

Profile Of Teacher's Strategy In Improving Student's Cultural Intelligence

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Abstract—This study aims at describing some strategies used by teachers in improving the cultural intelligence of Junior High School student in Sumbawa, Indonesia. Teacher's strategy in this study is defined as the efforts to improve during the learning process of social science subject, especially on learning material of cultural diversity. This study is a survey research with 27 research subjects. They are nine teachers representing in the West area. Nine is representing in the Central area and nine representing in the East area. The results showed that most teachers or 22.22% of them tried to develop their student cultural awareness orally. For cultural knowledge aspect, 37.14% of respondents answered that they managed cultural intelligence through the provision of group assignments related to customs and cultural arts in the community. For the aspect of efforts to improve motivation, 53.57% of respondents stated that they used the group discussion method to improve cultural intelligence. For behavioral aspect, that is an effort to encourage self-adjustment of students, 39.4% of respondents revealed that they improved cultural intelligence through group discussion method.

Keywords—*teacher's strategy, cultural intelligence*

I. INTRODUCTION

Believing in pluralism, postmodernists claim that human life has no definite and fatal purpose, yet each society will have varied and fluid goals based on the values it chooses. Education should strive to institutionalize pluralism and acceptance of the different cultures of learners, and thus social adaptation should be developed [1]. Diversity enriches the nation as it offers an alternative way of seeing the world and solving community problems [2]. In addition, diversity enriches cultural resources while creating misunderstandings and hatred [3].

Teaching diversity can be intimidating because it often deals with sensitive issues related to our global identity and worldview. Diversity has been described "as a slogan for referring to a collective or heterogeneous group that varies by sex, race or age" [4]. Thomas also includes religion and sexuality or something like functional diversity or the professional

context. Thomas's definition includes "significant socially and historically significant differences that have resulted in differences of power and privilege within and outside the organization; namely race, sex, and sexuality.

The concepts of globalization and migration generally bring cultural and linguistic diversity to society and education system. To overcome growing diversity (culture, language and economics) into classrooms, it urgently needs to prepare teachers with a set of skills and attitudes in order to support an effective learning [5]. Various cultural backgrounds of students can provide benefits for the process of interaction among them, help them build a better understanding of people with different backgrounds from them and reduce stereotypes and negative prejudices [5]. Besides, students with diverse conditions are more likely to place integration as a higher value [6].

An integrated environment is very important for students, especially for new students with new school system because their understanding of diversity has not been fully formed [7]. The more diverse students fill the classroom, the more pressure to improve students' achievement. This condition requires effective methods, including supporting and developing effective teacher abilities [8]. Teachers currently including in Sumbawa, often face some challenges in teaching students from various ethnicities. Thus, the teachers must be able to develop their understanding, beliefs, and expectations about how to teach students from diverse communities and families.

In contemporary education, especially in schools, class diversity makes all teachers work or (will work) with students from various cultural backgrounds. Besides the teacher must also prepare their students to live and work in the community and global world with culturally diverse. Therefore, teachers must be culturally intelligent in order to have a better understanding of their students and teach them more effectively [9].

Teachers must have the ability to connect and work effectively in cross-cultural situation. Therefore, teachers must have superior cultural intelligence, which will help them in developing tolerance and increasing cross-cultural interaction. Cultural intelligence is a cognitive capacity, motivation, and behavior to understand effectively and respond to people's beliefs, values, attitudes and behaviors in complex and ever-changing situation in order to bring about beneficial changes without visible differences [10].

II. LITERATURE REVIEW

Globalization has created opportunities for people from different cultures to interact and collaborate. As international trade flourishes, the demand for cross-cultural managerial talent has increased tremendously [11]. The global context today is characterized by rising diversity where cross-cultural exchanges have become common. Engaging in cross-cultural interactions is no longer restricted to those who travel abroad or live in big urban centers characterized by great diversity [12].

Diversity in Culture is having different cultures respect each other's differences. It could also mean the variety of human societies or cultures in a specific region, or in the world. In other words, cultural diversity is an inescapable fact of modern life. Culture refers to a historically inherited system of meaning and significance in terms of which a group of people understand and structure their individual and collective lives. It defines the meaning or points of human activities, social relations and human life in general, and the kind and degree of significance or value to be attached to them. A culture's system of meaning and significance is embodied in its beliefs and practices, which collectively constitute its identity. To say that almost every modern society is culturally diverse or multicultural is to say that its members subscribe to and live by different though overlapping systems of meaning and significance. Cultural diversity in modern society has several sources. Many societies include different ethnic, religious, cultural and other communities, with their distinct ways of life [13].

