Trends in Student Cultural Intelligence: A Survey at West Java Province Vocational Middle School

Dicky Zulkifli[1], Ilfiandra[2], Yeni Rachmawati[3]

[1,2,3] Universitas Pendidikan Indonesia Program Studi Psikologi Pendidikan, Indonesia

dickyz@upi.edu

Abstract

Introduction: Cultural intelligence is essential for students to interact with their environment. Students of SMKN 1 Leuwimunding have diverse sociocultural backgrounds, Javanese and Sundanese. Teaching and learning activities are effective, despite cultural differences. The purpose of this study was to find out the trends in student cultural intelligence: a survey at a vocational high school in West Java Province. **Methodology:** This type of research is a quantitative survey technique with a cross-sectional design. Participants were 130 students at SMKN 1 Leuwimunding. The data collection technique was a questionnaire in March-April 2023. **Results** showed that the average value of the strategy subvariable was 7.32, the median was 8, the standard deviation was 2.60, the lowest value was 1, and the highest was 12. The cognitive subvariable was 8.98, the median was 9, the standard deviation was 3.20, the lowest value was 2, and the highest was 17. The motivational subvariable was 9.19, the median was 9, the standard deviation was 2.83, the lowest value was 3, and the highest was 15. The behavioral subvariable was 8.17, the median was 8, the standard deviation was 2.74, the lowest value was 4, and the highest was 14. The total score of the cultural intelligence variable was 33.66, the median was 33, the standard deviation was 8.94, the lowest value was 4, and the highest was 51. **Suggestion:** increase students' cultural intelligence through the teacher's approach, group discussions, school activities, students respecting each other, and so on.

Keywords: Survey, Cultural Intelligence, Students

Introduction

In educational activities at school, the teaching and learning process is the main activity carried out. Learning is a process of effort that is carried out by a person to obtain a new change in behavior as a whole as a result of his own experience in interaction with his environment (Slameto, 2013). Students and teachers are people who are involved in learning activities; of course, they also want to know the process and results of the learning activities carried out (Dimyati & Mudjiono, 2011).

Studying at school is everyone's right, regardless of race, origin, ethnicity, or religion. Thus, the school environment can be described as multicultural due to the gathering of various kinds of students from different origins. These conditions require acceptance by each student of a multicultural school environment so that the learning process can run optimally (Ramadhan, Salim, & Supriadi, 2017).

Cultural intelligence is very important to a student. Crawne (2008) argues that the ability to interact effectively in various cultures is not a skill possessed by everyone. Some individuals are more successful than others in cross-cultural business situations (Brancu, Monteanu, & Gonet, 2016).

Balogh, Zaal, and Szabo's (2011) study in Hungary on the relationship between organizational culture and cultural intelligence concluded that the majority of students (80 percent) preferred to work in a Klan organizational culture. Clans are similar to families, where individuals are valued above all else. Students with high cultural intelligence want to work for flexible companies with an external focus. Students with low cultural intelligence prefer hierarchical organizations that value stability, predictability, and control (Balogh, Gaal, & Szabo, 2011).

Research from the city of Tehran, Iran, by Afkaneh (2014) shows that there is no difference between the cultural intelligence of men and women. The variation in cultural intelligence is the same among people with

different educations. There is a significant and positive relationship between cultural intelligence and the performance of individual staff. In aligning the elements of cultural intelligence, the order is awareness, behavioral ability, and cultural knowledge (Afkaneh, 2014).

According to Nugraha, Sulistiana, and Muslim's research on cultural intelligence in Indonesia, 70.40% of the 126 male students tested positive for cultural intelligence. For 291 female students, the average score on the cultural intelligence test was 70.00%. The overall success rate for cultural intelligence is 70.20 percent. If you compare the average scores for male and female students in terms of cultural intelligence, you will notice that the average score for male students is somewhat higher than the average score for female students (Nugraha, Sulistiana, & Muslim, 2020).

