STUDENTS' VIEWS OF HOW ENGLISH AND INTERCULTURAL COMMUNICATION COURSE ACTIVITIES ENHANCE GLOBAL COMPETENCE

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the Bachelor Degree in English Language Education

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In the writing and preparation of this thesis, the author realizes that there are many shortcomings and limitations in this research. This thesis is far from perfect because we know that perfection belongs only to Allah. However, the researcher hopes that later this thesis will provide benefits for anyone who reads it.

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This thesis is dedicated to;

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MOTTO

قَلَىٰ مَا وَ رَبُّكَ وَدَّعَكَ مَا

"Your Lord has not abandoned you, nor has He become hateful of you."

(Q.S AD-DHUHA: 03)

"You are the only one who can change yourself. The past does not determine your future"

— **Ichiro Kishimi and Fumitake Koga**

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Title : Students' View of How English and Intercultural Communication Course Activities Enhance Global Competence

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ABSTRACT

Global competency is a crucial ability for students in higher education to navigate a variety of social and professional contexts in today's interconnected world, as globalization has heightened cross-cultural interactions. This qualitative case study explores the role of the English and Intercultural Communication (EIC) course activities in developing global competence among higher education students by examining their perceptions and identifying key intercultural skills, attitudes, and knowledge fostered through the course. The research focuses on seventh-semester students who have taken the course (EIC group) and third-semester students who have not (Non-EIC group) at the Islamic State University of Walisongo. Data were collected through student global competence assessments based on the PISA 2018 Global

Competence framework and Focus Group Discussions (FGD) to compare EIC and non-EIC students. Findings indicate that EIC students have slightly more global competence. They reported a deeper understanding of global issues, development in perspective-taking, global-mindedness, and intercultural communication skills through the EIC course. However, multilingual proficiency is not greatly enhanced by the course. Despite its contributions, the study is limited by its focus on a single institution and discipline, restricting the generalizability of findings.

Keywords: English and Intercultural Communication Course, Global Competence, PISA 2018 Global Competence Framework

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CHAPTER I

INTRODUCTION

A. Background of the Study

In today's interconnected world, global competencies and cultural knowledge have become essential to the success of university students in different professional and social environments. The ability to think critically, communicate effectively, and cooperate across cultural boundaries is essential to participate in the global workforce (Robertson, 2021). According to the OECD PISA 2018 Global Competence Framework, global competence includes four key dimensions: knowledge, skills, attitudes, and values (Zhang Jingxian & Piriya Somasundram, 2024). These elements enable individuals to understand cultural diversity, navigate intercultural interactions and contribute to solutions to global challenges.

A fundamental component of global competence is intercultural competence, which plays an important role in preparing students for international and multicultural environments. Mitchell (2023) emphasized that the development of intercultural competence is crucial for graduates involved in different sociocultural landscapes. Deardorff (cited by Jiaxin et al., 2024) defines intercultural competence as the ability to communicate appropriately and effectively in intercultural situations. Intercultural education is integrated into the curriculum of higher education, not only by increasing students' awareness of their own cultural biases but also by promoting adaptability and respect for the different views of the world (Maele & Jin, 2022). These skills are increasingly needed for students who are looking to work in multinational environments.

Bermúdez-Martínez and Iñesta-Mena (2023) also argued that intercultural competence is the foundation of global competence and includes the ability to adapt to behavior, communication, and attitude in different cultural contexts. This is consistent with Leung et al. (2014), highlighting the importance of cultural sensitivity and openness in effective cross-cultural interaction. In higher education, the promotion of these skills ensures that students can navigate multicultural workplaces, solve global problems, and contribute to more inclusive societies (Sierra-Huedo & Nevado-Llopis, 2022). Without these skills, individuals may struggle to communicate effectively and appreciate different cultural perspectives, ultimately hampered by global cooperation.

In addition to cultural awareness, global competence requires critical problem-

solving, cross-border collaboration, and engagement in global issues (Yesheng, 2022). Promoting intercultural competence strengthens these abilities by encouraging inclusion, empathy, and mutual understanding which are key factors in thriving within an interconnected world (Pylväs & Nokelainen, 2019). Atamova (2024) further emphasizes that globally competent individuals must learn to integrate into different cultural contexts while respecting diversity and adapting to social norms. By acquiring these competencies, students become better equipped to work effectively in international environments, engage in meaningful cross-cultural exchanges, and contribute to global problem-solving initiatives.

Global competence requires not only cultural awareness but also the ability to tackle global challenges critically,

collaborate across borders, and to contribute to solutions in different environments (Yesheng, 2022). By promoting intercultural competence, students are better prepared to address the complexity of global interactions by promoting inclusion, empathy, and mutual understanding, which are the key elements of global competence (Pylväs & Nokelainen, 2019). Thus, intercultural competence serves as a gateway to global competence, allowing individuals to thrive in global contexts, address global problems and be fully involved in the global community.

The PISA 2018 assessment underscores the importance of intercultural competence in fostering global competence, identifying key indicators such as self-efficacy in explaining global issues, respect for other cultures, intercultural communication skills, and global-mindedness (Lee and Stankov, 2023). Understanding multiple perspectives,

appreciating cultural diversity, and engaging in ethical decision-making is critical in addressing contemporary global challenges, such as climate change, migration, and economic inequality (Jurasek & Potocky, 2020). Higher education institutions play a crucial role in equipping students with these competencies, ensuring that they are prepared to contribute meaningfully to the global community.

Nevertheless, globalization is a main issue for many higher education institutions, many researchers focused on economic globalization and student mobility, such as sending domestic students to overseas to obtain intercultural experiences (Stein, 2021; Tight, 2021; Zou et al., 2020) and the other studies investigated teachers educators' attitudes towards globalization (Chan & Yang, 2017).

Research on global competence learning in educational settings highlights the importance of integrating active, reflective, and collaborative pedagogical practices. Slapac (2021) found that English language learning in Romanian high schools fosters global competence by promoting critical thinking and perspective-taking, while Baker and Fang (2021) showed that intercultural competence among international students is closely linked to English proficiency and is best developed through structured, reflective educational programs. Collaborative group-based activities, as explored by Miranda et al. (2020), further enhance students' intercultural understanding, emphasizing the value of social and cognitive engagement.

Heng and Yeh (2022) demonstrated that incorporating local cultural knowledge through dynamic, task-based projects helps bridge cultural heritage and global

perspectives, underscoring the need for educational environments that encourage students to explore their identities while appreciating global diversity. Collectively, these studies suggest that developing global competence requires intentional curriculum design that combines intercultural education, language learning, collaboration, and opportunities for critical reflection. Therefore, this study addresses this gap by examining students' views and competence before and after taking the EIC course, thereby providing evidence for the potential of a curriculum-based approach to foster global competence, even for students without international exposure.

The EIC course is designed to develop students' comprehension and awareness of cross-cultural communication, thereby facilitating their capacity to reflect, compare, engage in discourse, and expand their

knowledge, skills, values, and attitudes regarding cultural disparities and diversities among nations. By equipping students with those dimensions, the EIC course fosters the foundational elements of global competence, such as cultural awareness, effective communication, and adaptability.

Therefore, the purpose of this study is to explore how the EIC course helps English Language Education Department students at the Islamic State University of Walisongo develop global competencies. In particular, this study aims to investigate how students perceive the EIC course's contribution to their development of global competence and pinpoint the precise components of global competence that this course enhances. By filling this research void, the study offers valuable perspectives on how intercultural communication courses can be used to help students get ready for global engagement.

B. Question of the Research

From the explanation above, the research questions are:

1. How do students view global competence in the context of their academic and personal development?

2. What are the differences in students' global competence levels before and after completing the English and Intercultural Communication (EIC) course?

3. Which elements of global competence can be developed through the English and Intercultural Communication (EIC) course?

C. Objectives of the Research

The objectives of this research are as follows:

1. To explore students' views of global competence in the context of their academic and personal development.

2. To analyze the differences in students' global competence levels before and after completing the English and Intercultural Communication (EIC) course.

3. To identify the specific aspects of global competence that can be developed through the English and Intercultural Communication (EIC) course.

D. Significance of the Research

The results of this study are expected to contribute to future studies on global competence education both theoretically and practically.

1. Theoretically

The study aims to explore how the EIC course enhances students' global competence, focusing on their perceptions and experiences, and addressing the objective of understanding global competence in academic and personal contexts. Additionally, this study contributes to the existing literature on global competence by examining how structured intercultural learning impacts students' awareness, knowledge, and skills.

2. Practically

    a. For Institutions

       This research provides insights into the effectiveness of the English and Intercultural Communication (EIC) course in fostering global competence, and encouraging curriculum improvements that integrate intercultural and global discussions.

b. For Students

This research helps students to develop their global competence and understand the importance of developing intercultural awareness, critical thinking, and multilingual skills, equipping them to engage more confidently in global interactions.

c. For the Researcher

In conducting this research, the researcher gains firsthand experience in applying qualitative case study methods and analyzing students' global competence using the PISA 2018 framework. Additionally, it deepens the researcher's understanding of intercultural education and its impact, which can serve as a foundation for future academic or professional pursuits in this field.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Literature Review

1. Vygotsky's Sociocultural Theory

Lev Vygotsky's Sociocultural Theory offers a foundational perspective in understanding how learners acquire knowledge and develop competencies through interaction with their environment and others. According to Vygotsky, learning is not an isolated individual activity but a fundamentally social process, where knowledge is constructed through collaborative dialogue, cultural tools, and shared experiences (Margison & Dang, 2017).

One of the core principles of Vygotsky's theory is that social interaction precedes development. Knowledge first occurs at the interpsychological level (between individuals), and then at the intrapsychological level (within the individual) (Gauvain, 2008). In the context of

this research, the English and Intercultural Communication (EIC) course becomes a social space where students engage in collaborative discussions, simulations, and problem-solving tasks related to global issues and cultural understanding.

These interactions expose students to diverse perspectives, encourage empathy, and promote critical reflection, all of which are central components of global competence. By engaging with peers and instructors in culturally themed discussions and activities, students develop the ability to understand, respect, and communicate across cultural boundaries, which is essential for navigating an interconnected world.

Another key concept is the Zone of Proximal Development (ZPD), which refers to the range of tasks that learners can perform with the help of a more knowledgeable other but cannot yet do independently (Gauvain, 2008). In

the EIC course, students are guided by facilitators and supported by peers as they explore complex global issues, practice intercultural communication skills, and examine ethical dimensions of global interactions.

Through scaffolding, supportive structures such as role-playing, reflective questions, or guided debates, students gradually internalize new understandings and develop confidence in expressing global views. This learning process aligns with the development of perspective-taking, adaptability, and cultural awareness, which are essential indicators of global competence.

Language plays a crucial role in Vygotsky's theory as a mediational tool (Margison & Dang, 2017). In the EIC course, students use English not only as a medium of instruction but also as a tool to articulate cultural values, discuss global phenomena, and engage in cross-cultural comparisons. These linguistic

practices help students form cognitive structures that support global-mindedness and respect for diversity.

Moreover, classroom activities such as intercultural role-plays, media analysis, and global issue discussions act as cultural tools that mediate learning. These tools bridge personal experience and broader cultural knowledge, enabling students to make sense of cultural differences and develop intercultural sensitivity.

In summary, Vygotsky's Sociocultural Theory provides a robust theoretical foundation for understanding how the EIC course contributes to the development of students' global competence. Through social interaction, guided learning, and the use of cultural tools, students are not only gaining knowledge about other cultures but also constructing meaning through shared experiences. The course facilitates transformative learning by enabling students to reflect critically, communicate

effectively, and engage ethically in a globalized context. By situating learning within a sociocultural framework, this study recognizes that global competence is not merely a cognitive skill but a socially constructed ability developed through meaningful engagement with others and the world around them.

2. Intercultural Communication Competence (ICC)

Nowadays, the ability to navigate cultural diversity and engage effectively in global contexts has become an essential skill. This skill, known as intercultural communication competence (ICC), is crucial for effective interaction and collaboration across diverse cultural backgrounds. Sarwari et al. highlight this in their systematic review, analyzing 45 papers from 2000-2023 and emphasizing ICC's importance in education and international business. ICC involves adapting one's knowledge, attitudes, and behavior to be open

and flexible towards other cultures, encompassing not only language skills but also understanding nonverbal cues (Sarwari et al., 2024).

Mastering multiple languages is a cornerstone of developing cultural competence and awareness, laying the foundation for broader global awareness (Oberste-Berghaus, 2024). This perspective underscores the intertwined relationship between language proficiency and cultural understanding. The role of English as a lingua franca further amplifies this, fostering intercultural competence by facilitating international communication and collaboration, particularly in educational, scientific, technological, and business domains (Khomyshak, 2024; I Wy Ana Kurniawan, 2024). Baker (Baker, 2011) expands on this, defining intercultural awareness as the knowledge, skills, and attitudes required to

communicate effectively through English in diverse global contexts.

Despite its importance, Pinariya & Sutjipto (2021) highlight in their study that educational institutions often struggle to fully address the challenges of cultural diversity, sometimes leading to a low ICC level among students, even when they participate in exchange programs. This underscores the need for targeted interventions and comprehensive approaches to cultivate ICC, emphasizing that exposure alone isn't sufficient. Key components of ICC, as identified by Sarwari et al. (2024), include cultural awareness, intercultural sensitivity, language proficiency, empathy, and flexibility, highlighting the multifaceted nature of this competence.

Stepanechko (2021) emphasizes that developing intercultural competence involves acquiring the skills to interact sensitively with people from diverse backgrounds.

