

Cross Cultural Understanding Learning Method

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Abstract: *Cross cultural understanding is one of the courses that require lecturers' creativity in their teaching in the classroom. Students difficulties in understanding cross cultural until they can feel the cultural confusion experienced by a stranger who enters a region that has a different culture with him/ her. The purpose of this study is to get the best method used in course learning cross cultural understanding. The method used is research literature by comparing and analyzing some cross-cultural understanding of learning methods in several past studies. The results of this study are 1) The used learning method must involve students in the foreign culture studied; 2) Internet is one of the best learning media in the process of learning cross cultural understanding; 3) Students at least understand the language of the culture studied. The conclusion of this study is that cross cultural understanding learning is not easy to do if it only provides theory because students need an in-depth understanding of the cross-cultural process which experienced by someone.*

Keyword: *cross cultural understanding, learning method*

Abstrak: *Cross cultural understanding adalah salah satu mata kuliah yang memerlukan kreatifitas dosen dalam pengajarannya di dalam kelas. Kesulitan mahasiswa untuk memahami hingga dapat merasakan kebingungan budaya yang dialami oleh seorang asing yang masuk ke dalam daerah yang memiliki budaya berbeda dengannya. Tujuan dari penelitian ini adalah untuk mendapatkan metode terbaik yang digunakan dalam pembelajaran mata kuliah cross cultural understanding. Metode yang dilakukan adalah penelitian pustaka dengan membandingkan dan menganalisa beberapa metode pembelajaran cross cultural understanding dalam beberapa penelitian yang dilakukan sebelumnya. Hasil dari penelitian ini adalah 1) Metode pembelajaran yang digunakan harus melibatkan siswa secara langsung dalam budaya asing yang ingin dipelajari; 2) Internet merupakan media pembelajaran yang terbaik dalam proses pembelajaran pemahaman lintas budaya; 3) Siswa minimal mengerti bahasa dari budaya yang sedang dipelajari. Kesimpulan dari hasil penelitian ini adalah pembelajaran cross cultural understanding tidak mudah dilakukan bila hanya memberikan teori saja karena siswa membutuhkan pemahaman mendalam pada proses cross cultural yang dialami seseorang.*

Kata Kunci: *pemahaman lintas budaya, metode pembelajaran*

INTRODUCTION

In recent years social scientists and entrepreneurs have talked about the need for cross-cultural intelligence among the younger generation, especially those who are interested in pursuing careers internationally. The ability of someone who is fast in adapting to cultural differences with him is one of the important factors in the process of hiring employees in international companies.

Rapid technological changes affect the increasing mobility of labor between countries internationally. The situation encourages "forcibly" international labor to quickly adapt to the culture of the country where their company is located. Higher cultural exchange occurs so that sometimes it confuses the people who experience it. The effectiveness of international work demands not only intellectual, emotional, spiritual intelligence, but also cultural intelligence.

Cross-cultural understanding is very important because it becomes a link for cultural differences to achieve the same understanding. Cultural understanding is a major factor in negotiations between two cultures (Leung et al, 2005). Another important thing related to the importance of cross-cultural understanding is the ability of someone who has a cross-cultural understanding of survival to be important. He became a reliable competitor compared to other workers. High adaptability and can develop superior strategies because they understand culture in different cultural environments.

This development is known by universities, especially those who have study programs that focus on learning foreign languages. The Cross Cultural Understanding (CCU) course is a compulsory subject for students in some of the study programs. Theoretically it is easy to do learning in CCU classrooms, but practically the CCU requires certain learning methods so that students understand deeply about what and how cross cultural processes can occur and their influence on the views and behaviors of people who experience cross-culture.

Based on the results of a small survey conducted by the author in the CCU class that he provided, there were several obstacles experienced by students in understanding the CCU material. The main obstacle is that they have to imagine the cultural clashes experienced by someone when they are in a new culture that they never knew before. Students have no experience in countries other than Indonesia. They find it difficult to absorb behavioral differences, facial expressions, the views of other cultural communities because they have never actually experienced it.

The above conditions provide a challenge for lecturers to make and/ or use learning methods and models that can arouse students' interest and understanding of the CCU. Several studies have been conducted by several teachers in several countries. They expressed the learning methods used in the classroom and the assignments given. The main difficulty in developing the CCU learning method is how to present a real situation for students in facing a culture that is alien to them so that they experience cultural clashes. With the situation built like that, it is hoped that students can feel the process of cross culture in themselves.

