

Intercultural Sensitivity Among Undergraduate Students in Universitas Jambi

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The concerns about globalization are undoubtedly in this era. Every individual has experienced globalization and cultural diversity. Along with that, every individual must be able to adapt to those of different cultures, backgrounds, and behaviors. Furthermore, being able to comprehend other cultures is crucial where various new cultures have been introduced through globalization which requires us to adjust our behavior towards these cultures. In line with this issue, in this research, the researcher focused on analyzing the intercultural sensitivity level of FKIP students in Universitas Jambi. In this study, the researcher used a quantitative approach, and in the research design, the researcher applied the survey method with descriptive statistic analysis. The research participants were selected using purposive sampling. The data were gathered via a questionnaire. The result of this study showed that the student's level of intercultural sensitivity is moderate. This result also demonstrates that students have acquired a degree of intercultural sensitivity that is quite satisfactory.

Keywords: Intercultural Sensitivity, Intercultural Communicative Competence

1: Introduction

The concerns about globalization are undoubtedly in this era. Every individual has encountered globalization and cultural diversity. Cultural variety generates a multicultural atmosphere. Individuals must be able to adapt to those of different cultures, backgrounds, and behaviors. The study of multicultural has addressed how individuals may comprehend one another when they lack a shared cultural experience. People with diverse backgrounds and languages must nevertheless be able to communicate with one another. In other words, it is concerned with how people adapt to other cultures. In an intercultural environment, individuals have varying levels of adaption. They possess varying degrees of intercultural sensitivity (Wesanta, 2010).

In addition, being able to comprehend other cultures is crucial, especially in this era, where various new cultures have been introduced through globalization which

requires us to adjust our behavior towards these cultures. Moreover, nowadays, there are a lot of opportunities that facilitate students to take or learn about other cultures. For instance, our Minister of Education and Culture has established a new program that allows students to take other courses outside their education programs. Through following this program, they have the chance to study at a great university and meet various people that have different cultures. Another example is that student exchange programs where every student has the opportunity to join the exchange program, and as a result, they will meet a variety of people with a rich culture.

The examples above give an overview that understanding a new culture is one of the significant aspects that students have to possess. Furthermore, it is not only about comprehending other cultures but also how students have the ability to acknowledge, appreciate and accept cultural differences (Roh, 2014). In other words, being able to speak a foreign language for the student is not enough because there are some elements that students have to master it. The elements include interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness. All of these elements are taken from the dimensions of intercultural sensitivity.

According to Chen and Starosta's (2000) study showed that individuals who have high intercultural sensitivity tend to be more perceptive and more able to notice socio-interpersonal interactions to adapt their behaviours; they also showed high self-esteem and self-monitoring, more empathetic and effective in intercultural communication. In line with that, Kural and Bayyurt (2016) stated that students who have excellent Intercultural skills tend to be more successful instead of students who do not master them. In other words, intercultural sensitivity has a significant role for students in terms of learning a new culture.

In addition, a number of studies have been carried out regarding this issue about the importance of intercultural sensitivity. For example, a study by Chen and Starosta (2000) pointed out that people with intercultural sensitivity thoughts and behaviors tend to adapt successfully to people from different cultural and ethnic backgrounds. In line with that, Byram (1997) stated that it is important for people to know how to communicate with people from other cultures so they can understand them. Thus, it could be concluded that students with high intercultural sensitivity tend to be more positive in terms of receiving or learning about other cultures.

However, there is still limited study that discusses about intercultural sensitivity, specifically analysing intercultural sensitivity outside the English major (Dollah, 2017). In line with that, Isry (2019) in the aspect of discussing issue related to the intercultural sensitivity about students' intercultural sensitivity in Indonesia context is relatively unexplored. The majority of study they mainly discussed intercultural sensitivity in the English department context. The studies encompass English Language Education Students' Intercultural Sensitivity in Cross-Cultural Understanding Subject area (Arianti, 2020) Intercultural Sensitivity in English Department Students of an Indonesian Higher Education Institution (Dollah, 2017), Intercultural Sensitivity Assessment of the Postgraduates Majoring in English: A Case Study of Guangxi Normal University (Zhao, 2018). Hence, due to the issue above, this research trying to fill the gap focused on analyzing the Intercultural Sensitivity level of FKIP students in Universitas Jambi.

