

Level Cultural Intelligence for Counselor Candidates and Its Implications for Education

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ABSTRACT

The study aims to describe the level of cultural intelligence of students using the cultural intelligence scale (CQS) and its implications for education. The research subjects were 332 students. The results of the CQS show that 4.9% of prospective counselor students are in the low category. The low cultural intelligence of students is indicated by the results per dimension, namely Drive 15 (4.6%), Knowledge 15 (4.6%), Strategy 23 (6.9%), and Action 25 (7.5%). The implication in the world of education is that the Cultural intelligence scale (CQS) can be used to find factors that may exist and contribute to increasing students' cultural intelligence abilities. In addition, based on the results of the scale, the cultural intelligence of prospective counselor students needs to be developed and improved to be optimal to support the fulfillment of cross-cultural competencies so that it is also recommended as reflection and development material for guidance and counseling lecturers, school counselors, education practitioners, students, and further researchers.

Keywords: Cultural intelligence, Level, Student counselor candidate.

INTRODUCTION

Cultural Intelligence is an important skill that must be possessed by students to be able to adapt to a multi-cultural society with various challenges that must be watched out or as a source of the emergence of cultural conflicts. To minimize the emergence of cultural conflicts, efforts are needed to improve the ability of students to be able to build a harmonious cross-cultural interaction process, so that increasing the ability of cultural intelligence is one of the skills that must be developed by students (Ang et al., 2015). Given the importance of cultural intelligence, students as prospective school counselors need to be equipped with cultural intelligence as skills to guide and assist students in order to have the ability to understand, respect and be able to behave adaptively to other people's cultures. Student counselor candidates should be prepared with a variety of basic competencies to be able to interact and adapt to diverse cultures, where one of the competencies that must be possessed is the ability of cultural intelligence. Cultural intelligence is the skills and abilities possessed by individuals in understanding, thinking and behaving effectively in situations and conditions characterized by intercultural differences (Ramis, 2010). So that this ability will be needed by individuals to be able to adapt well in cultural situations globally so that they can become individuals who have culturally intelligent personalities (Peterson, 2004). Building a cultured and competitive individual personality is one of the tasks of educational institutions to prepare individuals to interact in a multicultural society (Dana & Allen, 2008). Indonesia is a country consisting of various ethnic groups, cultures, tribes, and religions so that it can simply be called a country with a multicultural society. But it's just that cultural diversity allows intercultural conflicts to occur, (Zarbaliyev, 2017).

The concept of the development of a multicultural society today has brought very broad consequences in every aspect of the life of prospective counselor students without exception, including in the educational process. Cultural developments that have occurred have increased interactions between cultures, thereby increasing the possibility of misunderstandings, tensions and cultural conflicts (Ang & Van Dyne, 2015). Studying and adapting to the cultural differences of a multicultural society is an element of pluralism that will have the opportunity to become a potential conflict in the community, so anticipatory efforts are needed as early as possible to prevent intercultural conflicts. The university as one of the higher education institutions is a forum for students to develop multicultural competencies (Riswanto et al., 2017) and increase the ability of cultural intelligence for prospective counselor students. Diversity of cultural backgrounds and low cultural understanding can be one of the triggers for conflicts that have occurred so far. Therefore, as an effort to improve the cultural intelligence possessed by students, it is necessary to

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first examine the level of cultural intelligence that prospective counselor students have.

Researchers feel the need to examine more deeply about the description of the cultural intelligence abilities of prospective counselor students in Indonesia. To find out the description of the cultural intelligence of prospective counselor students in Indonesia is to use the cultural intelligence scale.

Based on the above background, the objectives of this study are: 1) What is the level of cultural intelligence of prospective counselor students? 2) What are the contributions of the existing level of cultural intelligence for education?

METHOD

Research Design

The design of this research is descriptive quantitative. This study seeks to describe the state of the subject or the phenomenon of cultural intelligence from prospective counselor students whose data were obtained quantitatively from the results of the cultural intelligence scale.

Population and Sample

The sample of this study was 332 prospective college counselor students in the guidance and counseling department in Indonesia. Random sampling. The distribution is carried out directly in Palangka Raya and with the help of google form for those outside Palangkaraya who are being randomly obtained.

