

An Analysis of Students' Cultural Intelligence: A Case Study at the State Junior High School (SMP N) 20 of Surakarta

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ARTICLE INFO

Article History:

Received 04.09.2018

Received in revised form

22.11.2018

Accepted

Available online 01.01.2019

ABSTRACT

Human behavior naturally produces culture. Each group has a unique culture and is different from one another. The digital age allows an increasingly unlimited distribution of culture. Likewise, cross-cultural interactions will be increasingly carried out by each individual. It is important for students to understand cross-cultural interactions with their cultural intelligence. As an effort to multiply social relations and identify effective behaviors at the time the cross-cultural interactions occur. This study used descriptive quantitative methods. The research instrument applied questionnaires. The population in this study were all students of VII grade in the State Junior High School (SMP N) 20 of Surakarta. The Sampling technique used simple random sampling which took 89 participants. The data collection techniques applied the technique of survey. The components of cultural intelligence cover among others; the CI metacognitive, CI cognitive, CI motivation, CI behavior. The percentage results of the meta CI cognitive showed 64.77%, the CI cognitive showed 62.88%, the CI motivation showed 64.81% and CI behavior showed 60%.

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Keywords:

Culture, cross culture, cultural intelligence.

INTRODUCTION

Introduction

In effectively use their minds, humans can develop various kinds of actions. This shows that human behavior always produces culture (Koentjaraningrat, 2009). Each ethnic group has a different culture from other ethnic groups and proves that one tribe over the other civilization produces knowledge, foundations of thought and history of civilization share differences one another (Budiono, 2008). Culture may not only in art form, it can be tangible, namely: language, technological systems, livelihood systems, social organizations, knowledge systems, religion, arts (Zuchdi, 2008). The role of education is fundamental to cultural diversity. In its transmission process it is the underlying determinant of the students' attitude in confronting various cultures (Mareta, 2018).

The importance of mutual respect for students in their cultural heterogeneity is part of cultural intelligence (Dana, 2018). For that reason, cultural intelligence plays a significant role in building relationships and maintaining social relationships, which are in line with cross-cultural needs in the future (Arlita).

Cultural intelligence is the ability of individuals to understand, think, and behave effectively in a variety of cross-cultural situations (Widyarini, 2014). This opinion shows that cultural intelligence is part of the interpersonal intelligence. This is because cultural intelligence is part of an individual's intelligence in interacting with other people with different cultural backgrounds. Early and Ang (2003) described cultural intelligence as a complex individual attribute and various components (Ang, p. 2011). Ang, et al. (2014) revealed that cultural intelligence is synonymous with social intelligence and emotional intelligence. Although it remains identical and shares differences, where social intelligence refers to a person's ability to understand and manage social relationships with others. Meanwhile, emotional intelligence is more on the individual's ability to manage emotions themselves and others. Whereas cultural intelligence is more emphasized on managing oneself and others in an intercultural context (Suharli, 2017). Through cultural intelligence, it allows individuals to be able to identify how other people think and how different behaviors occur. The results of cultural intelligence allow individuals to have the ability to organize activities effectively both in certain fields and other cultural aspects including behavior, stimulation, cognitive and

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metacognitive components applying in decision making, according to culture (Ang et al., 2007). It is clear that the components of cultural intelligence include four things: metacognitive (strategy), knowledge (cognitive), motivation and behavior.

The components constituting cultural intelligence are CQ- strategy, CQ- knowledge, CQ- motivation, CQ- behavior. The four components were revealed by Linn (2016), who classified the four factors of cultural intelligence. These four factors are interrelated in using to analyze the level of cultural intelligence of students. Some dimensions of cultural intelligence are more dynamic and not static, however, they can be improved through training, experience, and education (Suciani, 2017). Therefore, this study aims to determine the students' cultural intelligence.

This study specifically examines students of junior high school (SMP). The students of SMP were chosen as the object of this study since during the age they tend to explore more outside culture. This is evidenced by the existence of festival events that uphold foreign culture. Thus this study examines the cultural intelligence of junior high school students in SMP N 20 of Surakarta.

Research Method

The study was conducted in the State Junior High School (SMP N) 20 of Surakarta, in the odd semester of the 2018/2019 academic year, precisely in September 2018. The population in this study were all VII grade students in the State SMP 20 of Surakarta, while the sample was chosen randomly (simple random sampling) of 89 students. The age range of the sample was between 13 to 15 years old. The samples were divided into 59 men and 30 women, all the subjects varied according to various economic backgrounds, as well as school culture at the elementary school. Specifically, the subjects were students who have passed the Social Sciences subject on the chapter of inter-space interactions exploring various cultures in Indonesia. This study was analyzed descriptively, which all data either obtained in the form of numbers or non, will be interpreted descriptively. The method used is the survey method. According to Sukardi (2009) technically, survey research refers to technically obtaining data in research activities by using questionnaires or questionnaires. The instrument used in measuring the cultural intelligence of students in this study was a questionnaire. The questionnaire chosen refers to the cultural intelligence parameters adapted from the 2016 Cultural Ontelligence Center which has been adjusted for students in junior high school on a scale of 1 to 5.