Recommendations for improving intercultural communication include focusing on language learning, sharing experiences among expatriates, utilizing digital resources, and addressing misunderstandings. By understanding elements of cultural diversity such as subjective culture, stereotypes, norms, roles, and values, individuals can navigate new cultural environments more effectively.

The practice of ethnorelativism, recognizing the validity of different cultural perspectives, allows individuals to foster smoother integration and enhance global citizenship. Experiences like studying in multicultural environments and participating in cultural programs contribute to improving ICC, as noted by Sarwari et al. (2024). Conversely, a lack of these competencies can lead to professional failures, underscoring the necessity of ICC for individuals to succeed and contribute

positively in an increasingly interconnected world.

3. Global Competence

In an increasingly interconnected world, global competence has emerged as a crucial construct in education and cross-cultural psychology (Lee & Stankov, 2023). Globalization, driven by economic collaboration and international trade, has led to greater social interactions and communication among individuals from diverse cultural backgrounds (Yang & Chen, 2022). This heightened interconnectedness necessitates a deeper understanding of the processes, outcomes, and various manifestations of globalization with individuals, particularly student populations (Boix-Mansilla & Chua, 2017; Yang & Chen, 2022).

Global competence is defined as a multidimensional capacity encompassing the ability to examine local, global, and intercultural

issues; understand and appreciate different perspectives and worldviews; interact successfully and respectfully with others; and take responsible action toward sustainability and collective well-being (OECD, 2018). Although a range of different labels exists in cross-cultural research to represent similar concepts, such as intercultural effectiveness, sensitivity, capability, global consciousness, and global citizenship (Deardorff, 2006; Reimers, 2017), they share conceptual similarities at a broad definitional level (Chiu & Shi, 2019).

Global competence encompasses attitudes of openness, respect, and global-mindedness (OECD, 2018). Openness involves curiosity, sensitivity, and a willingness to engage with diverse cultures and perspectives while suspending one's own assumptions. Respect entails positively valuing the intrinsic worth and dignity of all individuals, regardless of cultural differences, within the limits of human dignity.

Global mindedness reflects a worldview where one feels connected to the global community, takes responsibility for its members, and strives to improve conditions for others while being open to different perspectives (Barratt Hacking & Taylor, 2020).

Beyond attitudes, global competence relies on cognitive, communication, and socio-emotional skills (OECD, 2018). These include reasoning with information from various sources, communicating effectively and respectfully in intercultural contexts, perspective-taking to understand different viewpoints, conflict resolution skills to manage disagreements constructively, and adaptability to adjust thinking and behaviors to new cultural environments and situations.

There are practical reasons why studying globalization with student populations is important and relevant today. Schools are uniquely positioned to nurture young people's

global competence, enabling them to understand their community and the world and to develop ways to build a cohesive and harmonious society (Barrett, 2018; Jang et al., 2023). Education has a deep influence on the values of individuals. During their time at school, young citizens form habits of mind, beliefs, and principles that will stay with them throughout their lives.

In conclusion, global competence is a multifaceted construct that encompasses knowledge, skills, attitudes, and values. It is an essential life skill that enables individuals to thrive in an interconnected world, tackle global challenges, and build harmonious societies (OECD, 2018). Schools play a crucial role in fostering global competence among young people by promoting openness, respect, global-mindedness, and the necessary cognitive, communication, and socio-emotional skills (Lee & Stankov, 2023).

4. English and Intercultural Communication Course

The English Education Study Programme represents one of the academic offerings at UIN Walisongo, specifically designed to cultivate graduates who are proficient, dependable, and adept educators within the domain of English language instruction. This academic program furnishes students with avenues to enhance their professional ethical competencies by fostering empathic, inclusive, and objective social communication through comprehensive social education, encompassing areas such as intercultural communication, sociolinguistics, leadership management, and problem-solving skills, thereby equipping graduates to successfully navigate and compete in the global employment landscape (Walisongo State Islamic University, 2024).

The English and Intercultural Communication course is one of the courses

offered by the English Education Department. The course is meticulously crafted to enhance students' comprehension and awareness of cross-cultural communication, thereby facilitating their capacity to reflect, compare, engage in discourse, and expand their knowledge, skills, values, and attitudes regarding cultural disparities and diversities among nations. The curriculum is systematically organized around fundamental concepts of cross-cultural understanding and various interactional contexts, ranging from educational institutions to professional environments. Students are encouraged to present, deliberate, and propose instances of cultural differences, along with strategies for effectively managing, organizing, and addressing such variations (Irsyad & Mustikawati, 2024).

The course engages students through specific activities, such as role-playing cross-cultural scenarios, analyzing case studies on global issues, and practicing intercultural

etiquette. These activities encourage students to reflect on, discuss, and compare cultural differences, fostering skills like adaptability and awareness. The curriculum also includes group presentations on cultural diversity to propose strategies for managing intercultural interactions in educational and workplace environments. By integrating these practical exercises with theoretical concepts of cross-cultural understanding, the EIC course equips students to build and apply global competence in real-world settings.

B. Previous Studies

Several studies examine global competence learning in schools and universities. Slapac's (2021) study on advancing global competence through English language learning in Romanian high schools offers significant insights. The research emphasized the importance of pedagogical practices that foster active learning, critical thinking, and perspective-taking. By encouraging students to

engage deeply with diverse viewpoints, English courses were shown to provide a foundation for developing global competence.

The integration of intercultural education into English-medium instruction was explored by Baker and Fang (2021) who investigated international students' experiences with intercultural citizenship. The study found that intercultural competence was positively associated with English proficiency, although its development varied based on the availability of structured and reflective learning opportunities. This emphasizes the necessity of well-designed educational programs that guide students through the complexities of cultural interactions while encouraging meaningful reflection.

In addition to structured learning, collaborative activities have been shown to enhance intercultural competence in academic settings. Miranda et al. (2020) examined group-based learning in international higher education

and discovered that effective collaboration significantly improved students' intercultural understanding. This highlights the importance of fostering social and cognitive dimensions of global competence through collaborative activities.

Heng and Yeh's (2022) work on integrating local cultural knowledge into global competence education further illustrates the potential of dynamic learning environments. Although the study focused on task-based projects, it highlighted the broader need to bridge cultural heritage and global perspectives. Engaging students in exploring their cultural identities while appreciating global diversity remains a critical component of global competency education.

These studies collectively emphasize the importance of integrating pedagogical strategies, reflective learning, and collaborative practices to enhance global competence. Building on these

findings, this research seeks to examine the role of English and Intercultural Communication (EIC) courses in developing global competencies. By exploring students' perceptions and identifying key elements of global competence, this study aims to provide insights into how EIC course activities can align with Vygotsky's sociocultural theory and global competence frameworks, such as PISA 2018, and propose enhancements for future curriculum development.

C. Students' Global Competence Assessment based on PISA 2018

The Programme for International Student Assessment (PISA) is an international education programme conducted by the Organization for Economic and Development (OECD) in 2000. This programme is carried out every 3 years and participated by various countries in the world. The programme is carried out by conducting an international survey to measure the basic literacy

levels of 15-year-old students such as reading, science and mathematics (Turner & Adams, 2009). In 2018, PISA used the theme of global competence in its assessment cycle.

PISA 2018 introduced the Global Competence Framework to evaluate students' abilities to navigate and engage with a diverse and interconnected world. This framework is essential in shaping education policies that prepare students to function effectively in multicultural and global contexts. The concept of global competency, as outlined by the PISA 2018 framework, is defined as "the capacity to examine local, global, and intercultural issues, understand and appreciate the perspectives of others, engage in open, appropriate, and effective interactions across cultures, and take action for collective well-being and sustainable development" (OECD, 2018). In the context of higher education, global competency goes beyond mere cultural awareness, encompassing

knowledge, skills, attitudes, and values that enable students to navigate an increasingly interconnected and diverse world (Islam & Stamp, 2020).

Indonesia is one of the countries that actively participated in this PISA program. In 2018, 399 education units and 12,098 students from Indonesia participated in the program. From PISA 2018, the global competence results of students in Indonesia are still less competent. Although 52 of the 57 countries that participated in PISA 2018 fall into the less competent group, this still indicates the need for better learning and implementation of global competence in Indonesian education (Lee & Stankov, 2023).

The PISA 2018 assessment evaluated global competence through a cognitive examination and a background questionnaire. The cognitive examination assessed students' proficiency in critically analyzing global concerns, discerning external factors influencing

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viewpoints, engaging in intercultural communication, and proposing solutions to global challenges. The background questionnaire collected data regarding students' awareness of global issues, their linguistic and communicative competencies, attitudes such as appreciation for diverse cultures, and the opportunities provided by educational institutions to enhance global competence. However, some researchers only conduct a background questionnaire without a cognitive assessment (Chandir, 2022; Divéki & Harangozó, 2024; Zhang Jingxian & Piriya Somasundram, 2024; and Lee & Stankov, 2023).

Although the PISA is targeted at 15-year-old students, a study conducted by Jiangxin and Somasundram that tested the feasibility of the PISA instrument for college students shows high reliability and validity, which indicates the PISA global competence assessment is a reliable tool for measuring global competence in college students (Zhang Jingxian & Piriya

Somasundram, 2024). The student questionnaire, which will be referred to hereafter as the global competence assessment, has thirteen indicators and 75 questions to assess their level of global competence. The thirteen indicators contain the four dimensions in this framework. The framework is structured of four dimensions namely knowledge, skills, attitudes, and values.

Knowledge in global competence refers to students' understanding of global issues, cultural norms, and the interdependence of societies. This includes familiarity with topics such as international conflicts, environmental sustainability, economic globalization, and human rights. According to PISA, knowledge is not merely about accumulating facts but involves critically analyzing information and recognizing the complexities of global challenges (OECD, 2018).

Skills in global competence encompass cognitive and social-emotional abilities that

allow students to engage effectively with diverse cultural and global contexts. These include analytical and critical thinking skills, communicating effectively and respectfully in intercultural contexts, empathy and perspective-taking to understand different viewpoints, conflict resolution skills to manage disagreements constructively, and adaptability to adjust thinking and behaviors to new cultural environments and situations (OECD, 2018). Developing these skills enables students to collaborate across cultures and contribute to problem-solving at local and global levels.

Attitudes to global competence relate to students' openness, respect for diversity, and global-mindedness. Openness entails curiosity, sensitivity, and a readiness to put aside one's own preconceptions to interact with people from different backgrounds and viewpoints. Respect means appreciating, within the bounds of human dignity, each person's inherent value and dignity,

irrespective of cultural differences. Global mindedness reflects a worldview where one feels a sense of belonging to the global community, takes responsibility for its members, and strives to improve conditions for others while being open to different perspectives (OECD, 2018).

Values in global competence are the ethical principles that guide students' actions toward collective well-being. These include commitment to human dignity and equality, sustainability and global responsibility, and engagement in civic and intercultural activities. Valuing human dignity and cultural diversity is critical for global competence, serving as filters for processing information and guiding interactions. Education plays a vital role in cultivating these values by emphasizing shared commonalities, encouraging diverse perspectives, fostering empathy, and promoting reasoning and objectivity (OECD, 2018). PISA underscores that students who internalize these

values are more likely to become responsible global citizens who contribute to a more just and sustainable world.

The PISA framework also emphasizes the role of educational institutions in promoting global competence. Schools are uniquely positioned to create learning environments that invite exploration of cultural diversity and global issues (Zalli, 2024). By integrating intercultural education into curricula, institutions can provide students with opportunities to develop the necessary skills and attitudes for effective participation in a multicultural world. This aligns with the goal of fostering a generation of globally competent individuals who can thrive in diverse settings.

Ultimately, this theoretical framework posits that an English Intercultural course can enhance global competence among higher education students by integrating knowledge, skills, attitudes, and values. By adopting the

PISA 2018 Global Competence Framework, this research aims to contribute valuable insights into how educational programs can be structured to better prepare students for active participation in an interconnected world.

CHAPTER III

RESEARCH METHODOLOGY

Research Design

This research adopts a qualitative case study design to investigate the perspectives of students on the English and Intercultural Communication (EIC) course as a mechanism for fostering global competence. The case is specifically defined as the lived experiences and perceptions of both seventh-semester students of the English Education program at the Islamic State University of Walisongo, who have already completed the EIC course, and third-semester students, who have yet to undertake the course. This comparative element, examining students before and after exposure to the EIC course, allows for a nuanced understanding of the course's perceived impact. The study seeks to understand how students view the EIC course's contribution to their global competence development, aligning these perceptions with the

key dimensions outlined in the PISA 2018 framework: knowledge, skills, attitudes, and values (OECD, 2018).

The choice of a case study aligns with Simons' (2020) definition: "A case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution or system in a real-life context". This approach allows for a comprehensive examination of the EIC course's impact on students' global competence development, as defined by the PISA 2018 framework. The research design emphasizes understanding the singular nature of the EIC course, including its pedagogical approach, curriculum content, delivery methods, and perceived outcomes. As noted by Simons (2020), this focus on singularity is a key characteristic of case study research. Moreover, the comparative element, examining students before and after

exposure to the EIC course, provides multiple perspectives on the case.

The study will employ multiple methods, including students' global competence assessment based on the PISA 2018 framework, focus group discussions, and analysis of course materials, to gather rich and qualitative data. This is in line with Simons' (2020) view that case study research is "inclusive of different methods and is evidence-led". The emphasis on students' subjective experiences and interpretations reflects the qualitative nature of the study, which Simons (2020) describes as focusing on "subjective ways of knowing, particularly the experiential, practical, and presentational".