Literature Review

The Model of Intercultural Communicative Competence

The term "Intercultural Communicative Competence" (ICC) refers to the ability to communicate successfully and appropriately in a variety of cultural settings. In

line with that, Chen and Starosta (2000), considered to be the foremost authorities in the field of intercultural communication, are responsible for developing a model of intercultural communication competence. According to Chen and Starosta (2000), intercultural communication competence could be defined as an umbrella or the concept for intercultural sensitivity. Intercultural competence can be broken down into three categories: intercultural awareness, intercultural sensitivity, and intercultural adroitness. Furthermore, referred to as the dimension of intercultural competence.

As mentioned in the previous discussion that Chen & Starosta (2000) describe intercultural sensitivity into three dimensions; the dimension encompasses intercultural awareness, intercultural adroitness, and intercultural sensitivity. The first dimension is intercultural awareness, which refers to an individual's capacity to distinguish between similar and distinct cultures. Intercultural adroitness is the observable behavior of interculturality (Chen & Starosta, 2000). This competency indicates how someone acts and behaves in a multicultural setting. Furthermore, according to Chen & Starosta (2000) Intercultural sensitivity refers to the psychological and emotional aspects of being able to communicate effectively across cultural boundaries.

The Conceptualization of Intercultural Sensitivity

The first concept of intercultural sensitivity was introduced by Milton Bannet in 1986; he proposed the Developmental Model for Intercultural Sensitivity, most known as DMIS. According to Bannet (1986) he defined intercultural sensitivity as “the construction of reality as capable of accommodating cultural difference that constitutes increasingly intercultural development”. Furthermore, he suggests that in intercultural sensitivity should have six components or more, known as six developmental stages,

including denial, defense, minimizing, acceptance, adaptation and integration of cultural differences. Intercultural competence increase when one's experience of cultural difference becomes more nuanced and sophisticated, according to Hammer, Bennett, and Wiseman (2003).

In addition, another researcher, Bhawuk and Brislin (1992) discussed intercultural sensitivity from the point of view of individualism and collectivism. Individualism and collectivism were used to examine intercultural sensitivity, and a measure was established by stating that intercultural sensitivity consisted of three components: awareness of cultural behaviors, openness to cultural differences, and behavioral flexibility in the host culture (Bhawuk, 1992). Furthermore, they suggest that intercultural sensitivity is a person's response to people from other cultures, which can predict their capacity to work effectively with such people.

Chen and Starosta proposed a conceptual framework for intercultural sensitivity. He contended that intercultural sensitivity is made up of six distinct personality traits. The characteristics comprise self-esteem, self-monitoring, empathy, open-mindedness, interaction involvement and suspending judgment (Chen and Starosta, 2000). Furthermore, persons with high self-esteem establish a sense of self-value and self-worth and are better equipped to deal with feelings of alienation, frustration, and stress generated by ambiguous circumstances throughout the intercultural communication process. As a result, the individual will develop a positive motivation and emotion to notice and respect situational distinctions in intercultural encounters.

Self-monitoring is the ability to recognize situational constraints in order to control and change one's behavior. It is closely related to being aware of whether or not one's social behavior and self-presentation are appropriate. Studies demonstrate that persons with high self-monitors tend to be more alert, other-focused, sensitive to the

expressions of their culturally diverse counterparts and more able to use situational cues to guide their self-presentation (Berger & Douglas et al., 1982). The next element discussed by Chen and Starosta is open-mindedness. In intercultural interactions, those with an open- mind are willing to explain themselves and accept the explanations of their counterparts.

Empathy also called telepathically or intuition sensitivity refers to the ability to create the same ideas and emotions as a culturally diverse counterpart through interactions (Gardner, 1962). Many scholars consider the concept of empathy a core component of intercultural sensitivity. The more empathic one is, the more intercultural sensitive one will be. The last element proposed by Chen and Starosta is non-judgmental. A person with sense of non-judgmental shows that they tend to not judge by letting themselves truly listen to people from different cultures instead of jumping to conclusions without enough information. Being nonjudgmental is the same as being intercultural sensitive, which lets you enjoy interacting with and building relationships with people from different cultures.

