, cultural metacognition, and cross-cultural skills. In this study it is more inclined to Ang's intelligence components (Dana, 2018).

**The following is the concept of Ang's cultural intelligence (2003):**

<b>Cognitive</b>	General knowledge enables individuals to be able to interpret new cultures is part of cross-cultural
<b>Metacognitive</b>	Mental to understand and acknowledge experiences in interacting with individuals across cultures
<b>Behavior</b>	Ability to adapt and use skills in actions so that individuals can be accepted in new cultures
<b>Motivation</b>	Having motivated in using cultural knowledge to interact with individuals across cultures

This study was conducted quantitatively, which applied a randomized questionnaire about cultural intelligence to VII grade students. Based on the results of the analysis obtained in the initial segment, CI metacognitive showed 64.77%, CI cognitive with 62.88%. Meanwhile, each of the CI Motivation and CI Behavior came with the results of 64.81%. and 60%. The average category of each component classified as the Good value.

CI Metacognitive is the intelligence and awareness on interacting with other people across cultures. There are three basic reasons for triggers, first, the tendency to encourage active thinking about people with different cultures. Second, encourage more critical habits, assumptions, and cultural thinking related to interaction partners. Third, it allows individuals to reflect on the accuracy of their understanding (Ang, 2008).

On the results of the CI value metacognitive showed the second highest percentage value which concludes that students of grade VII is at the Good category. This shows that their mental attitude to regulate knowledge, attitudes and motivation, effectively in a cross-cultural manner is good. It can be concluded that class VII students can strategize when they interact with cross-cultural interlocutors.

CI cognitive is a knowledge of one's culture that can be implemented in cross-cultural interactions (ang et., 2007). CI cognitive is very important because it is related to one's decision making in cross-cultural interactions. The higher the value of a person's cultural intelligence cognitive shall make it easier to understand the dynamics of a cross cultural interactions (Suciani, 2017).

The results of the CI cognitive percentage show the Good category. This means that, other cultural knowledge of students VII grade in SMP N 20 of Surakarta is at the Good category, thus students' cognitive cultural intelligence components can be implemented properly when interacting across cultures. This is highly beneficial for students for it facilitates them on interacting and making decisions.

CI Motivation is the individuals' motivation in part of optimizing their attention to cultural differences (Dyne, 2016). It is personal ability in a more detail understanding about different cultures. Students' high curiosity about the culture of others 'cross-culture' includes driving factors in the percentage value of cultural intelligence motivation.

The results of CI motivation value percentage was 64.81% which is at the Good category. This value is the highest percentage compared to the other values of component percentages. The students' motivation to know in more detail about different cultures is shown by interactions of students VII grade of SMP N 20 of Surakarta classified as the Good category. The development of technology increases students' ability in adapting to their external environment across cultures.

CI behavior concerns the individual's ability which is indicated through verbal and nonverbal actions that are appropriate in interacting with people of different cultural backgrounds. Among other

components, cultural intelligence is the most important component because it appears to the eye. Individuals with high behavioral cultural intelligence can adjust their behavior through cross-cultural interaction.

On the percentage results for CI behavior showed 60% and classified into the Enough category. This is the lowest value compared to the other values. In this case, the students' ability in engaging with both verbal and nonverbal actions at cross-cultural interactions is, therefore, categorized into the Enough category. Although the percentage value of CI cognitive shows the highest value, it does not affect CI behavior. Where students' skills are not in line with their knowledge. This shows that CI behavior develops a bit slower than other components. Of course this also happens because behavioral synergy requires daily habituation.

The higher a person's cultural intelligence, the more they are able to appreciate cross-cultural differences. Many efforts have been made especially in increasing the cultural intelligence. One of the ways to remember cultural intelligence can be done by increasing cross-cultural interactions, cross-cultural experiences, trying to deepen in understanding other different cultures.