In summary, the qualitative case study approach provides a strong methodological framework for investigating the complex relationship between the EIC course and students' development of global competence. By carefully defining the case, grounding the

research in a specific context, and employing data triangulation, this study aims to offer valuable insights into how educational interventions can effectively promote global competence among students in higher education. The findings will contribute to a deeper understanding of the factors that influence students' perceptions of their own global competence and the role of specific courses in shaping these perceptions.

Participants

This study involved 10 students majoring in English Education from the seventh and third semesters at the Islamic State University of Walisongo. These participants took part in a focus group discussion, as Sue Wilkinson (1998) argues that focus groups are particularly suitable for eliciting people's opinions and views. The decision to include 10 participants aligns with Krueger's guidelines (cited in Gundumogula, 2020), which recommend a minimum of 3 and a

maximum of 12 participants for a focus group, ensuring both diversity of perspectives and effective group dynamics.

The five students from the third semester and the other five students from the seventh semester of the English Education Department were directly contacted and invited to participate based on their willingness and availability. Third-semester students, yet to take EIC, provided a baseline for pre-intervention competence, reflecting their early-stage academic exposure. Seventh-semester students who had completed EIC approximately one semester prior, were chosen to assess the course's retained effects, as their recent completion allowed sufficient time for reflection and application of learned skills.

This deliberate selection of participants from different semesters serves a critical purpose in facilitating a comparative analysis of global competency levels between students who have

completed the EIC course (seventh semester) and those who have yet to undertake it (third semester). This comparative approach will enable the researcher to gain insights into the potential impact of the EIC course on the development of global competencies, providing valuable data for curriculum evaluation and refinement. The purposeful inclusion of students from these specific semesters ensures the collection of data that directly addresses the research objectives, enhancing the validity and relevance of the findings.

The general identity of the participants is characterized by their shared academic background within the Department of English Education, which fosters a common ground for open communication and productive discussions within the focus group. Despite varying levels of direct engagement with intercultural communication topics, their collective experience as students within the same

department ensures a baseline understanding of academic discourse and relevant contextual factors. This uniformity in academic background facilitates the exchange of diverse yet relevant insights, contributing to a more nuanced understanding of global competence development in the context of higher education.

By employing this targeted approach to recruitment, the study ensures that the participants possess a valuable range of experiences and perspectives that directly contribute to a rich and insightful exploration of global competence development within the context of higher education.

Data Collection

The primary data collection method for this research involves a two-pronged approach, a test adopting the PISA 2018 Global Competence Framework and Focus Group Discussions (FGDs). The test consists of closed-ended questions designed to quantitatively assess

participants' perspectives on global competence and intercultural communication, providing a broad overview of prevailing attitudes and identifying key areas of global competence that students believe have been developed through their English and Intercultural Communication (EIC) course. This structured approach aims to capture quantifiable data, revealing patterns and trends in students' perceptions that complement the qualitative findings obtained through the FGDs.

Complementing the quantitative data gathered from the PISA test, focus group discussions (FGDs) are employed to delve into students' experiences and provide richer, more nuanced understandings of intercultural learning. As Dil et al. (Dil et al., 2024) note, FGDs are particularly valuable for facilitating in-depth discussions and interactions, enabling participants to explore and articulate their perspectives on specific topics. Other researchers

further underscore the effectiveness of focus groups in capturing diverse viewpoints and fostering interactive exchanges, leading to a more comprehensive understanding of the research subject (Gundumogula, 2020; Wilkinson, 1998). Through these discussions, participants are encouraged to share their reflections, engage in thoughtful dialogue, and provide context to the quantitative findings derived from the students' test.

The integration of these two distinct methodologies, a PISA Global Competence assessment, and focus group discussions, allows for a robust and comprehensive investigation of students' perceptions and experiences related to global competence and intercultural communication. The test provides a structured framework for assessing specific dimensions of these competencies, while the FGDs offer a platform for students to elaborate on their experiences, share insights, and contribute to a

deeper understanding of the factors influencing their development of global competence. This mixed-methods approach ensures a well-rounded exploration of the research topic, enhancing the validity and reliability of the study's findings.

Data collection for the qualitative portion of this study involved two separate FGD sessions conducted with student participants from different academic levels. The first FGD was held on November 14th and included participants from the third semester. The second FGD was conducted on November 15th and involved students from the seventh semester. Both focus groups consisted of 10 students selected to represent a range of perspectives and experiences within the EIC course, ensuring a diverse and representative sample for the qualitative data collection process.

Data Analysis

The data analysis in this research, which is based on the PISA 2018 Global Competence

Framework, focuses on descriptive statistical techniques and qualitative thematic analysis to explore the impact of the English and Intercultural Communication (EIC) course on students' global competence. The PISA framework provides a structured foundation for categorizing data into four dimensions, such as knowledge, skills, attitudes, and values, enabling a comprehensive understanding of how the course contributes to these competencies. The approach integrates insights from a student assessment with qualitative data from Focus Group Discussions (FGDs), ensuring a robust and nuanced analysis.

The quantitative data is derived from the PISA-aligned student assessment, which includes both Likert-scale and dichotomous questions (OECD, 2018). It has responses ranging from least desirable to most desirable that allow students to express the extent of agreement or frequency regarding statements

related to global competence (e.g., "I respect people from different cultural backgrounds"). Dichotomous items capture binary responses (e.g., "yes" or "no") to specific experiences or opportunities, such as whether students have participated in intercultural activities at school.

Descriptive statistical analysis is employed to summarize the data and provide an overview of trends. Measures such as means and standard deviations are calculated for each item. For example, the researcher might determine the average level of interest in learning about other cultures or students who report being familiar with global issues. These descriptive statistics offer valuable insights into students' self-reported knowledge, skills, attitudes, and values related to global competence.

The qualitative component of this research involves analyzing data from FGDs with students who participated in the EIC course. These discussions provide rich narratives that

complement the quantitative findings by offering deeper insights into students' experiences and perceptions. Thematic analysis is conducted systematically to identify recurring patterns or themes in the FGD transcripts. The process begins with verbatim transcription of audio recordings to ensure accuracy and completeness. The researcher then immerse themselves in the transcripts through repeated readings to familiarize themselves with the content. Key phrases or ideas are coded to represent emerging themes.

These codes are grouped into broader categories aligned with the PISA 2018 framework's dimensions:

a. Knowledge: Themes related to students' awareness of global issues or their understanding of intercultural communication principles.

b. Skills: Themes reflecting abilities such as perspective-taking or adaptability in intercultural contexts.

c. Attitudes: Themes capturing students' interest in learning about other cultures or their self-efficacy regarding global challenges.

d. Values: Themes highlighting respect for cultural diversity or a sense of responsibility toward global well-being.

This alignment ensures that qualitative findings are directly tied to the framework's dimensions while allowing flexibility for uncovering nuanced insights into how students perceive their development of global competence through the EIC course.

To strengthen validity and reliability, this research employs data triangulation by integrating quantitative insights from descriptive statistics with qualitative narratives from FGDs. By comparing patterns across these two sources,

researcher can identify areas of convergence that reinforce key conclusions (e.g., both students' test responses and FGD narratives might highlight increased respect for cultural diversity). Conversely, any discrepancies between the two sources prompt further investigation to refine understanding.

The PISA 2018 framework serves as a guiding structure for interpretation throughout both quantitative and qualitative analyses. By systematically categorizing data into knowledge, skills, attitudes, and values, the researcher ensures that the findings align with internationally recognized definitions of global competence. This structured approach facilitates comparisons with other studies using the same framework while providing actionable insights specific to the EIC course's impact.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

Students' View on Global Competence

The results of the PISA 2018 Global Competence Assessment conducted by participants show that seventh-semester students who have completed the English and Intercultural Communication (EIC) course have a higher score than third-semester students who have not received the course. The average score obtained by the EIC group (seventh-semester students) was 2.85, and the non-EIC group (third-semester students) received an average score of 2.78. These results show a moderate difference, indicating that EIC courses have little impact on students' global competence.

Meanwhile, the results of the FGDs showed a different understanding of global

competence between the EIC group and the non-EIC group. Some EIC students said:

"*Menurutku, kalo kita memiliki global kompetensi itu bakal jadi lebih terbuka dan memahami suatu hal yang di luar pikiran kita sebelumnya, kita bakal lebih tau secara global dan luas. Dan paham bahwa dunia tidak berotasi di kehidupan kita saja, tetapi di luar sana banyak sekali hal yang berbeda.*"(Global competence makes us more open-minded and aware of things beyond our previous understanding. We realize that the world does not revolve around us alone; there are many different perspectives out there) [Participant E4].

"*kalo dari matkul EIC, global competence yang paling disorot mungkin culture-nya, walaupun kita gak keluar negri tapi setidaknya kita tau culture orang luar sana itu seperti apa. Jadi kalo someday kita berkesempatan ke sana kita bakal lebih*

menghargai banyaknya perbedaan culture dan segala macamnya." (The EIC course particularly highlights cultural aspects. Even if we never travel abroad, at least we understand foreign cultures. This way, if we get the chance to go abroad, we can appreciate different cultures better) [Participant E5].

"Global competence bantu kita gak kena culture shock juga, karena culture shock kadang bisa bikin kita menilai jelek suatu culture. Padahal kan yang menurut kita pandang jelek, tapi bagi mereka itu adalah hal yang lumrah, jadi kita harus bisa menghargai." (Global competence helps us avoid culture shock, as it allows us to understand that what may seem strange or negative to us is normal for others) [Participant E1].

On the other hand, a Non-EIC participant in the FGD said:

"Global competency kan tentang peka dan berpikiran terbuka, kalo misal kita diem-diem aja kan jadi gak tahu sama issue-issue yang ada di sekitar kita, walaupun aku kurang berkompetensi global."(Global competency is about being sensitive and open-minded, if for example we stay quiet, we don't know the issues around us, even though I lack global competency) [Participant N1].

Another participant adds:

"Global competence itu penting banget karena harus memahami orang yang punya budaya dan latar belakang yang berbeda, terus harus membangun chemistry supaya nyambung ngomong sama orang baru."(Global competence is really important because you have to understand people who have different cultures and backgrounds, and then you

have to build chemistry so you can talk to new people) [Participant N2].

The FGD results show that the understanding of global competence is slightly different between participants from the EIC group and the Non-EIC group. Participants from the EIC group tended to have a broader perspective on global competence, highlighting the importance of openness to different views and understanding that the world has a lot of diversity. They also emphasized that the EIC course helped them to get to know foreign cultures even though they had never traveled abroad so that they could better appreciate differences and reduce the possibility of experiencing culture shock. This is in line with the concept of global competence proposed by the OECD, namely having an open nature and the ability to adapt to different environments.

Meanwhile, participants from the Non-EIC group also realised the importance of global

competence, especially in terms of sensitivity to surrounding issues and the ability to communicate with people from different backgrounds. However, some participants recognised that they still felt they lacked global competence, indicating a difference in the level of understanding and experience between the two groups.

The Differences in Students' Global Competence Before and After Completing the English and Intercultural Communication (EIC) Course

The difference in global competence between students who have taken EIC courses and those who have not will be explained below. The explanation of this difference is related to the four dimensions of global competence according to PISA 2018, namely knowledge, skills, attitudes, and values.

Knowledge

According to the PISA 2018 Global Competence framework, knowledge refers to knowledge about the world and other cultures. In this dimension, there are two things that are assessed, namely awareness of global issues which assesses students' understanding of several global challenges and topics, and the number of languages spoken which indicates knowledge of different languages, which encourages understanding of intercultural communication. From the test results for Awareness of Global Issues, the EIC group scored an average of 3.00, while the Non-EIC group scored an average of 2.43. These results show that EIC group students have a higher awareness of global issues than Non-EIC students. This is reinforced by their discussions on current issues such as the genocide in Palestine. Some EIC students said:

"yang perihal perang di Palestina kan kita jadi ikutan boycott kan, kaya yang lagi rame sekarang itu KFC yang phk

pekerjanya secara massal. Padahal katanya pengelola dan owner-nya itu orang Indonesia, terus pekerjanya juga orang Indonesia, jadi uangnya berputar di Indonesia aja gak sih?"(Regarding the war in Palestine, we have joined the boycott, like the one that is currently raging right now, KFC, which is laying off its workers en masse. Even though it is said that the manager and owner are Indonesians, and the workers are also Indonesians, so the money is rotating in Indonesia, right?) [Participant E1].

"*Menurutku yang KFC ini jauh sebelum ada boycott pun sudah mulai turun performa, tapi ya mungkin diperparah lagi dengan adanya boycott ini. Sekarang juga kan sudah banyak UMKM yang jualan ayamnya lebih enak dari KFC, atau kaya Richeese. Apalagi sekarang lagi hype Korean spicy, sedangkan di KFC harganya cenderung mahal dan rasanya biasa aja dan modelnya terlalu American, kalo di*

Indonesia kan banyak rempah-rempahnya kaya sambel geprek dan lainnya yang lebih masuk lidah orang Indonesia."(In my opinion, KFC had started to decline in performance long before the boycott, but maybe it was exacerbated by this boycott. Now there are also many MSMEs that sell better chicken than KFC, or Richeese. Moreover, now there is a Korean spicy hype, while at KFC the price tends to be expensive and the taste is ordinary and the model is too American, if in Indonesia there are many spices such as sambel geprek and others that are more in line with the Indonesian tongue) [Participant E3].

Another EIC student added about local cultural issues such as:

"pas kuliah itu kita pernah dapat tugas bikin essay tentang masalah budaya di Indonesia terus di-compare dengan Amerika"(In college, we had an assignment to make an essay about cultural issues in

Indonesia and then compare it with America) [Participant E1].