Previous Study

There are still a few studies of intercultural sensitivity in Indonesia, specifically among undergraduate students in the English Education Context. Most of the studies that have been done explore only students in English Education contexts' perspectives. Instead, only a few of study compares the level of intercultural sensitivity of students between different study programs or different majors of study. Therefore, taking the gap from the previous study that has been done before, the researcher will analyze the level of intercultural sensitivity among undergraduate students in different study programs. However, some previous studies are in line with this research and will be used further as a guideline in this research. The researcher summarizes some previous studies related to

the topic that will be described further as follows;

The latest research was conducted by Fauzia Arianti et al. (2020) with research entitled English Language Education Students' Intercultural Sensitivity in Cross- Cultural Understanding Subject. The researchers want to know the level of students' intercultural sensitivity and also several factors that can affect students' intercultural sensitivity as long as they get a cross-cultural understanding (CCU) course. A study from Isry Lila et al. (2019) with the title Assessing Intercultural Sensitivity: A Case Study of Indonesian EFL students. In this study, the researcher wants to know whether the participants, Siliwangi have already possessed intercultural sensitivity after taking an Intercultural Communication course for six weeks.

The study conducted by Sarah et al. (2018) titled evaluating the international dimension in an undergraduate curriculum by assessing students' intercultural sensitivity. This study focused on assessing the effectiveness of requiring an international ('I') course by measuring students' intercultural sensitivity (IS) at the start and end of a semester. Another study was conducted by Syarifuddin Dollah et al. (2017) with research entitled Intercultural Sensitivity in English Department students of an Indonesian Higher Education Institution. This study aimed to identify intercultural sensitivity elements perceived by English department students in an Indonesian University.

Method

In this study the researcher analysed the level of students' intercultural sensitivity in Univeristas Jambi. In order to answer the research question, the researcher applied survey method with descriptive statistic analysis. According to Creswell (2012), "survey designs are procedures in quantitative research in which you administer a survey or questionnaire to a small group of people (called the

sample) to identify trends in attitudes, opinions, behaviors, or characteristics of a large group of people (called the population)”. In line with that, there are six phases or procedures in terms of applying survey method Ary et al. (2010, p. 378) namely; planning, defining the population, determining the sample of the population, constructing the instrument, conducting the survey, collecting the data. Here is the figure of stages in survey method proposed by Ary et al (2010, p. 378).



Figure 1. Stages in Survey Method (Ary et al. 2010, p. 378)

The first step was planning, the beginning of survey research is a question that the researcher believes can be best answered using the survey method. In survey research, the research question often relates to the views, preferences, attitudes, or other self-reported behaviors of the participants (respondents) (Ary et al. 2010, p. 378). In this research the researcher occurred with a research questions which focused on the students’ level of intercultural sensitivity in Universitas Jambi.

The second step was defining the population, Defining the population under research is an essential initial step. Defining the population is vital for selecting the proper participants and determining to whom the results can be

generalized (Ary et al. 2010, p. 378). In this study, the researcher took students from two different study programs. The first one was from natural science represented by Mathematics and Physics, while social science represented by Bahasa Indonesia and English. The third step was determining the sample of the population. Since researchers cannot typically survey an entire population, the researcher selects a sample from it. In this study the researcher used 30 students from each of study programs. In this research, the researcher applied purposive sampling with criterion.

The fourth was constructing the instrument; in this research the researcher adopt a questionnaire as an instrument from the previous research. In this research the questionnaire that the researcher used was from Chen and Starosta (2000). The fifth phase consisted of presenting the questionnaire to responders and requesting that they complete it based on their opinions. The last step was the researcher collected data and processed it to produce the final result.

Technique of Data Analysis

In terms of analyzing the result of data collection, the data was analyzed through Statistical Package for Social Sciences (SPSS) software. The data will present through descriptive statistics: frequency and mean. The frequency and percentage used to analyze the personal data. In addition, the intercultural sensitive scale (ISS) calculated by mean score. In this study, the researcher adopted the mean of the standard rating scale of intercultural competence research by Paige et al (2003). The values of the means are interpreted according to the following scale: 1.00-1.50 = very low, 1.51-2.50 = low, 2.51-3.50 = moderate, 3.51-4.50 = high and 4.51-5.00 = very high.

Validity and Reliability Testing of Data Instrument

In this study, the researcher adopts a questionnaire from the previous study of

Intercultural Sensitivity Scale from Chen and Starosta (2000). Chen and Starosta develop a tool in order to measure Intercultural Sensitivity using Intercultural Sensitivity Scale (ISS).