Data Collection Tools

This study adapts and develops a cultural intelligence scale instrument from Livermore, Earley and Ang (Ang et al., 2007) & (Livermore, t.t.). The Cultural intelligence scale consists of 60 items that have passed the validity and reliability test, using a differential semantic scale (1 = very dissatisfied to 7 = very suitable), which consists of four dimensions, namely 1. The drive dimension with a statement totaling 14 items, 2. Dimensions of knowledge with statements totaling 15 items, 3. Dimensions of strategy with statements totaling 15 items, and 4. Dimensions of action with statements totaling 16 items. Previously this scale has been tested using Cronbach's Alpha reliability test. The results show that the reliability of

the statement from the drive dimension with a statement of 14 items of = 0.820, the knowledge dimension with a statement of 15 items of = 0.8170, the strategy dimension with a statement of 15 items of = 0.8090, the action dimension with a statement amounting to 16 items of = 0.796, and the overall cultural intelligence instrument of = 0.974. This means that the scale has met the valid and reliable criteria.

Data Collection

Data collection is done by distributing the cultural intelligence scale to prospective counselor students for later. The distribution is carried out directly in Palangka Raya and with the help of google form for those outside Palangkaraya who are being randomly obtained.

Participants were asked to choose a score of 1 (strongly disagree) to 7 (strongly agree) for each statement that corresponds to the participant's experience.

Data Analysis

The analysis was carried out using descriptive statistic with analysis by means of the score data obtained from participants when answering the cultural intelligence instrument were averaged first and then divided into two parts and then explained. To be able to determine the level of cultural intelligence of prospective counselor students, the average data analysis is used.

After that, the existing data is interpreted based on the categories that have been created.

FINDINGS

The following are the results of the descriptive analysis in table 1

From table 1, it shows that the average level of cultural intelligence of prospective counselor students for the drive dimension from a minimum value of 37 to 93 is 76.02, the knowledge dimension with a minimum value of 42 to 100 is 81.39, the strategy dimension from a minimum value of 41 to 100 is 79.92, the dimension of strategy from a minimum value of 41 to 100 is 79.92. the action from the minimum score of 42 to 106 is 86.40, and the overall cultural intelligence instrument

Table 1: Description of Participants' Average Score Based on Cultural Intelligence Instrument

	Descriptive Statistics						
	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Sum</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Variance</i>
CIDrive	332	37	93	25240	76.02	14.587	212.773
CIKnowledge	332	42	100	27020	81.39	15.154	229.645
CIStrategy	332	41	100	26535	79.92	16.965	287.828
CIAction	332	42	106	28685	86.40	18.821	354.235
CulturalIntelligence	332	169	389	107480	323.73	63.449	4025.736
Valid N (listwise)	332						

from the minimum value of 169 to 389 is 323.73, this shows that the cultural intelligence level of prospective counselor students for the four dimensions is in the high category.

Cultural Intelligence Drive (Motivational): In this dimension there are 14 statements that become aspects of measuring the ability of the drive dimension. Drive (Motivational) which reflects how student counselor candidates can adapt to their interests and self-confidence to function effectively in culturally diverse settings; where the sub-indicators are (1) intrinsic interest, namely getting pleasure from diverse cultural experiences, (2) extrinsic interest, namely benefiting from culturally diverse experiences, and (3) self-efficacy, which is having the confidence to be effective in situations cultural diversity (Ang et al., 2015). Each statement item has a gradation of scores from the range 1 – 7. So that the minimum score is $1 \times 14 = 14$, while the maximum score is $7 \times 14 = 98$. For the range of criteria from the results of participants' answers, 3 ranges of drive ability criteria are determined, namely : high, medium and low. The results of data analysis can be seen in table 2.

From table 2 we can describe the results that the number of participants was 332 who were in the high category with a range of 72-100 for the cultural intelligence drive dimension as many as 255 participants with a percentage level of 77%. In the medium category with a range of 43 – 71 for the cultural intelligence drive dimension, 62 participants were found with a percentage level of 19%. And for the low category with a range of 14 - 42 for the cultural intelligence drive dimension, 15 participants were obtained with a percentage level of 5%. Based on the results of the frequency table analysis, it can be concluded that the level of ability of prospective counselor students to be able to adapt to good interests and self-confidence and function effectively in culturally diverse settings is in the high category. Student counselor candidates have been able to adapt and interact with multiculturalism

Table 2: Cultural Intelligence Drive

Category	Range	Frequency	Percentage
High	72 - 100	255	77
Moderate	43 - 71	62	19
Low	14 - 42	15	5
Total		332	100.0

Table 3: Cultural Intelligence Knowledge

Category	Range	Frequency	Percentage
High	77 - 107	241	73
Moderate	46 - 76	76	23
Low	15 - 45	15	5
Total		332	100.0

by motivating themselves both by growing intrinsic interest from diverse cultural experiences, as well as extrinsic interest from culturally diverse experiences, as well as self-efficacy abilities that are confident to be effective in situations of cultural diversity.