Referring to the description above, the authors are interested in analyzing the CCU learning methods used in several studies to obtain the red thread of each learning method, advantages and disadvantages and bring forth new learning methods that can be further investigated. Therefore, the topic in this study is a cross cultural understanding learning method.

LITERATURE REVIEW

1. Culture

According to Koentjaraningrat (2000) culture with the basic words of culture comes from sansakerta buddhayah language, which is the plural form of buddha which means "mind" or "reason". Thus Koentjaraningrat defines culture as "mind power" in the form of creativity, intention and taste. Furthermore, culture itself is the result of creativity, intention and taste. Therefore culture or abbreviated culture, according to Koentjaraningrat, is the whole system of ideas, actions and human works in the framework of people's lives that are used as human property by learning. Furthermore, Koentjaraningrat distinguishes the existence of three forms of culture, namely: a) the form of culture as a complex of ideas, ideas, values, norms, and rules and so on, b) the form of culture as a complex activity and patterned actions of human beings in a society, c) the form of culture as objects produced by humans.

In culture there is a concept of identity and ethnicity which is the result of social construction. With this social construction certain labels or identities are created, which symbolize the origin, culture and characteristics of a particular group. The importance of this identity is for an ethnic and ethnic group, because it is a continuation of the past and future. Therefore, almost all cultural identities, in relation to the identity of the bonds of brotherhood, race, or ethnicity, are built in the context of being faced with others.

Relational theory is based on the view that ethnic groups are a merger of two or more entities that have similarities and differences that have been compared in determining ethnic formation and maintenance of boundaries. The similarities that exist in two or more entities that are united will become ethnic identities. According to this relational perspective, ethnicity exists because of the existence of relationships between different entities. Ethnicity depends on the recognition of other entities outside the ethnic group.

Culture has an important role in the current era of globalization, but culture has obstacles that can complicate negotiations and communicate between cultures. The following are obstacles to understanding other cultures, namely: a) Northouse ethnocentrism, arguing that ethnocentrism is the tendency for individuals to place their own groups in an organization. People tend to give priority and trust more than people or groups that have different ethnic, race, or culture; b) Northouse Prejudice, suggesting that prejudice is an attitude, belief, or emotion that an individual has about another individual or group which is based on invalid or baseless data.

2. Cross Cultural

The era of globalization also presents challenges to plurality of cultures. Universal values based on western rationality are present and accepted in the era of globalization. Human rights which also fight for LGBT rights, western democracies that prioritize the most voices and civilization in politics, freedom and openness to international trade and technology that transcends humanitarian boundaries, creates a

new culture of another form. This culture develops very fast and has a very broad influence. Villages that have been connected to the internet have experienced a rapid change of perspective. Items from the village can be exported abroad and compete with other similar products from other countries. Human cultures and civilizations meet and interact in the era of globalization. This cannot be avoided by every society on this earth.

Seeing these conditions, cross-cultural understanding or better known as Cross Cultural Understanding (CCU) is one of the competencies needed by humans of this century. Human activity is a product of culture, and this product will interact in a pluralistic society without limits. Positive and negative things interact with new perspectives. The family culture of Asians is brought together and introduced to the individualistic culture of western people (America & Europe). The culture of the closure of the east is confronted with a culture of openness in the west. And there are many more inter-polar cultural meetings, nations and ethnic groups at this time. This allows humans to understand the culture of others, in order to communicate effectively and efficiently. By recognizing cultural differences, activities, needs and habits, a person is equipped to understand various forms of culture communicate in the right way and not experience shock culture.

According to Bennet, Bennet & Allen (2003), states that cross-cultural understanding is the ability to move from an ethnocentric attitude to one that respects other cultures, eventually leading to the ability to behave appropriately in a culture or cultures different. Cross-cultural understanding is basically like having a dual role. Corbett (2003) stated that the understanding of cultural standards exceeds the ability to imitate native speakers. Cross-cultural understanding is an ability that positions language learners in the position of a messenger or diplomat, who is able to see and communicate with different cultures through the point of view of the person who has the communication skills.