Validity

Validity testing is an analytical process that is useful for determining the validity and suitability of the questionnaire items used by researchers to measure research data (Sujarweni, 2015). Valid means that the instrument used is appropriate and can measure what should be measured in a study. According to Joppe (2000) as cites in Golafshani (2003), validity determines whether the research truly measures that which it is intended to measure or how truthful the research results are”(p.3). The software SPSS 21 version was used by the researcher to check the validity of the instrument.

Furthermore, according to Sujarweni (2015) to analyze the output results in the validity test, a researcher must rely on the Pearson validity test guidelines. In line with that, validity can be measured in two ways, namely by looking at; 1) the value of rcount and rtable, and 2) the significance value of the data being tested. Based on the guidelines for the analysis of the validity test, a questionnaire can be said to be valid if the value of rcount > rtable. In this study, the researcher used a significance of 5% from a total of 30 participants to see the value of validity through rcount and rtable. Therefore, based on the validity test guidelines, the level of significance (Sarwono, 2012) of 5% with a total of 30 participants is 0.361. The results of the validity test output can be seen in table 1 below:

Table 1. Result of Validity Test

No. Item	T_{count}	T_{table} 5%(30)	Sig.	Criteria
1	0.365	0.361	0.002	Valid
2	0.370	0.361	0.044	Valid
3	0.521	0.361	0.003	Valid

4	0.538	0.361	0.002	Valid
5	0.534	0.361	0.002	Valid
6	0.487	0.361	0.051	Valid
7	0.408	0.361	0.006	Valid
8	0.426	0.361	0.029	Valid
9	0.483	0.361	0.019	Valid
10	0.599	0.361	0.007	Valid
11	0.404	0.361	0.000	Valid
12	0.503	0.361	0.027	Valid
13	0.452	0.361	0.005	Valid
14	0.505	0.361	0.037	Valid
15	0.391	0.361	0.004	Valid
16	0.454	0.361	0.054	Valid
17	0.377	0.361	0.012	Valid
18	0.667	0.361	0.040	Valid
19	0.546	0.361	0.000	Valid
20	0.638	0.361	0.002	Valid
21	0.371	0.361	0.000	Valid
22	0.423	0.361	0.031	Valid
23	0.551	0.361	0.020	Valid
24	0.380	0.361	0.032	Valid

Reliability

Reliability is often defined as a test that aims to test the consistency of a research instrument in statistical research. Sarwono (2012) explains that reliability refers to the definition of consistency and stability of an instrument. In other words, a research instrument can be said to be reliable if the instrument used can be used several times to measure the same object. Reliability means that scores from an instrument are stable and consistent. In line with that, according to Creswell (2012), reliability means the score of instrument are stable and consistence. In addition, in this study, the researcher applies Cronbach's Alpha for checking the data reliability.

Table 2. Cronbach's Alpha Formula

Cronbach Alpha	Internal Consistency
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>0.90	very high reliable
0.80 – 0.90	high reliable
0.70 – 0.79	Reliable
0.60 – 0.69	marginally/minimally reliable
<0.60	unacceptably low reliability

However, according to Sujarweni (2015) in the statistical decision-making guidelines, a questionnaire can be said to be valid if the Cronbach's alpha value is >0.6. So in this study the researchers used the guidelines proposed by Sujarweni (2015). Based on the results of the study, the researchers found that the results of the reliability statistics showed the value of Cronbach's alpha was 0.803 >0.6. Which, these values all items have been proven valid and reliable. The results of these values are described in the table result of instrument reliability analysis in table 3 below:

Table 3. Result of Instrument Reliability Analysis

Reliability Statistics	
Cronbach's Alpha	N of Items
0.803	24

Results

Levels of Intercultural Sensitivity (IS)

In this discussion, the researcher will present the level of intercultural sensitivity based on five dimensions on the intercultural sensitivity scale (ISS) proposed by Chen and Starosta (2000) from each study program Mathematics, Physics, Indonesian and English Language Department at Universitas Jambi. The dimension include interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, interaction attentiveness. Moreover, the dimension of interaction engagement represented by the statement number 1, 11, 13, 21, 22, 23, 24 and respect

for cultural difference by statement number 2, 7, 8, 16, 18, 20. Interaction confidence with statement number 3, 4, 5, 6, 10 and then interaction enjoyment with statement number 9, 12, 15 and the last dimension which is interaction attentiveness represented by statement number 14, 17, 19 (Chen & Starosta 2000).