Cultural Intelligence Knowledge (Cognitive): In this dimension there are 15 statements that are aspects of measuring the ability of the knowledge dimension. For the range of criteria from the results of participants' answers, three ranges of knowledge ability criteria were determined, namely: high, medium and low. The results of data analysis can be seen in table 3

From table 3 we can describe the results that the number of participants was 332 who were in the high category with a range of 77 – 107 for the dimension of cultural intelligence knowledge as many as 241 participants with a percentage level of 73%. In the medium category with a range of 46 - 76 for the dimensions of cultural intelligence knowledge, there were 76 participants with a percentage level of 23%. And for the low category with a range of 15 – 45 for the dimension of cultural intelligence knowledge, 15 participants were obtained with a percentage level of 5%. Based on the results of the frequency table analysis, it can be concluded that the level of knowledge of prospective counselor students to be able to know and understand about cultural similarities and cultural differences in the process of multicultural interaction is in the high category. Prospective counselor students have been able to understand cultural systems in multicultural community groups, know practices and laws in different cultural settings, prospective counselor students have been able to understand cultural norms & values in the process of social interaction and religious beliefs, and prospective students counselors have been able to understand socio-linguistics about the rules of language and the rules for expressing non-verbal behavior well and effectively.

Cultural Intelligence Strategy (Metacognitive): In this dimension there are 15 statements that are aspects of measuring the ability of the strategy dimension. For the range of criteria from the results of the participant's answers, three ranges of strategy capability criteria are determined, namely: high, medium and low. The results of data analysis can be seen in table 4.

From table 4 we can describe the results that the number of participants is 332 who are in the high category with a range of

Tabel 4: Cultural Intelligence Strategy

Category	Range	Frequency	Percent
High	77 - 107	240	72
Moderate	46 - 76	69	21
Low	15 - 45	23	7
Total		332	100.0

77 – 107 for the dimension of cultural intelligence strategy as many as 240 participants with a percentage level of 72%. In the medium category with a range of 46 – 76 for the dimension of cultural intelligence strategy, there were 69 participants with a percentage level of 21%. And for the low category with a range of 15 – 45 for the cultural intelligence strategy dimension, 23 participants were obtained with a percentage level of 7%. Based on the results of the frequency table analysis, it can be concluded that the level of knowledge of prospective counselor students to be able to make plans to understand the diverse cultural experiences of others, and be able to make judgments about their own thought processes and those of others in cultural diversity settings is in the high category.

Prospective counselor students have been able to understand awareness in various cultures that already exist around them, prospective counselor students have been able to design plans when they will have meetings with other people from different cultures, and prospective counselor students have been able to make checking lists, namely to check assumptions and adjust maps. mentally when real cultural experiences differ from their expectations well.

Cultural Intelligence Action (Behavioral): In this dimension there are 16 statements that are aspects of measuring the ability of the action dimension. For the range of criteria from the results of participants' answers, 3 ranges of criteria for action ability are determined, namely: high, medium and low. The results of data analysis can be seen in table 5.

From table 5 we can describe the results that the number of participants as many as 332 who are in the high category with a range of 82 - 114 for the dimension of cultural intelligence action as many as 245 participants with a percentage level of 74%. In the medium category with a range of 49 – 81 for the dimension of cultural intelligence action, there were 62 participants with a percentage level of 19%. And for the low category with a range of 15 – 45 for the cultural intelligence action dimension, 25 participants were obtained with a percentage level of 8%. Based on the results of the frequency table analysis, it can be concluded that the behavioral level of prospective counselor students to be able to behave well so that they can adapt verbal and nonverbal behavior according to diverse cultural situations in a multicultural society is in the high category. Student counselor candidates have been able to behave verbally by modifying verbal behavior in the surrounding multicultural community (for example,

understanding other people's accents and tone of voice), the ability to express non-verbal attitudes by modifying non-verbal behavior with movements or facial expressions, and prospective counselor students have understood speech acts are speech acts that are used to express meaning or an expression that expresses intent in different cultural settings well.