In addition, according to research by Suharli (2015), based on the data obtained, it can be explained that the metacognitive component obtained an average questionnaire score of 66.18%. In the cognitive category, the questionnaire data obtained was 57.07%. Furthermore, on the motivational factor, based on the results of the questionnaire data analysis, the average score of the questionnaire was 67.23%. Meanwhile, on the behavioral factor of cultural intelligence, an average score of 59.08% of the questionnaire data was obtained. Thus, the data acquisition is still included in the good category. Based on the results of the overall analysis of the four cultural intelligence factors mentioned above, an average questionnaire score of 62.39 was obtained. Thus, overall, it can be said that the level of cultural intelligence of economic education students at the FKIP of Samawa University, Sumbawa Besar, is in the good category (Suharli, 2015).

In addition, according to research by Suharli (2015), based on the data obtained, it can be explained that the metacognitive component obtained an average questionnaire score of 66.18%. In the cognitive category, the questionnaire data obtained was 57.07%. Furthermore, on the motivational factor, based on the results of the questionnaire data analysis, the average score of the questionnaire was 67.23%. Meanwhile, on the behavioral factor of cultural intelligence, an average score of 59.08% of the questionnaire data was obtained. Thus, the data acquisition is still included in the good category. Based on the results of the overall analysis of the four cultural intelligence factors mentioned above, an average questionnaire score of 62.39 was obtained. Thus, overall, it can be said that the level of cultural intelligence of economic education students at the FKIP of Samawa University, Sumbawa Besar, is in the good category (Suharli, 2015).

From several theories and research related to cultural intelligence, especially for students, it can be seen that this factor is very important for students to have because the era of globalization and advances in technology is increasing so that it allows students from various ethnicities and races, especially in Indonesia, to gather in schools or places of education, which requires a good cultural understanding, so as to be able to support the creation of a school environment that is mutually integrated, harmonious, and supportive and produce students who have optimal learning achievements.

Leuwimunding Vocational High School (SMK) is one of the SMKs in Majalengka Regency. This SMK is located near the border of Cirebon Regency, so most of the students come from Majalengka Regency and also Cirebon Regency, where the two regions have different cultures, such as the use of regional languages. This condition illustrates that students of SMKN 1 Leuwimunding have a multicultural socio-cultural background, some of which is derived from Javanese culture and some from Sundanese culture. In relation to the continuity of the learning process at the school, from the results of preliminary observations, teaching and learning activities ran smoothly, although sometimes there were a few conflicts due to slightly different cultures, such as the use of different local grammar during study discussions, poor study habits, and so on.

Based on this background, the focus of this study is the dimensions of cultural intelligence, namely metacognition, cognition, motivation, and behavior, in students at Leuwimunding State Vocational School, Majalengka Regency, in 2023, because the dimension of cultural intelligence is a benchmark for knowing individual dynamics in cultural intelligence abilities. In addition, the dimensions of cultural intelligence in students have never been studied in the SMK school environment, and the location of the school is close to the border, so multiculturalism and cultural intelligence are important factors that students must have for their future.

Methods

This type of research is quantitative, using survey techniques with a cross-sectional research design. This research was conducted at SMKN 1 Leuwimunding, Majalengka Regency. Participants in this study were students of SMKN 1 Leuwimunding, Majalengka Regency. as many as 130 students. The data collection

technique used in this study was a questionnaire. Data collection was carried out in March - April 2023. Data was collected using a questionnaire. Data analysis is univariate and bivariate analysis.

The procedure in this study was to obtain quantitative data results, the researcher made a questionnaire which proposed the theory of cultural intelligence from Ang & Dyne, 2008 which consisted of 4 main factors which as a whole could be measured through 20 statement items. After that the results of the data are processed using the SSPS application.

Findings dan Discussion

The findings in this study are based on the results of data processing and analysis on the student's gender variable, which can be seen in the following table.

Table 1
Distribution of Student Gender Frequency at SMKN 1 Leuwimunding
Majalengka Regency in 2023

Gender	Amount (n)	Percentage (%)
Man	62	47,7
Women	68	52,3
Total	**130**	**100,0**

Based on Table 1, it can be seen that most of the students at SMKN 1 Leuwimunding are female, namely 68 people (52.3%), while there are 62 male students (47.7%).

The cultural intelligence variable is descriptive, which describes the value of the central tendency or the middle value in the form of the mean, median, standard deviation, minimum value, and maximum value of each of the variables studied. In this case, the cultural intelligence variable consists of four subvariables: strategy, cognitive, motivation, and behavior. Clearly, the results of the descriptive analysis in this study can be seen in the following table.