Demographic Information

In the following discussion, the researcher reviews demographic information from the data that has been obtained. In this study there were 120 data from Jambi University students who were in semester sixth. In which, each department consisted of 30 students. The demographic profile obtained from the results of this study consists of gender and department. The findings are presented in the table 4 below:

Table 4. The Demographic Table

Department	Profile	Category	Frequency (N=120)	Percentage (%)
Mathematics	Gender	Male	8	12.5%
		Female	16	25.0%
Physics	Gender	Male	3	7.7%
		Female	27	69.2%
Bahasa Indonesia	Gender	Male	13	43.3%
		Female	17	56.7%
English	Gender	Male	9	30.0%
		Female	21	70.0%
TOTAL			120	

In table 4 it is known that the percentage of male participants are; Mathematics (12.5%), Physics (7.7%), Indonesian (43.3%) and English (30.0%). As for the female gender, it is known that Mathematics (25.0%), Physics (69.2%), Indonesian (56.7%), and English (70.0%). From these data, it is known that the female gender of the English study program has the highest percentage value, namely (70.0%).

Level of Intercultural Sensitivity

Dimension 1: Interaction Engagement

The initial section of the questionnaire addresses Interaction Engagement, the first dimension of Intercultural Sensitivity scale. This dimension explores the sense of participation in intercultural communication felt by participants. In addition there are seven statements that cover the interaction engagement dimension. The statements are as follows:

Table 5. Statements Related To The Interaction Engagement

No	Statements
1	I enjoy interacting with people from different cultures
11	I tend to wait before forming an impression of culturally-distinct counterparts
13	I am open-minded to people from different cultures
21	I often give positive responses to my culturally-different counterpart during our Interaction
22	I avoid those situations where I will have to deal with culturally-distinct persons
23	I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues
24	I have a feeling of enjoyment towards differences between my culturally – distinct counterpart and me.

The table 6 below describes the results of the level of intercultural sensitivity of the respondents from the four study programs including Mathematics, Physics, Bahasa Indonesia and Bahasa Inggris. The level is measured based on the average value that has been obtained from the analysis through SPSS 21 software. The following is a display from table 6 which shows the level of intercultural sensitivity from interaction engagement dimensions:

Table 6. The Level of Intercultural Sensitivity Toward Interaction Engagement

No	Study Programs	Statement <i>Interaction engagement</i>							Mean (\bar{x})	Level of Intercultural Sensitivity
		1	11	13	21	22	23	24		
1	Mathematic	4.63	3.33	4.56	4.10	2.96	3.80	4.33	3.95	High
2	Physics	4.63	3.10	4.46	3.96	3.33	3.43	4.46	3.91	High

3	Bahasa Indonesia	4.63	4.07	4.57	4.10	2.97	3.80	4.33	4.06	High
4	English	4.63	4.07	4.57	4.10	2.97	3.80	4.33	4.06	High
Total									3.99	High

Based on table 5 above we can see clearly that overall the interaction of engagement have a high value. The majority of the participants of the research most of them give a positive value where they are agree with the statement. Considering there are four study programs in this research that contribute a positive trend in this data, it could be an indication that the majority of students have a good sense of engagement with people from different culture. In addition, the total mean value of dimension one: interaction engagement is 3.99 and it could be indicating as high level of intercultural sensitivity.

Dimension 2: Respect for Cultural Differences

Respect for Cultural Differences is the second factor of Intercultural Sensitivity covered in the next section of the questionnaire. This factor studies how participants' perspectives and tolerance for cultural differences are formed. . In addition there are six statements that cover the respect of cultural differences dimension. The statements are as follows:

Table 6. Statements Related to Respect for Cultural Differences

No	Statements
2	I think people from other cultures are narrow-minded
7	I don't like to be with people from different cultures
16	I respect the ways people from different cultures behave
18	I would not accept the opinions of people from different cultures
20	I think my culture is better than other cultures

After conducting the analysis process, the researcher found the levels of intercultural sensitivity toward respect for cultural differences of Mathematics, Physics,