3. Learning Method

Learning methods become one of the important tools in implementing learning in the classroom. It is related to the realization of learning strategies so students understand the learning material delivered by the teacher. Gagne stated that the learning method is a set of facilitated learning to help the learning and teaching process in the classroom. The role of the teacher in this case is more focused on designing various sources and facilities available to be used or used by students in learning something. Gagne's opinion is supported by Sanjaya (2009) which states that learning methods are a method used to realize the learning strategies prepared by the teacher. Meanwhile, Komalasari (2013) argues that learning methods can be interpreted as ways used to implement plans that have been prepared in the form of real and practical activities to achieve learning goals.

Thus it can be concluded that the method is an effort that is used to implement plans that have been compiled in real activities to achieve learning goals. The method is used to realize a predetermined strategy. The application of one learning strategy makes it possible to apply several learning methods. Or to put it more succinctly, the learning method means that various ways or a set of ways or paths that are carried out and taken by the teacher systematically make learning efforts that have been processed.

The choice of method is directly related to the efforts of the teacher in presenting learning in accordance with the situation and conditions so that the achievement of learning objectives is obtained optimally (Sutikno, 2013).

In a learning activity a learning method is needed that is able to make students feel a comfort in learning so that what has been planned by the teacher before learning takes place can be done well. For this reason, the method chosen must be in accordance with the situation and conditions in the class.

A good method has general characteristics as follows: a) compatible methods in terms of learning material; b) can deliver students to practical abilities; c) can develop material; d) give flexibility to students to express their opinions; e) able to place the teacher in the right position, respectable in the whole learning process (Sutikno, 2013).

4. Cross-Cultural Understanding

Cross-cultural understanding is very important for young people today. Various job vacancies require someone to have cultural intelligence. Many people who go abroad are very disturbed by the new culture that they meet. This is not trivial, especially when he has to stay for a while in the new place. New experiences related to language, volume of speech, ways of speaking, facial expressions, ethics and other matters will disturb a person during his days in another country if he does not adjust quickly to the new situation.

Research on cross-cultural understanding began to develop after the 2000s. Many different arguments about how one can learn new cultures. Cross-cultural classes have begun to be held in many universities. The response to the needs of a culture-savvy workforce and rapid adaptability has been carried out by many universities. The problem is that in the classroom cross-cultural understanding itself requires an appropriate and creative learning model to achieve planned learning competencies. Some researchers state that cross-cultural understanding can be learned through communication or dealing directly with people who come from that culture (Yamazaki & Kayes, 2004).

Although students get a lot of information about the culture of the first person, it does not necessarily guarantee that students have the skills to adapt the culture and attach it to themselves. An important focus in the study of cross-cultural understanding is how to make students able to understand cross-culture until it is as if it is experiencing directly across these cultures. Shadiev, et al. (2015) suggested using a project based learning (PBL) model in learning cross-cultural understanding. In 2010, Meiki conducted the learning research using topic based syllabus.

DISCUSSION

1. The Used Learning Method Must Involve Students In The Foreign Culture Studied

The involvement of students in the cultural play in CCU learning is very important to foster the ability to adapt to the cultural differences that occur. Culture is a

number of complex values which include language, meaning, knowledge and behavior. In addition, culture is very abstract. It can only be felt and translated into behavior.

In essence all actions of communication come from the concept of culture. Culture is responsible for the entire treasury of communicative behavior and the meaning that each person has. Consequently, the treasuries possessed by two people of different cultures will be different, which can cause all kinds of difficulties. Cross-cultural understanding is needed to create effective cross-cultural communication and also create a cross-cultural management that maximizes the performance of a leader. With good cross-cultural communication, an atmosphere of synergy and harmony will be created. Everyone will always respect and respect, and live in an atmosphere of high tolerance. And with good cross-cultural management, there will be an organizational culture that fits the context of organizational needs, without negating the character of each member.

Here is how people in activities that will encourage students to understand the culture.