More recently, Earley and Ang introduced a new perspective on cross-cultural transition and adaptation that arose from contemporary work on intelligence and is situated in the literature on expatriate effectiveness [14]. Their approach emphasizes interindividual differences in the ability to adapt to novel cultural settings, and the influences of these differ encase on the success in global work assignments. More specifically, they have highlighted the importance of cultural intelligence (CQ), defined as "a person's capability to adapt effectively to new cultural contexts".

CQ refers to the ability to adapt and function effectively in intercultural settings and is a multidimensional construct [15]. It consists of

metacognitive, cognitive, motivational, and behavioral facets. Metacognitive CQ refers to the higher order cognitive processes involved in acquiring cultural knowledge, monitoring and controlling individuals' thought processes. Cognitive CQ is the knowledge about practices and norms (e.g., values, preferences, legal and social systems) in different cultures. Motivational CQ refers to the intrinsic interest to acquire knowledge about other cultures and the sense of enjoyment, whereas behavioral CQ is the extent to which individuals can adapt their verbal and nonverbal behavioral practices (e.g., use of words or expressions) in intercultural settings. These facets can be aggregated into a single construct to capture overall CQ.

Cultural intelligence is related to emotional intelligence, but it goes a step further. People with high emotional intelligence can pick up on the emotion, wants, needs of other. Those high cultural intelligence are attuned to the values, beliefs, attitudes and body language people from different cultures, and they used this knowledge to interact with empathy and understanding. People with high cultural intelligence are not experts in every culture, rather, use observation, empathy, and intelligence to read people and situation and to make informed decision about why other acting as they are.

III. METHODOLOGY

A. Data

The subject of this research was 27 social science teachers who teach in VIII grade of junior high school. They were chosen by representing three regional areas consisting of nine teachers representing West Sumbawa, nine teachers representing Central Sumbawa, and nine teachers representing East Sumbawa.

B. Method

The method used in this study is survey research. This study was conducted in junior high school in Sumbawa. The instrument used in this study was a semi-open questionnaire. Questionnaire statement indicators consist of teacher's strategy in integrating the value of cultural diversity, teacher's view about the importance of improving cultural intelligence in learning social science, the teacher's strategy in increasing student's cultural awareness, teacher's strategy in enhancing student's cultural knowledge and teacher's strategy in encouraging student's cooperation and self-adjustment.

C. Data Analysis

Data from the questionnaire in this study were analyzed descriptively percentage with step 1) calculating the respondent's value and each aspect or sub-variable; 2) Recapitalization value; 3) calculate the average value; 4) calculate the percentage.

IV. RESULT

A. *Strategy for Integrating the Value of Cultural Diversity*

The integration of cultural values in learning social science subject is by linking learning material and cultural values, both through the provision of examples and through inter-ethnic cultural exhibitions in the classroom. This statement was stated by seven (25.93%) respondents. They taught their students by using media with content leads to the value of cultural diversity. Besides, eight (29.63%) respondents integrated it into core activity of learning using field study learning method, information retrieval through assignments and discovery learning. Furthermore, four (16%) respondents did through the process of habituation by respecting others during learning processes. In addition, two (8%) respondents did it by giving explanations through examples. Based on the information obtained from the respondents, it can be illustrated that the teacher integrates the values of cultural diversity into social studies learning that connects the material of cultural diversity through giving examples and through cultural exhibitions. In the core activities, the teacher integrates the values of cultural diversity using methods and media that lead to diversity content.

B. *The Process for Improving Student's Cultural Intelligence*

Based on the questionnaire results, all respondents (100%) stated that it was necessary to instill awareness of cultural diversity through learning social science subject. It can see by the results of the questionnaire obtained from the respondent's answer. Besides, all respondents (100%) also revealed that they really need to equip students with knowledge and value of cultural diversity. Furthermore, 96.30% of respondents said that it was very necessary to train students in order to make them motivated to cooperate with others. In addition, 96.30% of respondents said that student's ability needs to be improved to adapt to other people, especially to people with different cultures. Thus, learning social science subject carried out by teachers should have provided students with cultural intelligence.

Through learning process of social science subject, teachers always try to accommodate student's differences in the classroom. There were some reasons revealed by respondents for that statement as follows: Seven (25.93%) respondents stated that it was to foster mutual respect for students' differences; six (22.22%) respondents stated that it was to avoid difficulties for adaptation process in the classroom; eight (29.63%) respondents stated it was to avoid conflicts and pressure for students, from one ethnic group to another; and six (22.22%) respondents stated that it is to facilitate the teacher in carrying out the learning process with adjustment to the background of students.