Bahasa Indonesia and English. The results of the study reveal that there are variations in the level of intercultural sensitivity. For more details, see table 7 below:

Table 7. The Level of Intercultural Sensitivity Related to Respect for Cultural Differences

No	Study Programs	Statement <i>Respect for cultural differences</i>						Mean (x)	Level of Intercultural Sensitivity
		2	7	8	16	18	20		
1	Mathematics	1.96	1.76	4.83	4.63	2.00	2.86	3.00	Moderate
2	Physics	2.10	1.56	4.80	4.60	2.16	2.86	3.01	Moderate
3	Bahasa Indonesia	1.97	1.77	3.38	4.63	2.00	2.87	2.77	Moderate
4	English	2.23	1.70	4.76	4.70	1.73	2.00	2.85	Moderate
Total								2.90	Moderate

Based on the table 7 above most of the sample of study programs is at moderate level. Furthermore, the result of the analysis of the intercultural sensitivity generates variety of mean values. If we look closely there are some trends that appear in the table. There is a slight discrepancy between Mathematical and Bahasa Indonesian data in the statement number 2. The gap value between Mathematics and Bahasa Indonesia in statement number 2 is only 0.01 means the majority think that people from different culture are not narrow-minded person. The trends also occur in Physics and English data. The result of the data indicates that the students they are not biased against foreigners and would like accept their point of view respectfully.

The item 7 indicates that the mean value is in the range 1.70 above. However, the mean value Physics is slightly lower, namely 1.56. In addition, it could be concluded that the majority of the research prefers to be around and socialize with people that come from diverse cultural backgrounds than themselves. The item number 8 is about respect the values of people from different culture. As presented in the table 7 show that the data's tendency to have a positive value, where the mean value is 4.80 for

Physics and Mathematics and the mean value for English is 4.76. Meanwhile, the mean value for the program study Bahasa Indonesia is 3.38.

The item 8 also indicates the mean value of the statement is at a range of 4.60-4.70 which indicates with high level of intercultural sensitivity. Furthermore, statement number 18 showed the mean value is between 2.00-2.16 and the lowest score is 1.73. It indicates that they have sense of humbleness in order to accept other opinions from other point of view. This is also one of element in intercultural sensitivity related to non-judgmental aspect. The mean value in the statement 20 is at a range of 2.00-2.80 where this score could be classifying as moderate score in intercultural sensitivity. Furthermore, it could be said that they are not pretty sure whether their culture is superior or inferior to that of others.

Dimension 3: Interaction Confidence

The following section of the questionnaire addresses the third aspect of Intercultural Sensitivity, namely Interaction Confidence. This dimension examines the participants' levels of self-assurance in relation to their ability to engage and communicate in various circumstances. In addition there are five statements that cover the interaction confidence dimension. The statements are as follows:

Table 8. Statements Related to Interaction Confidence

No	Statements
3	I am pretty sure of myself in interacting with people from different cultures
4	I find it very hard to talk in front of people from different cultures
5	I always know what to say when interacting with people from different cultures
6	I can be as sociable as I want to be when interacting with people from different Cultures
10	I feel confident when interacting with people from different cultures

Table 8 below describes the results of the level of intercultural sensitivity of the respondents from the four study programs including Mathematics, Physic, Bahasa

Indonesia and Bahasa Inggris. The following is an illustration which illustrates the degree of intercultural sensitivity based on interaction confidence dimensions:

Table 9. The level of Intercultural Sensitivity Related to Interaction Confidence

No	Study Programs	Statement <i>Interaction confidence</i>					Mean (\bar{x})	Level of Intercultural Sensitivity
		3	4	5	6	10		
1	Mathematics	4.10	4.56	3.40	3.43	3.63	3.82	High
2	Physics	3.90	3.63	3.20	3.33	3.40	3.49	High
3	Bahasa Indonesia	4.10	3.57	3.40	3.43	4.63	3.82	High
4	English	3.93	3.20	3.40	4.73	3.63	3.77	High
Total							3.72	High

The result of the data from table 9 it is could be classified as high level of intercultural sensitivity in terms of interaction confidence. It could be proven through mean value of each statement. The mean value of this dimension overall have a high level of intercultural sensitivity. Furthermore, it could be interpreted if the majority of respondents convinced when they are interacting with people with diverse culture.