The data analysis questionnaire is, therefore, arranged through a set of value scales ranging from 1 to 5. The following measure indicates scales use in this study, among others; 1 = very less, 2 = less, 3 = enough, 4 = good, 5 = very good. While for the interpretation criteria of students questionnaire assessment scores follows Arikunto's model (Arikunto, 2007), as seen in Table 1 below.

Table 1. Criteria for Evaluating the Percentage of Cultural Intelligence Questionnaire

Values		Categories
Numbers	Letters	
81%-100%	A	Excellent
61%-80%	B	Good
41%-60%	C	Enough
21%-40%	D	Less
0%-20%	E	Very Less

Results and Discussion

Results

The research results were presented in the form of tables and graphs. The use of tables was intended to concretely see the data. Meanwhile, data presentation was in graphs, which aims to simplify the data results presentation in a diagram form. The presented aspects cover four components of cultural intelligence,

among others: CI- strategy, CI- knowledge, CI- motivation, CI- behavior. The results of the students data described in below graph.

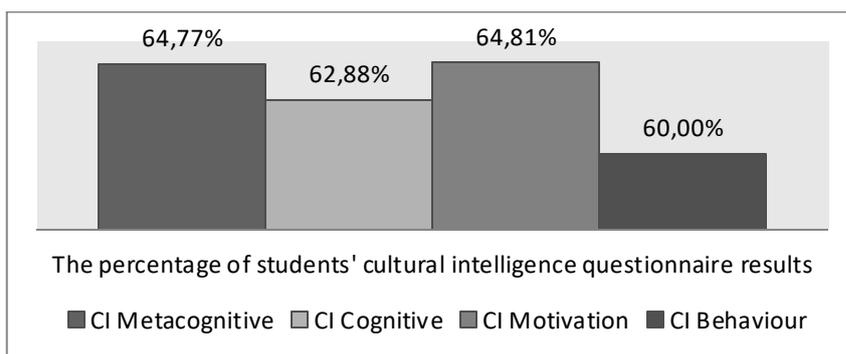


Figure 1. The percentage of students' cultural intelligence questionnaire results.

More details about the cultural intelligence results of junior high school students in a case study at SMP N 20 of Surakarta describes in the following table.

Table 2. The Percentage of Cultural Intelligence Questionnaire Results.

Components	Components	Components
CI Motivation	CI Motivation	CI Motivation
CI Cognitive	CI Cognitive	CI Cognitive
CI Motivation	CI Motivation	CI Motivation
CI Behavior	CI Behavior	CI Behavior

Based on the above table, the percentage value of the cultural intelligence of students VII grade on the metaCI cognitive component was 64.77%. The results were classified into Good, which means that students' consciousness in setting strategies, enables them to behave effectively in cross-cultural coverage. The second component of the CI cognitive aspect. Being part of the sustaining element which allows subjects to be able to adjust across cultures. Students need to have knowledge of other cultures. In the chart above the percentage value of CI Cognitive is 62.88%, meaning that students of VII grade share the Good cross-cultural knowledge.

The third component is CI Motivation. This component reflects the highest value compared to other components. In this result, the CI motivation component value was 64.81%. This value shows the Good criteria. The last component of CI behavior obtained the lowest percentage value, which is 60%. This value is found in the third level which is notified as letter C and marked the Enough category.

Discussion

Cross-cultural relationship has been increasingly happening. The existence of industrial revolution 4.0 leads every human activity intersects with other cultures. Cultural intelligence is a part of social skills that a person should own in encountering the digital era. Cultural intelligence is the individuals' ability to behave effectively in cross-cultural communication (Suharli, 2017). The individual's activity in feeling and realizing he is in a different cultural situation at general point. Early and Ang (2003) suggest that having a good interaction relationship and leading to positive action will result in a well-cooperation. Therefore, having intelligence is quite pivotal for students, especially for those who are in their teens. This reinforces the notion that cultural intelligence enables one to identify and understand each other in behaving and acting with different cultures.

Another positive side of cultural intelligence is that it allows students to be able to adapt in a new environment. Every motivation value is projected to understand new culture is high, then other adjustments remains high too (Dana, 2018). In this study the highest value is found in the CI motivation, thus, the other values share similarity, which is between the Good and Enough categories. This shows that each component between CI metacognitive, CI cognitive, CI motivation and, CI behavior has a related relationship.

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):

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

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