"waktu itu kaya lebih bandingin table manner orang jawa sama amerika. Orang jawa kan kalo makan biasa pake tangan, tapi kalo kita ke amerika kan belum jadi hal yang lumrah, harus ada berbagai sendok dan gesture-gesture tertentu, sedangkan kita gak terlalu memperhatikan hal ini kan." (At that time, we compared the table manners of Javanese and Americans. Javanese people usually use their hands to eat, but when we go to America, it's not yet a common thing, there must be various spoons and certain gestures, while we don't pay much attention to this) [Participant E5].

Meanwhile, Non-EIC students on global issues argued:

"Untuk konflik negara, seperti di Palestina pasti semua orang ikut sedih, cuman karena ekonomi kita juga pas-pasan dan

kebutuhan pribadi banyak, jadi kita kadang bingung mau membantu dengan apa kecuali bantu doa. Kalo issue lain kurang mengikuti.'' (For state conflicts, such as in Palestine, surely everyone is saddened, but because our economy is also mediocre and we have many personal needs, so we are sometimes confused about what to help with except helping with prayers. For other issues, we don't really follow) [Participant N1].

EIC students show a deeper understanding by elaborating on global issues better than non-EIC students. The scores and FGD results indicate that the EIC course has a high likelihood of improving students' understanding of global challenges and their implications.

For Number of Languages Spoken, EIC students scored an average of 1.9 which is lower than Non-EIC students who scored an average of

2.4. This construct shows a different tendency from the previous construct. This result may indicate factors outside of the EIC course, such as personal experience learning another language or exposure to a multilingual environment.

Skills

Skills refer to the ability to understand the world and take action. In this dimension, three constructs are assessed: awareness of intercultural communication, perspective-taking, and adaptability. Awareness of intercultural communication describes the ability to understand the nuances and potential barriers in cross-cultural communication. Perspective-taking refers to the ability to understand and consider situations from different cultural or local perspectives. Adaptability looks at the ability to adapt to new cultural contexts and situations.

For Awareness of Intercultural Communication, EIC students scored 3.36 and Non-EIC students scored 3.00. These scores highlight that the EIC course helps students develop a better understanding of cultural differences and facilitates them with the ability for effective intercultural interaction. This is reinforced by the opinion of EIC students who said:

"kita pernah praktek role-play soal table manner yang bakal berguna banget kalo kita dapat client luar negri atau secara general, skill ini bakal berguna banget pas kita udah kerja sih"(We have practised role-playing about table manners which will be very useful if we get foreign clients or in general, this skill will be very useful when we are already working) [Participant E4].

Hands-on experience such as the table manners role-play taught in the course is

considered to help students have better intercultural communication awareness. Hands-on experience is considered beneficial for future professional situations. Thus, the EIC course not only enhances understanding of cultural differences but also equips students with practical skills to interact in a global environment.

Meanwhile, on Perspective-taking, EIC and non-EIC students obtained the same score of 3.24. The score indicates that both groups have the ability to understand and consider different views. This score equation illustrates a moderate level of empathy and openness to different perspectives. However, one of the Non-EIC students regarding how comfortable she was in communicating with people from different cultures said:

"Kalo aku mungkin bakal susah di perbedaan pandangan" (For me, it might

be difficult in the difference of views) [Participant N4].

On the other hand, EIC students also expressed the same thing:

"perbedaan pendapat bakal jadi tantangan sih karena orang luar negri itu banyak yang keras kan"(differences of opinion will be a challenge because many foreigners are harsh) [Participant E4].

"iya mereka banyak yang kritis dan to the point ya, kalo kita kan ada unggah-ungguhnya, kalo orang luar kan langsung ngomong ke tujuan mereka" (they are a lot critical and to the point, we have manners and some outsiders go straight to their point) [Participant E3].

Thus, although the scores indicate similarities in empathy and openness to different views, the results of the two groups' statements suggest that in practice, there are still challenges

in dealing with different views, especially in intercultural communication.

Furthermore, on the Adaptability construct, non-EIC students outperformed with a score of 2.93, and EIC students scored 2.73. These results hint at the possibility that external factors, such as personal experiences and informal interactions, may influence adaptability more than EIC courses. This was reinforced by one Non-EIC student who explained:

> *"aku bisa beradaptasi dengan lingkungan budaya yang berbeda karena kebetulan keluargaku juga budayanya berbeda."* (I can adapt to a different cultural environment because my family also happens to have a different culture.) [Participant N3].

Another Non-EIC participant adds:

> *"kalo aku awalnya bakal sedikit canggung karena bahasanya berbeda, kaya aku kan*

orang sunda pas pertama kali ke semarang ngerasa bingung dengan bahasanya. Aku perlu nanya artinya dulu karena takut salah." (for me at first it would be a bit awkward because the language is different, like I am a Sundanese when I first went to Semarang, I felt confused with the language. I need to ask the meaning first for fear of being wrong) [Participant N5].

On the other hand, EIC students revealed:

"aku bisa beradaptasi sih karena yang awalnya kita ceplas ceplos terus ketemu orang baru kan harus menyesuaikan dulu, kita jadi lebih nunjukkin respect" (I can adapt because at first we are outspoken and then when we meet new people, we have to adjust first, so we show more respect) [Participant E5].

"pengalamanku interaksi sama orang luar itu, kalau ketemu orang baru kan pengen

kenal, tapi kadang tiba-tiba timbul kehati-hatian dan menahan diri" (My experience of interacting with outsiders is that when you meet new people, you want to get to know them, but sometimes you suddenly become cautious and hold back') [Participant E4].

External factors such as family background and direct experience in culturally diverse environments can play an important role in improving adaptability. Although EIC students also acknowledged progress in adjusting to new people, their statements showed that the adaptation process is still accompanied by caution and attitude adjustments according to the social situation at hand.

Attitudes

Attitudes in this framework refer to openness, respect for people from different cultures, and global-mindedness. There are four

constructs in this domain, namely, self-efficacy regarding global issues, interest in learning about other cultures, attitudes towards immigrants, and global-mindedness. Self-efficacy describes the belief in one's ability to make a difference or contribute to addressing global challenges. Interest in learning about other cultures indicates a positive disposition to explore and understand diverse cultures. Attitudes towards immigrants reflect feelings and beliefs about individuals from other countries or cultural backgrounds. Global mindedness is explained as a general openness and interest in global issues and intercultural interactions.

On the construct of self-efficacy regarding global issues, EIC students scored 2.74, and Non-EIC students scored 2.53. These results reflect that students who have taken EIC courses feel slightly more confident in their ability to contribute to and address global issues. However, both groups' scores are still low which

suggests that building trust in the context of intercultural and global issues is still a challenge. This was clarified by an EIC student who said:

"aku gak terlalu percaya diri karena takut misunderstanding, kaya ternyata yang aku pahamin sama yang diberitain itu berbeda, takutnya aku ngomong salah." (I'm not very confident because I'm afraid of misunderstanding, like what I understand and what I'm told are different, I'm afraid I'll say the wrong thing.) [Participant E1].

"mungkin kalo dibanding ngomongin masalah-masalah internasional, aku masih lebih percaya diri ngomongin issue-issue yang terjadi di Indonesia." (Maybe compared to talking about international issues, I'm still more confident talking about issues that happen in Indonesia) [Participant E5].

"iya karena kadang juga kita cuma liat diberitanya doang tanpa tahu aslinya, jadi takut dibilang sok tahu juga sih." (Yes, because sometimes we only see the news without knowing the truth, so we're afraid of being called pretentious too.) [Participant E4].

Non-EIC students, on the other hand, revealed that they are still unfamiliar with global issues.

"Aku masih kurang tahu isu-isu global" (I still don't know enough about global issues) [Participant N1].

"Kadang tahu sekilas, tapi aku gak terlalu mengikuti" (Sometimes I get a glimpse, but I don't really follow it) [Participant N2].

From their expressions, it can be said that both EIC and non-EIC students still face challenges in building confidence regarding global issues. This lack of confidence is caused by fear of misunderstanding and limited access to

in-depth information, which makes them more comfortable discussing issues that are closer to their surroundings.

Furthermore, interest in learning about other cultures showed a higher score for EIC students of 3.12 compared to non-EIC students who scored 2.88. This suggests that EIC courses have an influence in generating curiosity and motivation to learn about other cultures, as mentioned by some EIC students in the FGDs:

"Dosen kami kan selama mengajarnya juga lebih menyoroti kultur-kultur di Indonesia dan Amerika, jadi setelah dapat pemahaman tentang perbedaan budayanya jadi lebih tertarik untuk belajar culture di luar sana." (Our lecturer also highlighted the cultures in Indonesia and America, so after gaining an understanding of the cultural differences, I became more interested in learning about the cultures out there.) [Participant E5].

"kalo konteksnya abis belajar tentang budaya, aku lebih tertarik sama adat istiadatnya sih, apalagi sama baju tradisional China, terus juga mereka kan negara gede, tapi kaya sampe pelosok-pelosoknya udah merata pendidikannya, dari segi sumber daya manusia kita udah tertinggal sangat jauh" (If the context is after learning about culture, I am more interested in the customs, especially the traditional Chinese clothes, and also they are a big country, but they have evenly distributed education to remote areas, in terms of human resources we are very far behind.) [Participant E1].

On the other hand, some Non-EIC students said:

"aku lebih tertarik dengan nilai dari suatu budaya karena pasti ada hal yang berbeda dari suatu budaya dengan budaya lainnya." (I am more interested in the value of a culture because there must be things

that are different from one culture to another) [Participant N1].

"aku lebih tertarik dengan aksen-aksen Bahasa yang ada di dunia." (I am more interested in the accents of languages in the world.) [Participant N5].

"aku gak tertarik untuk mempelajari budaya lain, cuman kaya sekedar tau aja." (I am not interested in learning about other cultures, I just want to know about them) [Participant N2].

The explanation shows that students who have taken EIC courses tend to have a greater interest in learning about other cultures than non-EIC students. Learning materials that highlight cultural differences seem to have a role in fostering students' curiosity towards broader cultural aspects. Meanwhile, non-EIC students showed more varied interests. Some students are more interested in cultural values or language accents, while others are simply curious without any desire to delve further.

The construct attitudes towards immigrants showed a slightly more positive attitude with a score of 3.1 compared to the score of 2.95 obtained by non-EIC students. This slight difference indicates that exposure to intercultural communication topics positively influences students' empathy and respect for cultural differences. As for the global mindedness contrast, EIC students scored 3.13 slightly higher than non-EIC students who scored 2.93. The score shows that EIC students are slightly more globally minded than non-EIC students. Some of the EIC students expressed awareness of cultural differences and the challenges of communicating with people from other countries which shows a broader cross-cultural understanding, which is one aspect of global mindedness. They shared experiences such as:

"Pengalamanku di Malaysia beberapa waktu yang lalu, walaupun Malaysia masih satu rumpun sama kita, paling awal-awal

ada tantangan sama bahasanya dan di awal rada susah untuk menyeiramakan, paling kita sharing-sharing dan ngepoin budaya satu sama lain. Jadi mungkin yang straight to the point itu cuma di beberapa negara aja kaya Amerika dan negara-negara di Eropa, dan di negara lain gak jauh beda sama Indonesia ada basa-basinya dulu." (My experience in Malaysia a while ago, although Malaysia is still in the same family as us, at the beginning there were challenges with the language and at the beginning it was difficult to equalise, mostly we shared and learnt about each other's culture. So maybe straight to the point is only in some countries like America and countries in Europe, and in other countries it's not much different from Indonesia, there are pleasantries first) [Participant E5].

"terus juga kan kita muslim dari negara yang mayoritas muslim juga, jadi kalo kita ke negara yang muslim minoritas itu bakal rawan terkena rasis atau islamophobia karena banyak dari mereka masih menganggap kita sebagai teroris." (Also, we are Muslims from a Muslim-majority country, so if we go to a country with a Muslim minority, we will be prone to racism or Islamophobia because many of them still think of us as terrorists) [Participant E2].

In addition, Non-EIC students also had their say:

"Global competence itu penting banget karena harus memahami orang yang punya budaya dan latar belakang yang berbeda, terus harus membangun chemistry supaya nyambung ngomong sama orang baru." (Global competence is really important because you have to understand people who have different

cultures and backgrounds, and then you have to build chemistry so you can talk to new people.) [Participant N2].

These arguments show an awareness of the importance of understanding different perspectives and the ability to interact with people from different backgrounds. This is an aspect of having a global mindset.

Values

Values in the PISA 2018 Global Competence framework refer to respecting human dignity and appreciating cultural diversity. This dimension consists of respect for people from other cultural backgrounds, student engagement (with others) regarding global issues, contact with people from other countries and global competence activities at school. Respect for people from other cultural backgrounds is a basic value to appreciate and treat individuals from different cultures with

dignity. Student's engagement regarding global issues describes taking action to make a positive difference in the lives of others and protecting the environment. Contact with people from other countries refers to providing a comparative overview of how the education system has a role in integrating global, international, and cross-cultural perspectives across the curriculum. Global competence activities indicate students' values about global competence in schools.

On the construct of respect for people from different cultures, EIC students scored 3.64 and 3.60 for non-EIC students. This score reflects a slight difference in positive attitudes and a strong appreciation for cultural differences in the two groups. This is shown by EIC students' expressions:

"Aku bisa beradaptasi sih karena yang awalnya kita ceplas-ceplos terus ketemu orang baru kan harus menyesuaikan dulu, kita jadi lebih nunjukkin respect." (I can

adapt because at first we are outspoken and then when we meet new people, we have to adjust first, so we show more respect) [Participant E5].