In statement number 4 has a mean value more than 3.20 which could be classifying with the high score in intercultural sensitivity. It indicates that the majority of them believe it is very difficult to communicate with people of diverse cultures. Furthermore, the mean value for statement number 5 for four study programs is at the range of 3.20 both of these two mean values are included as a high classification in intercultural sensitivity. This indicates that they are always prepared with the appropriate response when engaging or dealing with someone of a different culture.

Statement number 6 and 10 showed that have a high mean value, It could be indicated the majority of respondent able to socialize as they want to be when

interacting with people from different cultures. In addition, the majority of them have a high level of confidence while interacting with individuals of different cultures.

Dimension 4: Interaction Enjoyment

In this dimension examines the participants' positively or negatively attitudes toward communicating with people of diverse cultures. The following three questions investigate this dimension bellow.

Table 10. Statements Related to Interaction Enjoyment

No	Statements
9	I get upset easily when interacting with people from different cultures
12	I often get discouraged when I am with people from different cultures
15	I often feel useless when interacting with people from different cultures

The level of intercultural sensitivity of respondents from four study programs, including Mathematics, Physics, Bahasa Indonesia, and Bahasa English, is summarized in Table 10. The following example depicts the degree of intercultural sensitivity depending on factors of interaction of enjoyment.

Table 11. The level of Intercultural Sensitivity Related to Interaction Enjoyment.

No	Study Programs	Statement <i>Interaction enjoyment</i>			Mean (x)	Level of Intercultural Sensitivity
		9	12	15		
1	Mathematics	1.53	2.06	2.13	1.90	Low
2	Physics	1.33	3.10	2.00	2.14	Low
3	Bahasa Indonesia	2.13	2.00	2.13	1.04	Low
4	English	1.93	2.66	2.00	2.19	Low
Total					1.90	Low

Based on this result in this table for the dimension of interaction enjoyment could be interpreted as low level in intercultural sensitivity. It could be seen through the result of statement number 9 generates a low level of mean value. The majority of

respondent disagree with the statement because they think that they are not easily feel offended while interacting with people from other cultures.

Statement number 12, the data shows that the highest mean value is from Physics with value 3.10 and then English with mean value 2.66. The result for Mathematics and Bahasa Indonesia showed with slightly gap, the mean value is 2.06 with 2.00. These statistics demonstrate that there is still discouragement when interacting with individuals of diverse cultures.

Statement number 15, in this statement there is a tendency of data similarity. We can see in the Mathematics and Bahasa Indoneisa they have the same mean value 2.13. In line with that, Physics and English also appear with the same mean value 2.00. This indicates if they are quite enjoying when interacting with people from different cultures with them.

Dimension 5: Interaction Attentiveness

The final section of the questionnaire examines the individuals' efforts to comprehend intercultural interaction. This is the final aspect of Intercultural Sensitivity, which focuses on Interaction Attentiveness. The following three questions investigate this dimension bellow.

Table 12. Statements Related to Interaction Attentiveness

No	Statements
14	I am very observant when interacting with people from different cultures
17	I try to obtain as much information as I can when interacting with people from different cultures
19	I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction.

In this section, the researcher will explain the results of the analysis of the level of intercultural sensitivity related to the interaction attentiveness. To measure the sensitivity level of Mathematics, Physics, Bahasa Indonesia and English students

regarding respect for interaction attentiveness, the researcher used three item statements from the questionnaire used. The example below illustrates the degree of intercultural sensitivity based on interaction attentiveness.

Table 13. The Level of Intercultural Sensitivity Related to Interaction Attentiveness

No	Study Programs	Statement <i>Interaction attentiveness</i>			Mean (\bar{x})	Level of Intercultural Sensitivity
		14	17	19		
1	Mathematics	3.40	4.06	3.66	3.70	High
2	Physics	3.23	3.73	3.43	3.46	High
3	Bahasa Indonesia	3.40	4.07	3.67	3.92	High
4	English	4.03	4.57	3.07	3.89	High
Total					3.73	High

Obviously through the data we can see clearly that overall the interaction attentiveness level is at high level. Through the statement number 14, there are similarities mean values between Mathematics and Bahasa Indonesia which the mean value at 3.40. In addition, the highest mean value is from English with mean value 4.03 and for Physics 3.23. It suggests that they were attentive enough when engaging with persons from a different cultural background.