Table 2
Frequency Distribution of Central Tendency Values of Respondents' Answers Per Sub Variable
Cultural Intelligence in Students at SMKN 1 Leuwimunding
Majalengka Regency in 2023

Cultural Intelligence Sub Variables	Number of respondents	Min	Max	Mean	Median	Standard deviation
Strategy	130	1	12	7,32	8	2,60
Cognitive	130	2	17	8,98	9	3.20
Motivation	130	3	15	9,19	9	2,83
Behavior	130	4	14	8,17	8	2,74
Cultural intelligence	130	14	51	33,66	33	8,94

Source: SPSS data processed, 2023

In addition to the value of central tendency, an analysis was also carried out based on the scores of students' answers on each sub-variable of cultural intelligence. Then an analysis was carried out based on the choice of answers from each sub-variable: score 0 for the answer never, score 1 for the answer sometimes, score 2 for the answer often, and score 3 for the answer always. The categorization of respondents' answers for each sub-variable is:

1. Cultural intelligence in the strategy sub-variable was measured from 4 questions, so the total score of the answers to the students' cultural intelligence strategy sub-variables was 0–12, and the median score of the answers was 6. From the total score of respondents' answers regarding cultural intelligence strategies, categorization was carried out using the cutoff point (cut point) based on the median score of the answer, which is 6, so that the cultural intelligence strategy is low if the answer score is 6 and high if the answer score is > 6.

2. Cultural intelligence in the cognitive sub-variables was measured from 6 questions, so that the total score of the answers to the cognitive sub-variables of students' cultural intelligence was 0–18, and the median score of the answers was 9. From the total score of respondents' answers regarding cognitive cultural intelligence, categorization was carried out using the cutoff point (cut point) based on the median value of the answer score, which is 9, so that cognitive cultural intelligence is low if the answer score is 6 and high if the answer score is > 9.

3. Cultural intelligence on the motivational sub-variable is measured from 5 questions, so the total score of the answers to the motivational sub-variable of students' cultural intelligence is 0–15, and the median answer score is 7.5. From the total score of respondents' answers regarding cultural intelligence motivation, categorization was carried out using the cutoff point based on the median score of the answers, which was 7.5, so that the motivation for cultural intelligence was low if the answer score was 7.5 and high if the answer score was > 7,5.

4. Cultural intelligence in the behavioral sub-variables is measured from 5 questions, so the total score of the answers to the behavioral sub-variables of students' cultural intelligence is 0–15, and the median score of the answers is 7.5. From the total score of respondents' answers regarding cultural intelligence behavior, categorization was carried out using the cutoff point based on the median score of the answers, which was 7.5, so that cultural intelligence behavior was low if the answer score was 7.5 and high if the answer score was > 7,5.

5. Cultural intelligence is measured from 20 questions, so the total score of students' cultural intelligence answers is 0–60, and the median answer score is 30. From the total score of respondents' answers regarding cultural intelligence, categorization is carried out using the cutoff point based on the median score of the answers, namely 30, so that cultural intelligence is low if the answer score is 30 and high if the answer score is > 30.

Clearly, the results of the categorization of the answer scores for each of these sub-variables can be seen in the following table.

Table 3
Frequency Distribution of Sub Variables of Strategy, Cognitive, Motivation, and Behavior of Cultural Intelligence in Students at SMKN 1 Leuwimunding, Majalengka Regency in 2023
n = 130

Cultural Intelligence Sub Variables	Low		Height		Total	
	n	%	n	%	n	%
Strategy	36	27,7	94	72,3	130	100
Cognitive	59	45,4	71	54,6	130	100
Motivation	33	25,4	97	74,6	130	100
Behavior	59	45,4	71	54,6	130	100
Cultural intelligence	46	35,4	84	64,6	130	100

Source: SPSS data processed, 2023

From the results of the analysis above, it can be seen that of the 130 respondents in this study, it is known that the average value for the cultural intelligence strategy sub-variable is 7.32, with a median of 8, a standard deviation of 2.60, the lowest score being 1, and the highest being 12. In addition, the categorization results show that the cultural intelligence of students at SMKN 1 Leuwimunding, in the strategy subvariable, is mostly in the high category (72.3%).