"kita harus berhati-hati dalam berinteraksi dengan orang lain karena kita representasi orang Indonesia, jadi gak mau mereka berpikiran kalo orang Indonesia semuanya begini begitu." (We have to be careful in interacting with others because we represent Indonesians, so we don't want them to think that Indonesians are all like this and that) [Participant E3].

Their expressions show an understanding that in the practice of cultural interaction, they have to adjust their behavior so as not to offend others. This explains that they not only understand cultural differences but also strive to respect others by adjusting their communication style. In addition, their awareness of their role as representatives of the nation shows an attitude of

respect towards other cultures. On the other hand, non-EIC students highlighted being non-judgemental and understanding different social values as a form of respect for others.

Furthermore, in student engagement regarding global issues, EIC students scored lower at 2.65 than non-EIC students who scored 2.89. The score indicates that non-EIC students are slightly more actively engaged in their learning. The lower scores of EIC students may reflect the need for more engaging or interactive elements in the course design. On the other hand, EIC students have a better ability to explain global issues than non-EIC students. However, EIC students still do not have enough confidence to discuss global issues, as mentioned earlier, they said:

"Aku gak terlalu percaya diri (membahas isu-isu global) karena takut misunderstanding, kaya ternyata yang aku pahamin sama yang diberitain itu berbeda, takutnya aku ngomong salah." (I'm not

very confident (in discussing global issues) because I'm afraid of misunderstanding, like what I understand and what I'm told are different, I'm afraid I'll say the wrong thing.) [Participant E1].

"Mungkin kalau dibanding ngomongin masalah-masalah internasional, aku masih lebih percaya diri ngomongin issue-issue yang terjadi di Indonesia." (Maybe compared to talking about international issues, I'm still more confident talking about issues that happen in Indonesia.) [Participant E5].

"Kadang karena kita tahu dikit, kita jadi takut buat bahasnya." (Sometimes because we know less, we are afraid to talk about it) [Participant E1].

On the other hand, Non-EIC students revealed:

"Aku masih kurang tahu isu-isu global" (I still don't know enough about global issues) [Participant N1].

"Kadang tahu sekilas, tapi aku gak terlalu mengikuti" (Sometimes I know at a glance, but I don't really follow it) [Participant N2].

Their expressions above indicate their limited engagement with global issues, despite their desire to understand more. Meanwhile, non-EIC students still did not demonstrate an awareness of global issues, indicating a lack of engagement with global issues. This indicates a discrepancy between the PISA assessment results and the FGD discussions.

For contact people from other countries, EIC students scored 1.45 and non-EIC students scored higher at 1.60. The scores suggest that both groups still lack opportunities for direct engagement with people from other countries. However, in the FGDs, EIC students shared their

experiences of interacting with people from other countries:

"Kalo aku dari game sih, terus kita berteman di Snapchat buat komunikasi dan aku punya temen dari Norwegia dan kita saling sharing tentang budaya." (For me, it was from gaming, then we made friends on Snapchat to communicate and I have a friend from Norway and we share about culture) [Participant E1].

"Pengalamanku kemarin di Malaysia beberapa waktu yang lalu, walaupun Malaysia masih satu rumpun sama kita, paling awal-awal ada tantangan sama bahasanya dan di awal rada susah untuk menyeiramakan, paling kita sharing-sharing dan ngepoin budaya satu sama lain" (My experience yesterday in Malaysia a while ago, even though Malaysia is still in the same family as us, at the beginning there were challenges with

the language and at the beginning it was difficult to equalise, mostly we shared and learnt about each other's culture) [Participant E5].

"Karena aku sering di American Corner, jadi paling sering ya di forum ini, tapi gak pernah bahas politik cuman culture sama Pendidikan saja. Kami sering undang orang-orang luar negri untuk jadi pembicara di seminar." (Because I'm often in the American Corner, I'm often in this forum, but we never discuss politics, just culture and education. We often invite foreigners to be speakers at seminars) [Participant E4].

Meanwhile, a Non-EIC student said:

"Kalo aku mungkin pas studytour ketemu turis asing, aku harus ngomong pake Bahasa Inggris walaupun yaa gak jelas Bahasa Inggrisku." (For me, maybe when

I go on a study tour and meet foreign tourists, I have to speak English even though my English is not clear) [Participant N1].

From the above expression, it can be said that EIC students have more experience regarding contact with people from other countries than Non-EIC students. This result is not in accordance with the higher scores of Non-EIC students. However, EIC students' experiences are more influenced by personal experiences than experiences during EIC courses. This suggests inviting foreigners to EIC learning for a deeper experience.

In the last construct, global competence activities, EIC students scored 2.9 which is slightly higher than the score of 2.7 obtained by non-EIC students. These results reflect that EIC students are slightly more involved in activities that enhance global competence. This is reinforced by the expression of EIC students:

"Dosen kami kan selama mengajarnya juga lebih menyoroti kultur-kultur di Indonesia dan Amerika, jadi setelah dapat pemahaman tentang perbedaan budayanya jadi lebih tertarik untuk belajar culture di luar sana." (Our lecturers also highlight the cultures in Indonesia and America, so after gaining an understanding of the cultural differences, we became more interested in learning about the culture abroad) [Participant E5].

"kita pernah praktek role-play soal table manner yang bakal berguna banget kalo kita dapat client luar negri atau secara general, skill ini bakal berguna banget pas kita udah kerja sih" (We have practised role-playing about table manners which will be very useful if we get clients abroad or in general, this skill will be very useful when we are already working.) [Participant E4].

Meanwhile, non-EIC students still have not received exposure to global competence activities so they still show little involvement in activities that support the development of global competence. EIC students who have received exposure to global competence activities during EIC courses are able to understand cultural differences and practice skills relevant to the global context. This is shown by their experience in learning the differences between Indonesian and American cultures and doing table manners role-play, which is considered useful for future careers.

Constructs	Mean EIC	Standard Deviation EIC	Mean Non-EIC	Standard Deviation Non-EIC
Self-Efficacy regarding global issue	2,74	0,23	2,53	0,29
Awareness of global issue	3	0,28	2,43	0,43

Perspective-Taking	3,24	0,3	3,24	0,48
Adaptablity	2,73	0,23	2,93	0,21
Awareness of IC	3,36	0,43	3	0,37
Students' Engagement	2,65	0,31	2,89	0,41
Interest in Learning	3,12	0,42	2,88	0,3
Respect for People	3,64	0,45	3,6	0,42
Contact with People	1,45	0,37	1,6	0,57
Global Mindedness	3,13	0,37	2,93	0,57
Attitude toward Immigrants	3,1	0,37	2,95	0,57
Multilingualism	1,9	0,37	2,4	0,57
Global Comp. Activities	2,9	0,37	2,7	0,57
AVERAGE	2,85	0,6	2,78	0,48

Table 1. Students' Global Competence Assessment Scores

B. Discussion

a. Students' View on Global Competence

The PISA 2018 Global Competence assessment results, which has been discussed previously, show a value that is not much different, indicating that students who have not

taken EIC courses have global competence in general. Several factors influence these results, such as the existence of Citizenship and Religious Education subjects taught at school. In Citizenship subjects, students in Indonesia will be taught about global governance, human rights, national security, diversity, and mutual cooperation (Luthfi et al., 2020). On the other hand, religious education in Indonesia that is taught also has a role in improving global competence. In religious education, students will be taught about religious moderation, anti-violence, religious intolerance, and moral character in multicultural education (Latif & Latif, 2022; Mukhibat et al., 2024; Nasir & Rijal, 2021). These topics help prepare students to become knowledgeable global citizens.

From the PISA 2018 Global Competence Assessment conducted in this study, it was found that students who had completed the English and Intercultural Communication (EIC) course

exhibited slightly higher scores (M = 2.85) than those who had not (M = 2.78). While the difference is moderate, it suggests that the EIC course has some impact on students' global competence. Furthermore, the Focus Group Discussion (FGD) results highlight that students in the EIC group demonstrate a broader perspective on global competence, emphasizing openness to diverse perspectives and an understanding of cultural differences. Their statements reflect an appreciation of cultural awareness, as seen in the following remarks:

"Menurutku, kalo kita memiliki global kompetensi itu bakal jadi lebih terbuka dan memahami suatu hal yang di luar pikiran kita sebelumnya, kita bakal lebih tau secara global dan luas. Dan paham bahwa dunia tidak berotasi di kehidupan kita saja, tetapi di luar sana banyak sekali hal yang berbeda." (Global competence makes us more open-minded and aware of things

beyond our previous understanding. We realize that the world does not revolve around us alone; there are many different perspectives out there) [Participant E4].

"kalo dari matkul EIC, global competence yang paling disorot mungkin culture-nya, walaupun kita gak keluar negri tapi setidaknya kita tau culture orang luar sana itu seperti apa. Jadi kalo someday kita berkesempatan ke sana kita bakal lebih menghargai banyaknya perbedaan culture dan segala macamnya." (The EIC course particularly highlights cultural aspects. Even if we never travel abroad, at least we understand foreign cultures. This way, if we get the chance to go abroad, we can appreciate different cultures better) [Participant E5].

"Global competence bantu kita gak kena culture shock juga, karena culture shock kadang bisa bikin kita menilai jelek suatu

culture. Padahal kan yang menurut kita pandang jelek, tapi bagi mereka itu adalah hal yang lumrah, jadi kita harus bisa menghargai.'' (Global competence helps us avoid culture shock, as it allows us to understand that what may seem strange or negative to us is normal for others.) [Participant E1].

These perspectives align with the argument of Williams-Guallandi, as cited by Maria and Eva (2023), who state that intercultural understanding requires not only knowledge but also deep cultural awareness. A person may be familiar with culture but still hold biases or judgments about it, which can hinder effective intercultural interactions. Moreover, the findings indicate that global competence is not only an academic ability but also a practical skill essential for navigating intercultural interactions. This aligns with Aulia et al. (2023), who argue that global competence encourages intercultural

communication skills, enabling individuals to manage culture shock effectively when encountering new cultural contexts.

Meanwhile, students from the Non-EIC group also acknowledge the importance of global competence, especially in terms of being sensitive to surrounding issues and communicating effectively with people from diverse backgrounds. This supports the findings of Hunter et al., cited by Jiaxin et al. (2024), who define global competence as the ability to be open-minded, understand cultural norms, and apply that knowledge to interact effectively in diverse cultural settings. However, some of them admitted feeling less globally competent compared to their EIC counterparts.

Additionally, Huda et al. (2021) emphasize that adopting a global mindset and being open-minded plays a crucial role in fostering social awareness. Ting (2023) also

argues that cross-cultural competence is necessary for understanding and building meaningful interactions with individuals from different cultural backgrounds. The findings of this study suggest that the EIC course plays a role in fostering such competence by exposing students to discussions and perspectives on intercultural interactions.

Lyu (2024) highlights the importance of instilling cross-cultural competence through classroom discussions, as these enhance cultural awareness, communication skills, and adaptability to new environments. The responses from the EIC group in the FGD align with this claim, as they expressed how the course broadened their understanding of different cultures and helped them appreciate cultural diversity. Similarly, Kang et al. (2017) found that learning activities such as intercultural projects effectively improve students' intercultural communication skills

and knowledge of other cultures. Given this, the materials, discussions, and problem-solving activities integrated into the EIC course likely contribute to enhancing students' global competence.

b. The Differences in Students' Global Competence Before and After Completing the English and Intercultural Communication (EIC) Course

Although their scores were not significantly different, students who had completed the English and Intercultural Communication (EIC) course tended to have more consistently superior global competence (GC) scores due to their better understanding of global issues and intercultural dynamics, as reflected by the answers in the FGDs that explored their understanding and engagement with the global competence element according to the PISA 2018 framework.

Knowledge

The results of the global competence assessment indicate that students who have completed the EIC course (EIC group) scored higher in Awareness of Global Issues than those who had not taken the course. This suggests that the EIC course contributes to a broader understanding of global issues. The findings are further reinforced by focus group discussions (FGD), where EIC students demonstrated deeper engagement with global events, such as the Palestine conflict and its economic implications. Their discussions reflected critical thinking, considering both the political and economic consequences of global events. For example, they debated the impact of boycotting international brands like KFC on local economies and employment.

Additionally, EIC students exhibited an awareness of cross-cultural differences through assignments comparing Indonesian and Western cultural norms. This aligns with Heng and Yeh

(Heng & Yeh, 2022), who found that integrating local and international cultural projects enhances students' awareness of cultural differences. Goreev (2021) similarly argues that sociocultural engagement increases global competence, equipping students with knowledge applicable in real-world interactions. These findings also resonate with Stepanechko (2021), who suggests that cultural awareness fosters adaptability, as knowledge transforms into competence that enables students to navigate different cultural environments.

From a theoretical perspective, Vygotsky's sociocultural theory (Gauvain, 2008; Marginson & Dang, 2017) supports the idea that culture shapes cognitive development. The EIC course provides exposure to global issues and cultural diversity, influencing students' perspectives and enhancing their ability to interpret the world through a more globalized lens. Majewska (Majewska, 2023) also

highlights that global competence necessitates knowledge of world issues and the ability to engage wisely in diverse cultural settings.

Unlike the awareness of global issues, the findings on multilingual exposure reveal a different trend. The Non-EIC group reported a higher average score in the Number of Languages Spoken constructs compared to the EIC group. This suggests that factors beyond the EIC course, such as personal language-learning experiences or exposure to multilingual environments, may influence this aspect of global competence. While the EIC course focuses on intercultural communication, it does not necessarily guarantee higher multilingual proficiency. However, linguistic exposure remains a critical component of global competence, as it enhances cross-cultural interactions and communication skills. This is supported by Vygotsky's view that cultural background significantly shapes learning and

understanding (Marginson & Dang, 2017). Students in more multilingual environments may naturally develop stronger language skills, even without direct instruction from an EIC course.