Statement number 17, as we can see on the table 13 there is a very small discrepancy mean value between Mathematics and Bahasa Indonesia. Where the mean value of the Mathematics study program is a range of 4.06 and the Bahasa Indonesia study program with a mean value of 4.07. The highest value is in English study program with mean value 4.57. In addition, the mean value that is slightly below is from Physics has mean value 3.73. As a result of the information provided in statement number 17, we are able to draw the conclusion that the respondent makes an effort to learn as much

as they can from people of other cultural backgrounds throughout interactions with them.

The last statement from this dimension is statement number 19, based on the table we can know that the majority if the mean value has the high score. Moreover, the highest score is from Bahasa Indonesia with mean value 3.67 then the highest value followed by Mathematics 3.66 and then Physics 3.43 and the last is English with mean value 3.07. Based on these findings, we are able to deduce that the vast majority of respondents possess a level of sensitivity to the nuanced messages conveyed by their culturally distinct counterparts while they are interacting with one another.

Conclusion

As described in the previous section it is clearly that has been obtained the students level of intercultural sensitivity based on five dimensions. In here the researcher provides the table that includes the result of all the dimensions that have been measured from 4 study programs.

Table 14. The Students' Level of Intercultural Sensitivity

No.	Dimensions	Mean (\bar{x})	Level of Intercultural Sensitivity
1.	Interaction Engagement	3.99	High
2.	Respect for Cultural Differences	2.90	Moderate
3.	Interaction Confidence	3.72	High
4.	Interaction Enjoyment	1.90	Low
5.	Interaction Attentiveness	3.73	High
Total		3.44	Moderate

The result of this data showed that the students' level of intercultural sensitivity is at a moderate level. This result also demonstrates that students have acquired a degree of intercultural sensitivity that is quite satisfactory. Through this result, we can conclude that most respondents or students enjoy interacting with people from diverse cultures.

They pause before trying to impress culturally diverse peers. This shows they do not want to rush to judgment before hearing the other side's arguments. They do not want to be easily persuaded by stereotypes, which are established thoughts and attitudes about groups or individuals. The data also proved that the students actively want to understand, appreciate, and accept differences between cultures.

Furthermore, individuals are not just willing to explain themselves but also willing to accept the explanations of others in a manner that is honest and acceptable. In other words, they have a sense of non-judgmental and open-mindedness while they are interacting and communicating with foreigners. In addition, they are also willing to be around with culturally-distinct counterparts. They also have a feeling of enjoyment towards their culturally-distinct counterparts. When they interact with people or when they are among different people, they show positive attitudes by respecting other people.

Respect for cultural variety entails appreciating individuals' and groups' distinctive beliefs, customs, and behaviors, even when they differ from ours. It demands knowledge that everyone, regardless of culture, deserves to be treated with dignity and respect. Respecting cultural diversity also entails accepting the equality of all cultures. We should never consider one culture superior or more accurate than another. On the other hand, we may appreciate the beauty of cultural diversity and learn a great deal from different cultures. In other words, they can manage themselves well in interacting and communicating.

They also show quite satisfactory in terms of confidence when communicating and interacting with people. Based on the data in the previous explanation demonstrates that the majority of participants possess boldness or self-confidence when it comes to engaging with people who come from a variety of ethnic backgrounds. However, the

result also shows that some still have difficulty talking in front of people from different cultures. In order to resolve this issue, they always prepared before interacting with people from different cultures. When conversing with individuals of various cultures, they are not readily offended. However, some of them show that they get discouraged when they are with people from different cultures. It might be the linguistic issue of language mastery. Perhaps some of them have limited proficiency in foreign languages, such as English. So, it makes it quite difficult to communicate, and they feel discouraged. However, despite that issue, they are quite enjoying when interacting with people from different cultures with them.

Another positive result shows that they are mostly quite observant when it comes to interacting with people that have different backgrounds. The respondent seeks to learn from people of different cultures. They are also receptive to their culturally-diverse counterpart's subtle meanings when interacting. Despite the growth in students' intercultural sensitivity, the survey demonstrates that all aspects of intercultural competence still have the potential for development. The improvement of intercultural sensitivity will also lead to the improvement of intercultural communication skills.

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