Strategic or metacognitive cultural intelligence reflects the processes individuals use in acquiring and understanding cultural knowledge. The results of this study are in line with the research of Amrullah et al. (2018), who argued that in the strategic dimension, look at the results of field observations and the results of interviews with several community leaders whose postscripts are also Sumbawa cultural activists. It turns out that the people of Sumbawa are also capable of creating and developing various ways of carrying out social interaction and communication with others. The strategy dimensions (metacognitive) that students have in this study are mostly included in the good category; this condition can be a support for the realization of good cultural intelligence in students.

For the cognitive cultural intelligence sub-variable, the average value is 8.98, with a median and standard deviation of 3.20; the lowest value is 2, and the highest is 17. The results of the categorization are mostly in the high category (54.6%).

Cognitive intelligence is an important factor in cultural intelligence because cultural knowledge influences people's thinking and behavior (Ang et al., 2010). Cognitive knowledge reflects the structure of general knowledge and mental maps about culture and includes knowledge about economic and legal systems, social norms, religious beliefs, practices, and conventions in different cultures obtained from education and personal experience. (Suharli, 2015). People who have high cognitive skills have knowledge of norms, practices, and conventions across cultures, so they understand the similarities and differences. Lin et al. (2012) According to Dyne et al. (2012), cultural intelligence in terms of knowledge refers to the structure of individual knowledge about cultural institutions, norms, practices, and conventions in different cultural settings..

In the cultural intelligence motivational sub-variable, the average value was 9.19, with a median of 9, a standard deviation of 2.83, the lowest value of 3, and the highest of 15. The results of the categorization of motivational sub-variables were mostly in the high category (74.6%).

Motivational intelligence is an encouragement within a person to learn more effectively about functioning in situations of various cultures (Ramon, 2013). Those with high motivational intelligence direct attention and energy towards cross-cultural situations based on intrinsic interests (Deci & Ryan 1985, in Ang, 2008) and confidence in cross-cultural effectiveness (Ang, 2008). Motivation is an important component of cultural intelligence because it is a driving force. Motivation triggers effort and energy directed toward functioning in a new cultural setting (Kompas, 2022). In this study, we can see that cultural intelligence in the motivational sub-variable of the respondents is mostly classified as good. This can support the realization of high cultural intelligence and create an optimal school environment because most students have good cultural intelligence, especially in the motivational dimension.

In the cultural intelligence behavior sub-variable, the average value is 8.17, with a median of 8 and a standard deviation of 2.74; the lowest value is 4, and the highest is 14. The results of the categorization of behavioral sub-variables are mostly in the high category (54.6%).

Behavior refers to a person's ability to show appropriate verbal and nonverbal behavior when interacting with people from different cultures (Suharli, 2015). Behavioral intelligence reflects the ability to adapt verbal and nonverbal actions when interacting with people of different cultures. Which includes the ability to be flexible in verbal and non-verbal actions, which includes flexibility in the appropriateness of the ability to speak the right words and phrases to use when communicating specific messages (Faliza, 2022). Research by Amrullah et al. (2018) on the people of Sumbawa illustrates the ability of individuals to show appropriate behavior, both verbal and nonverbal, when they interact, and most importantly, they respect the differences that exist and are owned by the local population.

The behavioral dimensions possessed by most of the students at SMKN Leuwimunding based on the results of the research are included in the good category. This can have an influence on the creation of high cultural intelligence in students so that, in the end, they are able to create a good school environment.

In the total combination of cultural intelligence variables, the average value was 33.66, with a median of 33 and a standard deviation of 8.94; the lowest value was 14 and the highest was 51. Based on the categorization results, it can be seen that the cultural intelligence of students at SMKN 1 Leuwimunding is high; most of them are in the high category, namely 84 people (64.6%), while those with low cultural intelligence are 46 people (35.4%).

The results of this study are in line with the research of Suharli (2015); based on the results of an overall analysis of the four factors of cultural intelligence, an average questionnaire score of 62.39 was obtained. Thus, overall, the average score of the questionnaire is also included in the good category. This means that the level of cultural intelligence of economic education students at the FKIP of Samawa University, Sumbawa Besar, is in the good category.