The findings suggest that the EIC course contributes positively to students' awareness of global issues and intercultural understanding, supporting previous research on global competence development (Heng & Yeh, 2021; Stepanechko, 2021). However, multilingual exposure appears to be influenced by external factors beyond the course itself. These results indicate that while structured coursework enhances cultural awareness and critical thinking about global issues, additional strategies may be required to improve students' linguistic diversity and practical language skills.

Skills

From the global competence assessment results, EIC students scored higher in

constructing awareness of intercultural communication. They shared their experience with table manners role-play practice that helped them to have a better awareness of intercultural communication. Role-playing exercises provide hands-on experience in navigating cultural nuances. This is supported by Toadvine's argument in her research on role play for cultural competence which revealed that role play about other regions and cultures can foster respect for differences and empathy with people who have different perspectives (Toadvine, 2024). Moreover, global competence development can be done by being taught through virtual reality technology (Akdere et al., 2021), story circles (Deardorff, 2019), and using music (Khasanova, 2020). Such teaching strategies can be effective for cultural awareness training as in the process, individuals share personal experiences and explore similarities and differences (Ting, 2023).

Both groups of students scored equally on perspective-taking. Although their scores indicated that both groups had the ability to understand and consider different views, they revealed that different views were still a challenge. This is not in line with perspective-taking skills which require one to have a broad perspective and know how to communicate with different people. According to Salmon et al. (Salmon et al., 2018), these things must be possessed to be said to be globally competent. Moreover, Lee and Stankov (2023) argue that the disconnect between cognitive understanding and the values or attitudes needed to appreciate diverse viewpoints remains a challenge in applying perspective-taking skills. Such challenges will hinder the ability to interact well and respect others (OECD, 2018). This highlights the importance of fostering not only perspective-taking skills but also the underlying values of openness and respect that promote their effective application in real-world intercultural contexts.

Furthermore, on construct adaptability, non-EIC students scored higher than EIC students. The results of the FGDs show that adaptability is influenced by external factors such as family backgrounds that have different cultures. According to Thu (2024), intercultural communication competence is the ability to understand, respect, and use different communications from different cultures, which enables one to adapt and grow in various cultural environments. From the participant's expression, her adaptability comes from the direct exposure to the influence of diverse cultures in her family. Waal et al. state that the development of intercultural competence and positive diversity beliefs can be developed through cross-cultural experiences from the family, which will be of value to both the organisation and society (de Waal et al., 2020).

Attitudes

The results showed that EIC students scored slightly higher in this dimension compared to non-EIC students which suggests that exposure to structured intercultural education has a positive impact on students' confidence, curiosity, and openness to global issues. However, developing students' confidence in addressing global issues remains a challenge. Both EIC and non-EIC students are still struggling with confidence in the context of global issues due to fear of misunderstanding or lack of in-depth knowledge. Previous research emphasizes that self-efficacy can be shaped more by personal experiences and education rather than external social norms, indicating that students require more structured opportunities to critically analyze global issues (Lee & Stankov, 2023). Wang (Hong Wang, 2024) further highlights that intercultural communication training in education should combine theory with practical applications to help students handle these discussions with greater confidence. This

reveals that integrating more problem-based learning, student discussions, and media literacy training could be effective in strengthening students' ability to address global challenges.

The study also found that EIC students showed a greater interest in learning about other cultures, reinforcing the idea that intercultural education fosters curiosity and motivation to explore diverse cultural perspectives. The PISA 2018 framework identifies interest in other cultures as a critical factor in global competence, as it reflects an individual's willingness to engage with different perspectives (OECD, 2018). Another researcher states that discussing how intercultural education programs have historically played a role in encouraging cultural curiosity and awareness, particularly in teacher training (Albuhmedee, 2024; Carter, 2020). Given these insights, educational programs should incorporate more immersive cultural experiences, such as virtual exchanges,

international collaborations, and exposure to diverse narratives to sustain students' curiosity and engagement with global cultures.

When examining attitudes toward immigrants, the study revealed that EIC students held slightly more positive views compared to non-EIC students. This suggests that exposure to intercultural communication topics contributes to greater empathy and inclusivity. PISA 2018 recognizes attitudes toward immigrants as an external social construct, meaning that societal and national influences play a significant role in shaping these views (OECD, 2020). Lee and Stankov (2023) also explained that countries with educational policies that promote cultural retention and inclusion tend to foster more positive attitudes toward immigrants. This finding suggests that educational institutions should incorporate immigrant narratives, social justice discussions, and cross-cultural projects to

help students develop a more inclusive global view.

Additionally, global mindedness was slightly higher among EIC students than non-EIC students, reflecting a greater awareness of cultural differences and global responsibility. PISA defines global mindedness as a sense of connection to the global community and a willingness to act on global challenges (OECD, 2018). Andrews in his study suggests that students who have more exposure to global perspectives tend to develop a stronger sense of responsibility toward intercultural issues (Andrews, 2021). This suggests that service-learning projects, global initiatives, and cross-cultural interactions should be encouraged to translate students' awareness into meaningful action.

Values

Respect for people from different cultural backgrounds is an essential component of global competence. The findings indicate that both EIC and non-EIC students demonstrate a strong appreciation for cultural diversity. This suggests that exposure to intercultural education fosters a greater sense of adaptability and awareness in social interactions. The reflections from EIC students indicate a deeper awareness of their role in representing their cultural background and adjusting their communication styles accordingly. This supports prior studies that highlight the significance of integrating intercultural competence in foreign language education to foster positive attitudes toward cultural diversity (Oh, 2021; Weda et al., 2022).

Despite their exposure to global themes, EIC students scored lower in engagement with global issues than non-EIC students. This may indicate that while the EIC course provides students with knowledge about global issues, it

does not necessarily translate into proactive engagement. However, EIC students demonstrated a greater ability to explain global issues, even though they lacked confidence in discussing them. Prior research has suggested that meaningful engagement with global issues in education is contingent on pedagogical strategies that promote critical discussions and active participation (Canziani et al., 2024). The lower engagement among EIC students suggests a need for course modifications that incorporate more interactive discussions to boost confidence and participation.

Interestingly, non-EIC students scored slightly higher than EIC students in terms of contact with people from other countries. This result contradicts the qualitative data, where EIC students reported richer experiences interacting with individuals from other countries through gaming, and academic forums. This discrepancy suggests that while EIC students have more

meaningful interactions, these experiences may not be sufficiently integrated into the curriculum. Previous studies have emphasized that structured exposure to cross-cultural interactions within formal education can enhance global competence more effectively (Aljuaid, 2021).

EIC students scored slightly higher than non-EIC students in participation in global competence activities. Their experiences, such as role-playing cultural interactions and discussions on cultural differences, highlight the value of experiential learning in developing global awareness. These findings align with research that suggests integrating global themes into the curriculum through practical activities enhances student engagement and learning outcomes (Divéki & Harangozó, 2024; Luo & Peng, 2021).

c. Elements of Global Competence that Develop through the English and Intercultural Communication (EIC) Course

Although the difference in scores between EIC and Non-EIC students tends to be slight, EIC students still excel in various aspects of global competence. They showed increased knowledge, awareness, and understanding of global issues, which is the main objective of the EIC course. This finding confirms the importance of integrating global issues into the curriculum to increase students' awareness of world events (Basarir & Sari, 2022; Bayraktar Balkir, 2021; Divéki, 2024). In addition, experiential learning such as discussions on global conflicts and cultural differences allows students to develop critical analysis skills as well as broader cultural awareness (Goreev, 2021; Heng & Yeh, 2022).

Combining global issues with appropriate learning methods has proven to be effective in

developing global skills and attitudes. EIC students report improvements in perspective-taking, global-mindedness, and interest in learning about other cultures, reflecting the effectiveness of intercultural approaches in education (Carter, 2020; OECD, 2018). In addition, the use of learning methods such as role-playing has helped to improve their intercultural communication awareness, in line with previous research that emphasizes the importance of experiential learning in building global competence (Akdere et al., 2021; Deardorff, 2019; Khasanova, 2020; Toadvine, 2022). However, the challenges of applying perspective-taking in the real world suggest the need for additional strategies to instill the value of openness and empathy in cross-cultural interactions (Lee & Stankov, 2023; Salmon et al., 2018).

In terms of attitude, EIC students are more confident in dealing with global issues,

although they still face barriers such as fear of mistakes or lack of in-depth information. They also show greater respect for cultural diversity and have more inclusive views towards immigrants, which is in line with PISA 2018 findings on the importance of positive attitudes towards other cultures in building global competence (OECD, 2020). In addition, the higher global-mindedness of EIC students suggests that exposure to global perspectives in the curriculum can increase their sense of responsibility toward world issues (Andrews, 2021). To optimize these developments, education programs can further encourage participation in cross-cultural projects, problem-based learning, and international collaboration to turn global awareness into action.

CHAPTER V

CONCLUSION, PEDAGOGICAL IMPLICATIONS, AND SUGGESTION

A. Conclusion

The findings of this study highlight that while both EIC and non-EIC students possess a general level of global competence, those who have completed the EIC course exhibit slightly higher scores and a more comprehensive understanding of global issues. This suggests that structured exposure to global and intercultural discussions contributes to students' awareness and perspectives, fostering a broader worldview and appreciation of cultural diversity (Basarir & Sari, 2022; Bayraktar Balkir, 2021; Divéki, 2024). Additionally, the Focus Group Discussions (FGD) indicate that the EIC course has helped students become more open-minded and avoid cultural biases, reinforcing the idea that global competence is

not only an academic skill but also a practical ability for navigating intercultural interactions (Maria & Eva, 2023; Aulia et al., 2023).

Beyond knowledge acquisition, the EIC course has also contributed to developing students' global skills and attitudes, such as perspective-taking, global-mindedness, and intercultural communication (Toadvine, 2022; Akdere et al., 2021; Deardorff, 2019). However, despite these improvements, challenges remain in applying perspective-taking in real-world situations. Many students still struggle with confidence when discussing global issues due to concerns about making mistakes or lacking sufficient knowledge (Salmon et al., 2018; Lee & Stankov, 2023). Another key finding is that while the EIC course enhances students' awareness of cultural diversity and global issues, it does not significantly contribute to multilingual exposure, which appears to be

influenced by external factors such as personal language-learning experiences and family environments rather than structured coursework (Margison & Dang, 2017).

Despite these contributions, the study acknowledges that global competence is not developed solely through the EIC course. Other courses, such as Citizenship Education and Religious Education, may also shape students' awareness of global issues, diversity, and ethical perspectives (Luthfi et al., 2020; Mukhibat et al., 2024; Nasir & Rijal, 2021). Additionally, this study's sample was limited to students from the English Language Education department at a single university, which may not fully represent students from other academic backgrounds. Therefore, future research should explore how global competence develops across different disciplines and institutions, as well as investigate long-term impacts through longitudinal studies.

B. Pedagogical Implication

The findings have important implications for global competence education, particularly in higher education curricula. First, integrating real-world global issues into coursework can enhance students' awareness of international events and foster critical thinking about cultural diversity (Heng & Yeh, 2021; Goreev, 2021). Second, experiential learning activities such as role-playing, collaborative projects, and exposure to diverse viewpoints should be expanded to further develop global skills and attitudes (Toadvine, 2022; Akdere et al., 2021). These interactive approaches can help students apply theoretical knowledge to real-world intercultural interactions.

Furthermore, while the EIC course has been beneficial in fostering cultural awareness, institutions should

incorporate more structured interactions with international students or professionals. Providing opportunities for firsthand exposure to cross-cultural communication, such as virtual exchange programs or study-abroad initiatives, can enhance students' ability to engage effectively in diverse environments. Additionally, confidence-building strategies, such as debate-based activities and structured discussions on global issues, should be integrated into courses to help students overcome the fear of making mistakes and strengthen their ability to express their perspectives in global discourse.

C. Suggestion

To further enhance the development of global competence, universities should consider refining their curriculum to include more interactive and interdisciplinary approaches.

Collaboration between language studies, and social sciences could provide a more holistic perspective on global competence and its application in different fields. Additionally, institutions should explore broader initiatives such as language exchange programs, cultural immersion experiences, and partnerships with international organizations to offer students more opportunities for real-world engagement with global issues.

Given the limitations of this study, future research should expand to include students from various academic disciplines and institutions to gain a more comprehensive understanding of global competence development. Conducting longitudinal studies that track students' progress over time would also provide deeper insights into how global competence evolves throughout their academic and professional careers.

Lastly, as multilingual proficiency plays a crucial role in cross-cultural communication, universities should explore ways to integrate multilingual exposure into global competence education, ensuring that students are well-equipped to navigate the increasingly interconnected world.

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APPENDICES

Appendix 1: Student's Global Competence Assessment

Framework Reference**:**

Adopting from PISA 2018 Global Competence Framework

A. Demographic Information

1. Name:
2. Age:
3. Gender:
4. Current Semester:
5. Have you taken the English and Intercultural Communication Course? (Yes/No):

B. Student Assessment

How easy do you think it would be for you to perform the following tasks on your own?

	I couldn't do this	I would struggle to do this on	I could do this with a bit of	I could do this easily

		my own	effort	
Explain how carbon-dioxide emissions affect global climate change				
Establish a connection between prices of textiles and working conditions in the countries of production				
Discuss the different reasons why				

people become refugees				
Explain why some countries suffer more from global climate change than others				
Explain how economic crises in single countries affect the global economy				
Discuss the consequences of economic development on the				

	environm ent				

Construct: Self-efficacy regarding global issues

How informed are you about the following topics?