DISCUSSION

For the results of the analysis of the overall score of participants in answering the cultural intelligence instrument of 60 statements that are aspects of measuring students' ability to adapt effectively when they interact with other people from different cultural areas in new cultural contexts and the ability to adapt to the environment or cross-cultural situations. Cultural Intelligence consists of four dimensions: Drive, Knowledge, Strategy, and Action (Ang et al., 2015)&(Livermore, 2010). Based on the results of the frequency table analysis, it can be concluded that the level of ability and understanding of prospective counselor students to be able to adapt effectively when they interact with other people from different cultural areas in new cultural contexts and the ability to adapt to the environment or cross-cultural situations is in the high category. Student counselor candidates already have good cultural intelligence while continuing to improve their abilities in four dimensions: drive, knowledge, strategy, and action in a well and effective adaptation setting and multicultural community interaction.

Cultural intelligence is an ability that must be possessed by prospective counselor students to be able to understand cultural differences in a multicultural society, and be able to act effectively in accordance with the surrounding cultural conditions. Early and Soon Ang have introduced this theory of cultural intelligence to the fields of social science and management (Ng et al., 2012). Where the concept of cultural intelligence as an ability of individuals to function effectively in situations of cultural diversity (Ramis, 2010). The characteristics of an individual who is said to be culturally intelligent are: must have the ability to understand and develop knowledge about multicultural community interactions, must have good abilities to be able to observe and understand behavior in multicultural societies, and have the ability to adapt and learn behavior from the process of cultural interaction in which individuals are located (Peterson, 2004)&(Sharma & Hussain, 2017)

Cultural knowledge is an inclusive understanding that can be a success factor in the implementation of guidance and counseling services (Djamaluddin et al., 2018). Cultural factors can influence decision-making, both in the implementation of guidance and in the counseling process. Culture can be interpreted as a form of behavior from a group of people, both visible behavior and invisible behavior. (Mappiare, t.t.),

Table 5: Cultural Intelligence Action

Category	Range	Frequency	Percentage
High	82-114	245	74
Moderate	49-81	62	19
Low	16-48	25	8
Total		332	100.0

said that culture is part of the pattern of thinking and acting, which affects almost all aspects of an individual's life. Culture is a process by which community groups interpret and form a new view of a norm in living life. Culture as a result of the views of a group of people who cannot be separated from their daily lives (Locke, 1991). Society and culture are actually a complementary unit. Where, both are united in behavior and a strong self-thought, so that humans will not be able to let go or forget their culture. Having the ability to understand the cultural values and beliefs of individuals, is a very important main factor in the process of multicultural interaction (Mappiare, t.t.). With this ability, individuals can learn their own strengths and weaknesses, and can learn appropriate behaviors and actions for various multicultural situations (Sue et al., 1992). This ability is very important for individuals to have in the current millennial era, because the process of individual interaction has developed, not just local interactions, but also international interactions and communication processes that require a good level of intelligence and cultural understanding. Having good intelligence, abilities, skills and understanding of other cultures will help individuals to quickly adapt and interact in various new cultural contexts they encounter (Livermore, 2010).

The development of cultural intelligence abilities in individuals will affect the mental development process that can be used by individuals in obtaining and understanding cultural knowledge. Cultural intelligence focuses on cognitive abilities that reflect knowledge of the norms, practices, and values contained in different cultures and acquired by individuals through education and personal experience (Sternberg & Grigorenko, 2006).

Cultural intelligence is very important to be studied in guidance and counseling science, because by having the ability and a good understanding of cultural intelligence, it is hoped that prospective counselor students can provide services that are in accordance with cultural competence/ability for their counselees (Ang et al., 2015; Nugraha., 2019)

CONCLUSION

The conclusion from the results of this study is, the ability of cultural intelligence possessed by prospective counselor students is on average in the category of a good level of cultural intelligence for each of its dimensions, namely; drives, knowledge, strategies, and actions. This shows that prospective counselor students are highly motivated to be able to develop their multicultural competence skills by having an awareness to learn, good understanding, motivation and

SUGGESTION

This research can be a reflection and development material for Guidance and Counseling lecturers, school counselors,

educational practitioners, students, and researchers to develop cultural intelligence material for prospective counselor students through comprehensive guidance and counseling programs and guidance services, so that it is hoped that prospective counselor students can have better cross-cultural competencies and skills.

LIMITATION

This study has limitations in terms of measuring the level of cultural intelligence and studies of 3 its contribution in terms of education and only refers to a few sources. It should be sharpened by in-4 depth literature on cultural intelligence especially recent research and with this study still need a deeper study regarding the models and strategies of good guidance and counseling services to help increase the cultural intelligence of prospective counselor students. Further studies can be carried out by conducting interviews and determining certain characteristics of the participants, in order to be able to see in a measurable manner what students' understanding, knowledge and adaptation abilities of cultural intelligence have been.

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