This study illustrates that most students are able to understand, think, and behave in accordance with the conditions in their school environment, which have various cultural differences among them. Thus, automatically, there will be no possibility of disputes, contradictions, or conflicts as a result of cultural differences in each student.

The findings regarding the different tests of cultural intelligence according to student gender, using the Chi Square Test (Kai Square) can be seen in the following table.

Table 4
Relationship between Gender and Cultural Intelligence in Students at SMKN 1
Leuwimunding, Majalengka Regency in 2023
n = 130

Gender	Cultural Intelligence				Total		P value	OR
	Low		Heigh		n	%		(Odd Ratio)
	n	%	n	%				
Man	28	45,2	34	54,8	62	100,0	0,041	2,288
Women	18	26,5	50	73,5	68	100,0		
Total	**46**	**35,4**	**84**	**64,6**	**130**	**100,0**		

The results of the analysis of the relationship between gender and cultural intelligence showed that out of 62 male students, 34 (54.8%) had high cultural intelligence, while out of 68 female students, 50 (73.5%) had high cultural intelligence. The statistical test results obtained a value of p = 0.041, meaning p alpha (0.05), so it can be concluded that there is a significant relationship between gender and cultural intelligence. The results of the analysis also obtained an OR (odd ratio) value of 2.288, meaning that female students will have the opportunity to have cultural intelligence 2.288 times higher than male students.

According to Brizendine (2006), quoted by Kurnia et al. (2001), the differences between male and female students in high school in various psychological aspects, especially in the ability to think creatively, can be understood from various points of view. A neuropsychiatrist and clinical director who specifically studies women's brain function explains that there are indeed differences between male and female brains; this results in differences in the two ways of thinking, ways of looking at things, and ways of communicating as a result. and the findings of previous studies.

In this study, we can understand that female students tend to have higher cultural intelligence than male students because there are indeed differences in thinking patterns between men and women, so more women have high cultural intelligence than men.

Conclusion

Based on the results of the research, it can be seen that the majority of students at SMKN 1 Leuwimunding are female, namely 68 people (52.3%), while there are 62 male students (47.7%).

The average value for the cultural intelligence strategy sub-variable is 7.32, with a median of 8 and a standard deviation of 2.60; the lowest value is 1 and the highest is 12. For the cultural intelligence cognitive sub-variable, the average value is 8.98, with a median of 9, a standard deviation of 3.20, the lowest score of 2, and the highest score of 17. Meanwhile, the cultural intelligence motivational sub-variable has an average value of 9.19, with a median of 9, a standard deviation of 2.83, the lowest score of 3, and the highest of 15. In the behavior sub-variable cultural intelligence, with an average value of 8.17, a median of 8, and a standard deviation of 2.74, the lowest value is 4 and the highest is 14. Based on the categorization results, it can be seen that the cultural intelligence of students at SMKN 1 Leuwimunding is high in all sub-variables, namely strategy sub-variables (72.3%), cognitive sub-variables (54.6%), motivational sub-variables (74.6%), and behavioral sub-variables (54.6%).

The average value for the total score of the cultural intelligence variable was 33.66, with a median of 33, a mode of 41, and a standard deviation of 8.94. The lowest score was 14 and the highest was 51. The results of the categorization showed that the cultural intelligence of class 10 students at SMKN 1 Leuwimunding was mostly in the high category (64.6%), while those with low cultural intelligence were 35.4%.

The results of the analysis of the relationship between gender and cultural intelligence obtained p = 0.041 and OR = 2.288, indicating that there is a significant relationship between gender and cultural intelligence.

Acknowledge

References

Afkaneh, M. (2014). The relationship between cultural intelligence with the individual performance of staff (case study: ministry of social welfare and security). *International Journal of Business and Management Invention Volume 3 Issue 6*, 57-63.

Alwasilah, A. C. (2008). *Pokoknya Kualitatif: Dasar-Dasar Merancang dan Melakukan Penelitian Kualitatif.* Jakarta: PT Dunia Pustaka Jaya

Ang, S., & Dyne, L. v. (2008). Handbook of cultural intelligence: theory,measurement, and applications. New York: ME Sharpe, Inc.