	I hav e nev er hea rd of this	I have hear d abou t this but I woul d not be able to expl ain what it is reall y abou t	I know somet hing about this and could explai n the genera l issue	I am famil iar with this and I woul d be able to expla in this well
Climate change and global				

warmin g			
Global health (e.g. epidemi cs)			
Migratio n (movem ent of people)			
Internati onal conflicts			
Causes of poverty			
Equality between men and women in different parts of the world			

Construct: Awareness of global issues

How well does each of the following statements below describe you?

	Very much like me	Mostly like me	Not much like me	Not at all like me
I try to look at everybody's side of a disagreement before I make a decision.				
I believe that there are two sides to every question and try to look at them both.				
I sometimes try to understand my friends better by imagining how things look from				

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their perspective.				
Before criticizing somebody, I try to imagine how I would feel if I were in their place.				
When I'm upset at someone, I try to take the perspective of that person for a while.				

Construct: Perspective-taking

How well does each of the following statements below describe you?

	Very much like me	Mostly like me	Not much like me	Not at all like me

I can deal with unusual situations.				
I can change my behaviour to meet the needs of new situations.				
I can adapt to different situations even when under stress or pressure.				
I can adapt easily to a new culture.				
When encountering difficult situations with other people, I can think of a way to resolve the situation.				

	Strongly disagree	**Disagree**	**Agree**	**Strongly agree**
I am capable of overcoming my difficulties in interacting with people from other cultures.				

Construct: Adaptability

Imagine you are talking in your native language to people whose native language is different from yours.

To what extent do you agree with the following statements?

	Strongly disagree	**Disagree**	**Agree**	**Strongly agree**
I carefully observe their reactions.				
I frequently check that we are				

understanding each other correctly.				
I listen carefully to what they say.				
I choose my words carefully.				
I give concrete examples to explain my ideas.				
I explain things very carefully.				
If there is a problem with communication, I find ways around it (e.g. by using gestures, re-explainin				

g, writing etc.).				

Construct: Awareness of intercultural communication

Are you involved in the following activities?

	Yes	No
I reduce the energy I use at home (e.g. by turning the heating down or turning the air conditioning up or down or by turning off the lights when leaving a room) to protect the environment.		
I choose certain products for ethical or environmental reasons, even if they are a bit more expensive.		
I sign environmental or social petitions online.		
I keep myself informed about world events via <Twitter> or <Facebook>.		
I boycott products or companies for political, ethical or environmental reasons.		

I participate in activities promoting equality between men and women.		
I participate in activities in favour of environmental protection.		
I regularly read websites on international social issues (e.g. poverty, human rights).		

Construct: Student's engagement (with others) regarding global issues

How well does each of the following statements below describe you?

	Very much like me	Mostly like me	Not much like me	Not at all like me
I want to learn how people live in different countries.				
I want to learn more about the				

religions of the world.				
I am interested in how people from various cultures see the world.				
I can adapt easily to a new culture.				
I am interested in finding out about the traditions of other cultures.				

Construct: Interest in learning about other cultures

How well does each of the following statements below describe you?

	Very much like me	Mostly like me	Not much like me	Not at all like me
I respect people from other cultures as equal human beings.				
I treat all people with respect regardless of their cultural background.				
I give space to people from other cultures to express themselves.				
I respect the values of people from different cultures				
I value the opinions of people from different cultures.				

Construct: Respect for people from other cultural backgrounds

Do you have contact with people from other countries?

	Yes	No
In your family		
At school		
In your neighbourhood		
In your circle of friends		

Construct: Contact with people from other countries

To what extent do you agree with the following statements?

	Strongly disagree	Disagree	Agree	Strongly Agree
I think of myself as a citizen of the world.				
When I see the poor conditions that some people in the world live under, I feel a responsibility to do				

something about it.				
I think my behaviour can impact people in other countries.				
It is right to boycott companies that are known to provide poor workplace conditions for their employees.				
I can do something about the problems of the world.				
Looking after the global environment is important to me.				

Construct: Global mindedness

People are increasingly moving from one country to another. How much do you agree with the following statements about immigrants?

	Strongly disagree	Disagree	Agree	Strongly Agree
Immigrant children should have the same opportunities for education that other children in the country have.				
Immigrants who live in a country for several years should have the opportunity to vote in elections.				
Immigrants should have the opportunity to continue their own customs and lifestyle				

Immigrants should have all the same rights that everyone else in the country has.				

Construct: Attitudes towards immigrants

How many languages, including the language(s) you speak at home, do you and your parents speak well enough to converse with others?

	One	Two	Three	Four or more
You				
Your mother				
Your father				

Construct: Number of languages spoken

Do you learn the following at school?

	Yes	No
I learn about the interconnectedness of countries' economies.		
I learn how to solve conflicts with other people in our classrooms.		
I learn about different cultures		
We read newspapers, look for news on the internet or watch the		

news together during classes.		
I am often invited by my teachers to give my personal opinion about international news.		
I participate in events celebrating cultural diversity throughout the school year.		
I participate in classroom discussions about world events as part of the regular instruction.		
I analyse global issues together with my classmates in small groups during class.		
I learn that how people from different cultures can have different perspectives on some issues.		
I learn how to communicate with people from different backgrounds.		

Construct: Global competence activities at school

Appendix 2: Questions of FGD

For EIC Students:

1. How would you define "global competence"? What does it mean to you?
2. What global issues do you think are most important today, and how do they affect people differently around the world?
3. How comfortable do you feel communicating with people from different cultural backgrounds? What challenges do you expect in such interactions?
4. Do you have an interest in learning about other cultures? If so, what aspects interest you the most (e.g., language, customs, values)?
5. How much do you currently know about different cultures, and what do you do to expand your knowledge?
6. How confident are you in contributing to discussions on global issues?
7. Can you give an example of a global issue you learned about through this course?

8. How has the course influenced your ability to understand different viewpoints?
9. Can you describe a situation where you adjusted your behavior due to cultural differences?
10. How often do you find yourself discussing global issues with others?

For Non-EIC Students:

1. Do you feel that being globally competent is important for your personal and professional life? Why or why not?
2. What global issues do you think are most important today, and how do they affect people differently around the world?
3. How confident are you in contributing to discussions on global issues?
4. How comfortable do you feel communicating with people from different cultural backgrounds? What challenges do you expect in such interactions?
5. Do you have an interest in learning about other cultures? If so, what aspects interest you the most (e.g., language, customs, values)?

6. How confident are you in adapting to different cultural environments?
7. Have you had experiences where you needed to adjust your behavior or communication style for cultural reasons? How did you feel about it?
8. What skills or knowledge areas do you think are essential for effective communication across cultures?
9. What motivates you to learn about and engage with different cultures and global issues?

Appendix 3: Transcripts of FGD

EIC GROUP

- How would you define "global competence"? What does it mean to you?

E1: GC menurutku perlu buat survive di era global atau modern seperti sekarang, bisa survive dalam bidang komunikasi, mengembangkan soft skill untuk mencari pekerjaan.

E2: Kurang lebih sama dengan I, punya global kompetensi itu pastinya jadi tuntutan zaman dan pekerjaan. Jadi, selain IT, kita juga perlu punya language atau culture proficiency, itu penitng.

E1: karena tanpa IT kita gak bisa dapat informasi. Coba bayangkan kalo gak ada internet, kita gak tau apa-apa tentang peristiwa-peristiwa yang sedang terjadi di luar sana.

E3: menurutku selain komunikasi itu, kita perlu tau lingkungan tempat kita tinggal. Misal kita kerja di luar negri, kita perlu tau gimana sih budaya mereka karena kalo kita cuma ngandelin komunikasi doang dan gak tau tentang budayanya bakal bingung.

E4: kalo menurutku, kalo kita memiliki global komptensi itu bakal jadi lebih terbuka dan memahami suatu hal yang di luar pikiran kita sebelumnya, kita bakal

lebih tau secara global dan luas. Dan paham bahwa dunia tidak berotasi di kehidupan kita saja, tetapi di luar sana banyak sekali hal yang berbeda.

E1: Iya setuju, kaya jadi apa yang mereka lakuin selama ini beda dengan yang lain.

E4: contohnya kaya misal budaya makan di sini kan yaudah makan pake tangan juga hal lumarah, tapi kalo di America kan harus pakai table manner. Misal kalo kita sudah kerja terus dapat client orang luar negri kan kita jadi bisa menyesuaikan diri dengan ngikutin table manner.

E5: kalo dari matkul EIC itu yang paling disorot mungkin culture-nya, walaupun kita gak keluar negri tapi setidaknya kita tau culture orang luar sana itu seperti apa. Jadi kalo someday kita berkesempatan ke sana kita bakal lebih menghargai banyaknya perbedaan culture dan segala macamnya.

E1: global competence bantu kita gak kena culture shock juga, karena culture shock kadang bisa bikin kita menilai jelek suatu culture. Padahal kan yang menurut kita pandang jelek, tapi bagi mereka itu adalah hal yang lumrah, jadi kita harus bisa menghargai.

E5: contohnya kaya dilarang menanyakan umur, terus cipika-cipiki juga jadi hal yang biasa.

E1: terus kalau suami istri punya teman lawan jenis jadi hal yang biasa juga bagi orang America, sedangkan di Indonesia yang begitu pasti langsung timbul prasangka buruk.

E4: juga di sana kan LGBT itu hal yang normal, jadi kita perlu tahu juga biar kalo di luar tidak kelihatan norak.

- What global issues do you think are most important today, and how do they affect people differently around the world?

  E1: yang perihal perang di Palestina kan kita jadi ikutan boycott kan, kaya yang lagi rame sekarang itu KFC yang phk pekerjanya secara massal. Padahal katanya pengelola dan owner-nya itu orang Indonesia, terus pekerjanya juga orang Indonesia, jadi uangnya berputar di Indonesia aja gak sih?

  E5: tapi emang gak ada saluran ke pusatnya juga?

  E1: tapi aku baca-baca di Twitter katanya gak ada hubungan dengan pusatnya. Jadi menurutku kita harus bijak juga dalam memboycott, diperhatikan juga yang beneran ada koneksi dengan pusat (Israel) itu yang mana saja, soalnya kita kadang fomo ikut-ikutan aja. Yang di phk juga sudah punya keluarga dan mereka punya

tanggungan banyak, itu ngaruh ke ekonomi kita juga kan.

E3: Menurutku yang KFC ini jauh sebelum ada boycott pun sudah mulai turun performa, tapi ya mungkin diperparah lagi dengan adanya boycott ini. Sekarang juga kan sudah banyak UMKM yang jualan ayamnya lebih enak dari KFC, atau kaya Recheese. Apalagi sekarang lagi hype Korean spicy, sedangkan di KFC harganya cenderung mahal dan rasanya biasa aja dan modelnya terlalu American, kalo di Indonesia kan banyak rempah-rempahnya kaya sambel geprek dan lainnya yang lebih masuk lidah orang Indonesia.

E2: kalo menurutku di bidang ekonomi emang ada dampaknya karena balik lagi Amerika sebagai istilahnya petinggi, jadi dampak boycott ini merambat ke ekonomi lainnya juga, gak hanya ekonomi pangan.

E4: di rapat PBB kan banyak yang mendukung Palestina sampai gak ikut rapat.

E3: bahkan Israel sudah mulai digugat oleh South Africa yang rutin laporin Israel ke International Criminal Court (ICC), mereka bahkan sudah mengumpulkan berkas-berkas sebanyak satu mobil yang isinya bahwa Israel

memang melakukan genocida terhadap Palestina.

E4: Organisasi luar juga masih tutup mata gak sih

E5: iya, karena mereka juga kan masih terafiliasi sama America jadi ya no wonder.

E3: bahkan kemaren ada kabar jadi kan Trump menang lagi, dia bikin regulasi intinya pajak ekspor dan impor bakal berubah dan itu ngaruh banget sama ekonomi di negara seluruh dunia, termasuk Indonesia. Ini karena Trump mengutamakan American first, jadi barang-barang impor bakal dimahalin supaya produk-produk amerika dulu yang diutamain.

E1: gak lama ini kan ada peraturan barang-barang dari China dilarang impor ke Indonesia karena harga mereka lebih murah, jadi masyarakat lebih tertarik dengan barang-barang China dibanding produk UMKM setempat. Jadi pemerintah melarang impor dari China untuk bantu para pelaku UMKM.

- How comfortable do you feel communicating with people from different cultural backgrounds? What challenges do you expect in such interactions?

E4: perbedaan pendapat bakal jadi tantangan sih karena orang luar negri itu banyak yang keras kan

E3: iya mereka banyak yang kritis dan to the point ya, kalo kita kan ada unggah-ungguhnya, kalo orang luar kan langsung ngomong ke tujuan mereka.

E5: pengalamanku di Malaysia beberapa waktu yang lalu, walaupun Malaysia masih satu rumpun sama kita, paling awal-awal ada tantangan sama bahasanya dan di awal rada susah untuk menyeiramakan, paling kita sharing-sharing dan ngepoin budaya satu sama lain. Jadi mungkin yang straight to the point itu cuma di beberapa negara aja kaya Amerika dan negara-negara di Eropa, dan di negara lain gak jauh beda sama Indonesia ada basa-basinya dulu.

E1: Contohnya Jepang kan dikenal negara workaholic sama rasis dengan orang-orang dari southeast asia kan, soalnya warga Indonesia juga banyak yang jadi TKW kan di sana.