C. *Strategy for Improving Student's Cultural Awareness*

Furthermore, in learning social science subject, teachers always strive to build empathy for students in various ways. It can be seen from respondents' statement in questioners as follows: Four respondents (16%) did it through the provision of concrete examples; fifteen respondents (60%) stated that it was to build empathy for students towards differences and diversity carried out through direct activities, such as involving students directly helping other people affected by the disaster, visiting to orphanages, and involving students in other social activities; three respondents (12%) did it through motivational giving activities; two respondents (8%) did it through the activities of instilling discipline in the classroom; and one respondent (4%) did it through habituation activities to respect others in learning processes.

D. *Strategy for Increasing Student's Cultural Knowledge*

Based on information from 27 respondents, there are 35 statements that are usually carried out to increase students' knowledge related to diversity material. From 35 statements, it was obtained the results as follows: thirteen (37.14%) respondents answered that to increase students' knowledge about diversity is through group assignments related to customs and cultural arts in student's community; four (11.43%) respondents answered by involving students in various activities, such as cultural festivals, cultural carnivals, cultural parades, and arts competitions; five (14.29%) respondents stated that to increase students' knowledge about diversity material is through using learning media, such as image, film and other learning media; nine (25.71%) respondents revealed that it is through giving explanations or understanding to students related to learning material about ethnic and cultural diversity in Indonesia; two (5.71%) respondents named that through the process of introducing culture to students; one (2.86%) respondent stated that through linking learning material with social life of student's community; and one (2.86%) respondent answered through singing folk songs.

E. *Strategy for Encouraging Student's Collaboration and Adjustment*

The methods usually used by teachers to encourage collaboration among students are illustrated in responses of 27 respondents through questionnaires as follows: fifteen (53.57%) statements revealed that group discussion was a method usually used, one (3.57%) statement mentioned using various methods, one (3.57%) statement mentioned using lecturing method; two (7.14%) statements showed using cooperative learning; one (3.57%) statement mentioned through character strengthening; and eight (29.63%) statements revealed using assignment method.

While, the methods usually used by teachers to create the process of self-adjustment among students are as follows: thirteen (39.4%) statements revealed that through group discussion method; two (6.06%) statements showed through question and answer methods; three (9.09%) statements showed using lecture method; four (12.12%) statements revealed through role playing method; three (9.09%) statements showed through environment-based learning method; seven (21.21%) statements revealed using cooperative learning method, and 1 (3.03%) statement showed through assignment method.

V. CONCLUSION

Based on the results of the study, teachers in junior high schools are still dominant in improving the cultural intelligence of students using certain learning methods. In addition, there are most teachers, also improving the cultural intelligence of students by conducting direct involvement with real conditions in the field. However, the material of cultural diversity cannot be organized more optimally. The value of diversity contained in the students' environment, should be used as one of the learning resources in the classroom. Thus, the initial experience and culture of students are inseparable from the learning process carried out by the teacher in the school. The diversity of students in the classroom must be maximized by the teacher through a learning process that is more centered on solving social and cultural problems. The process of integrating cultural diversity can be the basis for improving the cultural intelligence of students. The cultural intelligence of students is very necessary to be developed in Sumbawa which is very diverse in ethnicity. Therefore, the role of the teacher in involving students in an active learning process is needed. Active involvement of students in the learning process can improve high analytical and critical thinking skill.

Teachers use various diverse strategies to integrate values of cultural diversity in learning social science subjects, such as using methods, media, real examples, and habituation process in the classroom. All teachers (100%) stated that student's cultural intelligence is very important to be improved through learning social science subject. For aspects of cultural intelligence including metacognitive-CQ, cognitive-CQ, motivation-CQ, and behavior-CQ, teachers are more dominant for improving through 1) a reinforcement process and verbal delivery about the importance of maintaining mutual respect, 2) a process of providing field assignments relating to local cultural values, and 3) a process of group discussion in the classroom. However, the teacher's strategy in improving the cultural intelligence of junior high school students in Sumbawa-Indonesia needs to be planned well and integrated into a lesson plan. Cultural intelligence can be used as a basic reference for social science subject teachers in compiling the lesson plan, especially

learning materials with the multi-ethnic theme to increase tolerance, mutual respect and an open attitude towards all forms of diversity.

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