Ang, S., Rockstuhl, T., & Tan, M. L. (2015). Cultural Intelligence and Competencies. *International Encyclopedia of the Social & Behavioral Sciences, 2nd edition, Volume 5 http://dx.doi.org/10.1016/B978-0-08- 097086-8.25050-2*, 433-439.

Ardianti, S. D., Wanabuliandari, S., & Kanzunnudin, M. (2019). Implementasi Pembelajaran Berbasis Ethno-Edutainment Untuk Meningkatkan Karakter Cinta Tanah Air Siswa Sekolah Dasar. *Refleksi Edukatika Jurnal Ilmiah Kependidikan Vol. 9 No. 5*, 204-209.

Azwar, S. (2019). *Metode Penelitian Psikologi.* Yogyakarta: Pustaka Pelajar

Balogh, A., Gaal, Z., & Szabo, L. (2011). Relationship Between Organizational Culture and Cultural Intelligence. *Management & Marketing Challenges for the Knowledge Society Vol. 6, No. 1*, 95-110.

Beheshtifar, M., & Roasaei, F. (2012). Role of Social Intelligence in OrganizationalLeadership . *European Journal of Social Sciences Vol. 28*, 200-206.

Brancu, L., Monteanu, V., & Gonet, I. (2016). Understanding Cultural IntelligenceFactors. *Procedia - Social and Behavioral Sciences*, 336-241.

Creswell, J. W. (2012). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition.* USA: Pearson.

Creswell, J. W. (2014). *Research Design Qualitative, Quantitative and Mixed Methods Approaches Research Fourth Edition.* USA: Pearson.

Dahzuki, A., Priyatama, A., & Kusumawati, R. (2018). Hubungan Culture Intelligence dengan Organizational Citizenship Behavior melalui Kepemimpinan Transformasional. *Jurnal Psikogenesis Volume 6, No.2*, 145-154.

Dimyati, & Mudjiono. (2011). *Belajar dan Pembelajaran.* Jakarta: Rineka Cipta.

Firdaus, A., & Zattullah, N. (2022). Upaya Meningkatkan Kecerdasan Budaya, Kompetensi Lintas Budaya dan Ketahanan bagi Peacekeeper dalam Misi Perdamaian PBB. *PENDIPA Journal of Science Education, Vol. 6 (1)*, 169-176.

Goleman, D. (1998). *What makes a leader? Harvard Business Review.*

Goleman, D. (2009). *Emotional Intelligence: Why It Can Matter More Than.* London: A&C Black.

Hajerina. (2017). Pengaruh Iklim Kelas, Sikap Siswa, Dan Motivasi Belajar Terhadap Hasil Belajar Matematika Siswa Kelas VIII SMP Negeri Di KotaPalu. *AdMathEdu Vol. 7 No. 2*, 111-118.

Irawati, R. R. (2016). *Pengaruh Sikap Multikultural, Gaya Belajar dan PekerjaanOrang Tua terhadap Prestasi Belajar Ekonomi Siswa SMA di Kota Magelang.* Yogyakarta: Perpustakaan Pascasarjana UNY.

Jyoti, J., & Kour, S. (2017). Factors affecting cultural intelligence and itsimpact onjob. *Personnel Review, Vol. 46 Issue: 4, https://doi.org/10.1108/PR-12- 2015-0313*, 767-791.

J. R. Raco, *Metode Penelitian Kualitatif, Jenis karakteristik danKeunggulannya*, (Jakarta: Gramedia, 2010), hlm. 121.

Kurnia, Sukarmin, Sunarno, 2021. *Pola Kemampuan Berpikir Kreatif Ditinjau dari Gender Siswa Sekolah Menengah dalam Pembelajaran IPA*. Jurnal Risenologi 10.47028/j.risenologi.2021.61b.235

Milles M. B dan Huberman M. A, *Qualitative Data Analysis*, (London: SagePublication, 1984), hlm. 15-21.

Mulyati, S., Hartini, & Harmi, H. (2022). Kecerdasan Kultural Dilihat Dari Sudut Pandang Agama, Etnis Dan Gender Pada Suku Jawa. *Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan Vol. 16, No. 5 https://jurnal.stiq- amuntai.ac.id/index.php/al-qalam*, 1628-1640.