E2: terus juga kan kita muslim dari negara yang mayoritas muslim juga, jadi kalo kita ke negara yang muslim minoritas itu bakal rawan terkena rasis atau islamophobia karena banyak dari mereka masih menganggap kita sebagai teroris.

E5: ditanya juga kenapa kita pake hijab dan ditanyai juga tentang tuhan kita. Aku juga kan dari Palembang, pas pertama kali ke Semarang mungkin rada kesulitan di bahasanya karena mayoritas di sini pakai Bahasa Jawa, terus dari rasa makanan sama cuacanya yang berbeda juga.

- Do you have an interest in learning about other cultures? If so, what aspects interest you the most (e.g., language, customs, values)?

E1: kalo konteksnya abis belajar tentang budaya, aku lebih tertarik sama adat istiadatnya sih, apalagi sama baju tradisional China, terus juga mereka kan negara gede, tapi kaya sampe pelosok-pelosoknya udah merata pendidikannya, dari segi sumber daya manusia kita udah tertinggal sangat jauh

E3: di daerahnya itu kan ada yang terkenal dengan arsitekturnya, di mana ada bangunan yang keliatan udah di lantai dasar tapi ternyata mereka di lantai 22. Itu keren banget sih.

E1: Iya terus budayanya juga masih dijaga banget. Aku pernah liat vlog di tengah kota gitu, tapi bangunan adat atau tradisionalnya masih dijaga, bahkan kalo misal tanahnya perlu dipake buat

pemukiman, bangunan adatnnya itu gak dihancurkan tapi dipindahkan.

E4: Mereka tuh juga walaupun udah jadi negara maju, tapi budayanya masih sangat menonjol dan keliatan classy.

E1: Padahal kalo mikir Amerika belum tentu berpikiran sama suku Indiana, tapi kalo kepikiran China pasti langsung terpikirkan bahasanya, adat-adatnya, dll.

E3: Jadi kalo di Asia Timur lebih memilih akulturasi budaya dengan modern, kalo di negara-negara kaya America atau negara di Eropa kan mereka jarang yang lebih mempertahankan budaya tradisionalnya dan lebih memilih kehidupan modern.

E2: Ya sebenarnya mereka juga punya budaya, tapi gak terlalu di-highlight seperti China dll.

E5: mungkin kalo bahas soal Pendidikan dan budaya luar itu lebih ke bagaimana rasanya merasakan iklim Pendidikan di negara-negara maju, kaya gurunya ngajar di kelas itu atau riset-risetnya bagaimana. Jadi aku sendiri pengen ngerasain atmosphere-nya.

E1: Aku juga heran kadang sekolah yang sudah bagus banget di sini, tapi bagi luar negri masih biasa saja.

E4: bahkan ada yang menilai Pendidikan kita itu masih mundur.

- How much do you currently know about different cultures, and what do you do to expand your knowledge?

    E5: aku biasanya lewat vlog-vlog youtuber kaya Jerome tentang Jepang, jadi kita tau tentang culture dan makanannya, juga jadi tahu tentang bahasanya juga
    E4: Iya sama
    E1: Kalo aku dari game sih, terus kita berteman di Snapchat buat komunikasi dan aku punya temen dari Norwegia dan kita saling sharing tentang budaya. Ternyata natal di Norwegia itu bener-bener meriah banget, sama buat mereka itu ngasih apresiasi atau gift itu udah jadi hal biasa, kalau kita kan cuma di momen tertentu saja.
    E3: aku ya paling dari internet sama film juga.
    E2: aku kebanyakan belajar culture lain dari vlog orang sih.

- How confident are you in contributing to discussions on global issues?

    E1: aku gak terlalu percaya diri karena takut misunderstanding, kaya ternyata yang aku pahamin sama yang diberitain itu berbeda, takutnya aku ngomong salah.

E2: iya setuju, terus juga takutnya kita level pemahamannya berbeda.

E5: mungkin kalo dibanding ngomongin masalah-masalah internasional, aku masih lebih percaya diri ngomongin issue-issue yang terjadi di Indonesia.

E1: Kadang karena kita tahu dikit, kita jadi takut buat bahasnya.

E4: iya karena kadang juga kita cuma liat diberitanya doang tanpa tahu aslinya, jadi takut dibilang sok tahu juga sih.

E3: iya sama sih, jadi kaya kalo tahu sesuatu lebih baik buat diri sendiri aja.

- Can you give an example of a global issue you learned about through this course?

E1: pas kuliah itu kita pernah dapat tugas bikin essay tentang masalah budaya di Indonesia terus di-compare dengan Amerika

E3: OH iya, aku pas itu dapat membandingkan cara parenting di Asia dan Western, ternyata beda banget. Kaya tadi pengalaman temannya I yang dari Norwegia yang orang tuanya dikit-dikit memberi apresiasi, sedangkan kita kalo ngelakuin hal baik orangtua kaya biasa saja, tapi giliran kita melakukan hal jelek langsung dimaki. Selain itu, mereka juga dibebasin buat berpendapat dan bakal didengarkan oleh orang tua mereka dan

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bakal dilurusin kalau pendapat mereka rada menyimpang, sedangkan kita lebih diatur sama orangtua dan susah untuk memiliki pendapat sendiri. Orangtua yang supportive gini kan bikin anak jadi percaya diri.

E2: dan itu dibentuk dari lingkungan keluarga dulu yah.

E4: kita pernah praktek soal table manner yang bakal berguna banget kalo kita dapat client luar negri atau secara general, skill ini bakal berguna banget pas kita udah kerja sih.

E5: aku setuju, tapi waktu itu kaya lebih bandingin table manner orang jawa sama amerika. Orang jawa kan kalo makan biasa pake tangan, tapi kalo kita ke amerika kan belum jadi hal yang lumrah, harus ada berbagai sendok dan gesture-gesture tertentu, sedangkan kita gak terlalu memperhatikan hal ini kan.

E2: mungkin yang paling gampang keinget emang table manner sih karena kita pas itu juga bikin video untuk mempraktekan table manner-nya.

- How has the course influenced your ability to understand different viewpoints?

E4: sangat berpengaruh sih soalnya banyak hal-hal baru yang dipelajari

E2: iya setuju

E5: Dosen kami kan selama mengajarnya juga lebih menyoroti kultur-kultur di Indonesia dan Amerika, jadi setelah dapat pemahaman tentang perbedaan budayanya jadi lebih tertarik untuk belajar culture di luar sana.

E1: terus kita juga dikasih contoh nyata dan prakteknya jadi kita bisa merasakan secara langsung dari budaya tersebut.

E3: aku juga setuju sama mereka

- Can you describe a situation where you adjusted your behavior due to cultural differences?

E5: aku bisa beradaptasi sih karena yang awalnya kita ceplos ceplos terus ketemu orang baru kan harus menyesuaikan dulu, kita jadi lebih nunjukkin respect

E1: orang Jakarta kalau ketemu orang jawa kan begitu juga, kebiasaan ngomong lo-gue dihilangkan dulu

E3: terus itu juga sih kalo kita sama temen sendiri kan sering nge-judge, apa-apa dibecandain, masa sama orang baru mau begitu juga kan kurang sopan

E2: iya takutnya jadi gak nyaman dan merusak suasana juga

E4: pengalamanku interaksi sama orang luar itu, kalau ketemu orang baru kan

pengen kenal, tapi kadang tiba-tiba timbul kehati-hatian dan menahan diri

E3: kita harus berhati-hati dalam berinteraksi dengan orang lain karena kita representasi orang Indonesia, jadi gak mau mereka berpikiran kalo orang Indonesia semuanya begini begitu.

- How often do you find yourself discussing global issues with others?

  E1: gak terlalu sering sih, kalau ketemu doang dan kalau issue yang lagi trending di Twitter

  E5: iya sih paling di twitter dan lebih seringnya pembahasan issue local dibanding global. Kalo yang global kaya Palestina kita bahas soal boycott

  E1: iya kadang kalo di warung beli air mineral kadang adanya produk yang diboikot, jadi ya kita bahas sekalian aja.

  E4: karena aku sering di American Corner, jadi paling sering ya di forum ini, tapi gak pernah bahas politik cuman culture sama Pendidikan saja. Kami sering undang orang-orang luar negri untuk jadi pembicara di seminar.

  E3: sering membahas sih, tapi lebih sering soal isu-isu local

  E2: iya sama

- Do you feel that being globally competent is important for your personal and professional life? Why or why not?

N1: Global competency kan tentang peka dan berpikiran terbuka, kalo missal kita diem-diem aja kan jadi gak tahu sama issue-issue yang ada di sekitar kita, walaupun aku kurang berkompetensi global.

N2: Global competence itu penting banget karena harus memahami orang yang punya budaya dan latar belakang yang berbeda, terus harus membangun chemistry supaya nyambung ngomong sama orang baru.

N3: Aku setuju sama N dan L

N4: Penting, apalagi jurusan kita Pendidikan yang mana kita harus

berbaur dan menyesuaikan diri dengan orang lain.

N5: Penting, seperti yang dibilang An tadi, karena kita masuk ke dunia Pendidikan jadi kita perlu berkompetensi global, mungkin bisa lewat literasi dan belajar mempunyai pikiran terbuka.

- What global issues do you think are most important today, and how do they affect people differently around the world?

N1: Untuk konflik negara, seperti di Palestina pasti semua orang ikut sedih, cuman karena ekonomi kita juga pas-pasan dan kebutuhan pribadi banyak, jadi kita kadang bingung mau membantu dengan apa kecuali bantu doa. Kalo issue lain kurang mengikuti.

N4: Setuju sama N

N2: Sama juga

N3: Sama juga

N5: Setujuu juga, terus untuk perubahan iklim mungkin kita bisa menanam lebih banyak pohon untuk upaya mengurangi pemanasan global.

- How confident are you in contributing to discussions on global issues?
  N1: aku masih kurang tahu soal isu-isu global sih
  N5: iya sama
  N3: sama juga
  N2: kadang tahu sekilas, tapi aku gak terlalu mengikuti
  N4: sama

- How comfortable do you feel communicating with people from different cultural backgrounds? What challenges do you expect in such interactions?
  N1: Aku nyaman buat komunikasi sama siapa aja, tapi mungkin bakal ada sedikit kesulitan di language barrier, tapi ini gak jadi masalah besar

karena kita harus tetap berkomunikasi biar punya kenalan.

N5: Sama dengan N

N4: kalo aku mungkin bakal susah di perbedaan pandangan

N2: Nyaman aja, dan menurutku tantangannya gak terlalu ada ya asal kita nyambung, mungkin bahasanya gak selancar itu, tapi kita tetap bisa berkomunikasi.

N3: Kalo aku tantangannya bakal ada di perbedaan Bahasa.

- Do you have an interest in learning about other cultures? If so, what aspects interest you the most (e.g., language, customs, values)?

N1: aku lebih tertarik dengan nilai dari suatu budaya karena pasti ada hal yang berbeda dari suatu budaya dengan budaya lainnya.

N5: aku lebih tertarik dengan aksen-aksen Bahasa yang ada di dunia.

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N4: sama dengan An

N2: aku gak tertarik untuk mempelajari budaya lain, cuman kaya sekedar tau aja.

N3: Aku tertarik dengan nilai budaya.

- How much do you currently know about different cultures, and what do you do to expand your knowledge?

N5: aku lebih suka mempelajari budaya lewat film, seperti drama korea

N1: setuju, buat aku film yang banyak pengaruhnya untuk belajar budaya lain.

N2: Sama denganku karena kadang film itu ngasih penjelasan tentang suatu kultur di kehidupan nyatanya.

N3: Setuju, influence terbanyak dari film.

N4: sama dengan yang lainnya.

- How confident are you in adapting to different cultural environments?

  N3: aku bisa beradaptasi dengan lingkungan budaya yang berbeda karena kebetulan keluargaku juga budayanya berbeda.

  N5: kalo aku awalnya bakal sedikit canggung karena bahasanya berbeda, kaya aku kan orang sunda pas pertama kali ke semarang ngerasa bingung dengan bahasanya. Aku perlu nanya artinya dulu karena takut salah.

  N2: aku percaya diri bisa beradaptasi.

  N1: iya sama, nanti juga terbiasa seiring berjalannya waktu.

  N4: Iya setuju juga.

- Have you had experiences where you needed to adjust your behavior or communication style for cultural reasons? How did you feel about it?

N2: mungkin kaya pas masih di asrama karena banyak orang yang budaya dan bahasanya beda, jadi kadang harus berhati-hati pas ngomong.

N3: belum ada pengalamannya sih

N4: Aku juga belum ada

N1: kalo aku mungkin pas studytour ketemu turis asing, aku harus ngomong pake Bahasa inggris walaupun yaa gak jelas Bahasa ingrisku.

N4: Iya sama kaya N

- What skills or knowledge areas do you think are essential for effective communication across cultures?

N1: gak judgemental dengan budaya lain

N5: mungkin kaidah-kaidah kesopanan, karena untuk orang yang budayanya berbeda kadang

menganggap hal yang biasa saja menurut kita, tapi menurut mereka itu gak sopan, kaya misal nanya umur dan gaji. Jadi dengan belajar kaidah kesopanan jadi tau batasan.

N4: Mungkin kalo ngobrol bisa membahas hal-hal basic dulu kalo baru kenal supaya saling nyaman aja.

N2: menurutku listening itu juga penting supaya kita jadi pendengar yang baik.

N3: setuju sama semuanya.

- What motivates you to learn about and engage with different cultures and global issues?

  N1: paling menambah wawasan
  N5: iya setuju
  N4: aku buat nambha relasi
  N2: iya sama aja
  N3: aku juga nambah wawasan

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