Various cross-cultural activities today are quite easy for the community to do. Moreover, the idea of connectedness between individuals and telecommunications equipment makes it easy to interact across cultures. This opens up opportunities for individuals to exchange opinions with those who have different cultures and can also increase cultural intelligence. Reading various literature about other cultures is also another way to increase cross-cultural experience. Increasing cultural intelligence can also be done in the academic field, i.e., integrating subjects with developing cultures. Integration can, therefore, be realized on learning models, learning media or teaching materials used. Being open to understanding and wishing to learn about other cultures is the key to increasing cultural intelligence (Roy, 2018). On the other hand differences between individuals and concepts, cause the individual cannot control his behavior (Hadi Warsito., 2018). Therefore, it is most important for students or other people to understand culture and other people using it.

## Conclusion

Cultural intelligence is at least divided into four major components, namely the CI Metacognitive, CI Cognitive, CI Motivation, CI behavior. The results of the study on the research subjects, namely grade VII students of SMP N 20 of Surakarta showed that the Enough average percentage value in terms of the cultural intelligence, which is at the Good category. Although the CI behavior received the lowest score compared to the other percentage values. The students' cultural intelligence, is therefore, classified into Good category. This is because there was no significant difference found in the percentage value between the metacognitive motivation, CI cognitive, CI motivation, and CI behavior. This study is limited to the research subjects who were involved, they were students of elementary level, and was conducted in the local area. Consequently, the study does not intentionally generalized overall state of the junior high school students' cultural intelligence. One's regional area to another may be found vary depending on the students' cross-cultural experience conditions that they have.

## References

- Ang, S. L. (2011). *Cultural intelligence*. In R. J. Kaufman, *The Cambridge Handbook of intelligence* (pp. 582-602). Cambridge: Cambridge University Press.
- Arikunto, S. (2007). *Manajemen penelitian*. Jakarta: Rineka Cipta.
- Arlita, D. A. (n.d.). [IndonesiaBaik.id/infografis/keterampilan-untuk-hadapi-revolusi-industri-40](http://IndonesiaBaik.id/infografis/keterampilan-untuk-hadapi-revolusi-industri-40) . 10/2018 Retrieved September 1, 2018,
- Budiono. (2008). *Simbolisme Jawa*. Yogyakarta: Ombak.

- Mareta, V. U., Sunardi & Suharno (2018). An analysis of students' cultural intelligence : A case study at the state junior high school (SMP N) 20 of Surakarta. *International Journal of Educational Research Review*, 4(1), 76-81.
- Dana, L. O. (2018). Cultural intelligence: A review an New Research avenues. *International Journal and management* , 99-119.
- Dyne, L. V. (2016). *Cultural Intelligence*. Retrieved August 16, 2018, from <http://www.linnvandyne.com/fourfac.html>. Michigan State university, 16/05/2018.
- Hadi Warsito., F. H. (2019). History of development and concept of person-centered counseling in cultural diversity. *International Journal Of Education Review* , 4 (1), 56-64.
- Koentjaraningrat. (2009). *Pengantar Ilmu Anthropologi*. Jakarta: Rineka Cipta.
- Mareta, V. U. (2018). *Pengembangan Bahan Ajar IPS Berbasis Folklore Lisan Untuk Meningkatkan Kecerdasan Budaya Siswa SMP*. Surakarta: Sebelas Maret University.
- Roy, A. S. (2018). In heritage national Culture Through Learning in Elementary School at Disruptive Era: Case study In Surakarta Indonesia. *International Journal of Education Research Review* , 3 (4), 48-58.
- Suciani, L. (2017). Kecerdasan Budaya Mahasiswa Calon Konselor. *Journal of Multicultural Studies in Guidance and Counseling* , 1 (1), 139-148.
- Suharli. (2017). Studi tentang kecerdasan budaya mahasiswa calon guru. *Jurnal Unsa Progress* , 22 (17).
- Suwandi. (2011). *Penelitian Tindakan Kelas*. Surakarta: University of Muhammadiyah Surakarta.
- Widyarini. (2014). Retrieved from <http://www.bppk.kemenkeu.go.id/publikasi/artikel/168-artikel-pengembangan-sdm/20131-empat-faktor-kecerdasan-budaya-untuk-meningkatkan-keterampilan-interpersonal>.
- Zuchdi, D. (2008). *Humanisasi pendidikan*. Jakarta: Bumi aksara.