Nazari, K., & Emami, M. (2012). Emotional Intelligence:Understanding, Applying,and Measuring. *Journal of Applied Sciences Research, 8(3)*, 1594-1607.

Nugraha, A., Sulistiana, D., & Muslim, A. (2020). Profil Kecerdasan Budaya Mahasiswa Dan Implikasinya Terhadap Layanan Bimbingan Dan Konseling Di Perguruan Tinggi. *Seminar Nasional Hasil Penenlitian dan Pengabdian pada Masyarakat V Tahun 2020* (pp. 317-321). Purwokerto: LPPM – Universitas Muhammadiyah Purwokerto.

Ramadhan, I., Salim, I., & Supriadi. (2017). Pengaruh Pendidikan Multikultural Dan Pendidikan Karakter Terhadap Sikap Toleransi Siswa SMA PancasilaSungai Kakap. *FKIP Untan Pontianak*.

Ruth, R., & Netzer, T. (2020). The key elements of cultural intelligence as a driverfor digital . *Leadership, Education, Personality: An Interdisciplinary Journal https://doi.org/10.1365/s42681-019-00005-x*, 3-8.

Sari, N., & Yulhendri. (2020). Pengaruh Peran Guru Dalam Proses Pembelajaran dan Intensitas Belajar Terhadap Hasil Belajar Siswa Kelas X IPS SMA Negeri 5 Padang Pada Mata Pelajaran Ekonomi Tahun Ajaran 2018/2019. *Jurnal EcoGen Fakultas Ekonomi Universitas Negeri Padang Vol. 3 No. 1*, 61-73.

Septasari, A., Irwan, & Fauzan, A. (2018). *Pengaruh Iklim Kelas Terhadap Hasil Belajar Siswa Kelas XI TKJ (Teknik Komputer Jaringan) Pada Mata Pelajaran PPKN DI SMK Negeri 1 Kota Jambi.* Jambi: FKIP PPKNUniversitas Jambi.

Setiyadi, B., & Loviansi, L. (2020). Hubungan Iklim Kelas Dan Motivasi Belajar Dengan Hasil Belajar Peserta Didik. *Jurnal Manajemen Pendidikan Vol. 8 No. 1*, 26-30.

Slameto. (2013). *Belajar dan Faktor-Faktor yang Mempengaruhinya.* Jakarta:Rineka Cipta.

Suharli. (2015). (Suharli, Studi Tentang Kecerdasan Budaya Mahasiswa Calon Guru Pendidikan Ekonomi FKIP Universitas Samawa Sumbawa Besar. *Jurnal UNSA Progress*.

Suharli. (2015). Studi Tentang Kecerdasan Budaya Mahasiswa Calon Guru Pendidikan Ekonomi FKIP Universitas Samawa Sumbawa Besar. *Jurnal UNSA Progress Jilid 17 Nomor 22*.

Suharli. (2018). Pentingnya kecerdasan Budaya Dalam Merespon Kompleksitas Keberagaman Di Era Revolusi Industri. *Prosiding Seminar Nasional Lembaga Penelitian dan Pendidikan (LPP) Mandala* (pp. 416-420). Mataram: Universitas Muhammadiyah Mataram.

Sugiyono, *Cara Mudah Menyusun Skripsi, Tesis dan Disertasi*, (Bandung:Alfabeta, 2013), hlm. 271.

Syah, M. (2012). *Psikologi Pendidikan Suatu Pendekatan Baru.* Bandung: PT. Remaja Rosda Karya.

Talaera. (2022, September 13). 10 Effective Ways to Develop Your Cultural Intelligence (CQ). New York, United States of America: https://blog.talaera.com. Retrieved from https://blog.talaera.com.

Triman, A., & Abdillah. (2017). Kecerdasan Budaya dan Gaya Belajar Mahasiswa yang Merantau di DKI Jakarta. *Majalah Sainstekes Vol. 4 (2)*, 001-006.

Wibowo, I., & Farnisa, R. (2018). Hubungan Peran Guru Dalam Proses Pembelajaran Terhadap Prestasi. *Jurnal Gentala Pendidikan Dasar Vol. 3 No. 2*, 181-202.