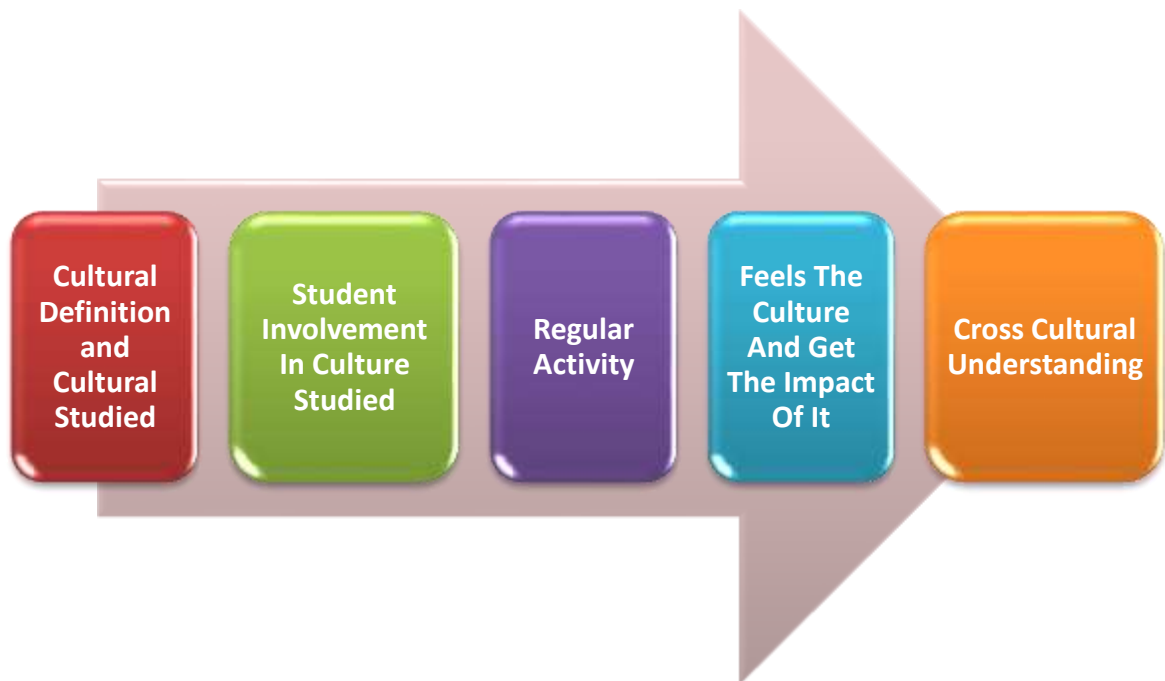


Fig. 1: Teaching Cross Cultural Understanding

The description above is reinforced by the results of Mukminatun (2009) research in which he uses a learning method with a process approach. Students are instructed to carry out small research on issues of cross-cultural understanding. The results of the study show that students fully understand the importance of the communication process in cross-cultural understanding. In addition, they also got a new experience when doing this small research.

Regarding the ability to communicate across cultures, Erin Meyer, a researcher and cross-cultural communication consultant, explained that there are two cultural

contexts of human communication. Side one is a low cultural context, which emphasizes when communicating, the communicants assume that they have the same reference point. They assume that they have different relationships, information and points of view. And this is what makes them at the same low point. In this context, the communication culture that must be carried out must be clear, explicit, and can increase mutual trust. Community groups that are in this cultural context are pluralistic societies and come from various regions to gather in the region. Next, on the other side is the high cultural context. In this context, cohesion in society is bound to thousands of years. So that they have understood each other and have high kinship. This will make them communicate by "reading the atmosphere." They will not greet something clearly, but with the language of symbols, metaphor, and language "silent," but can be understood by other communicants.

2. Internet Is One Of The Best Learning Methods In Several Past Studies

The learning model is designed by integrating web-based learning in conventional face-to-face learning programs. The conventional face-to-face learning process is done using the Student Centered Learning (SCL) approach through group work. This model requires high student participation.

The learning media that is currently being discussed is the internet. The internet has great potential to be used as learning media considering its advantages that are not limited by space and time. Sources of information can be accessed anytime and from anywhere.

Internet technology makes it easy for anyone to get any information from anywhere and anytime easily and quickly. Information available in various data centers on various computers in the world. As long as these computers are connected to each other in the Internet network, we can access them from anywhere. This is one of the advantages of learning through the Internet.

The use of the Internet as a learning media conditions students to learn independently. Students can access online from various libraries, museums, databases, and get primary sources on various historical events, biographies, recordings, reports, statistical data.

The research conducted by Ohtani (1999) shows that it is true, the use of the internet as a learning media helps students to gain real experience so that students' understanding of the objects being studied becomes more real. The different perceptions experienced by each student reflect information and issues in the media. They experience a change in perception because they learn about various countries and regions.

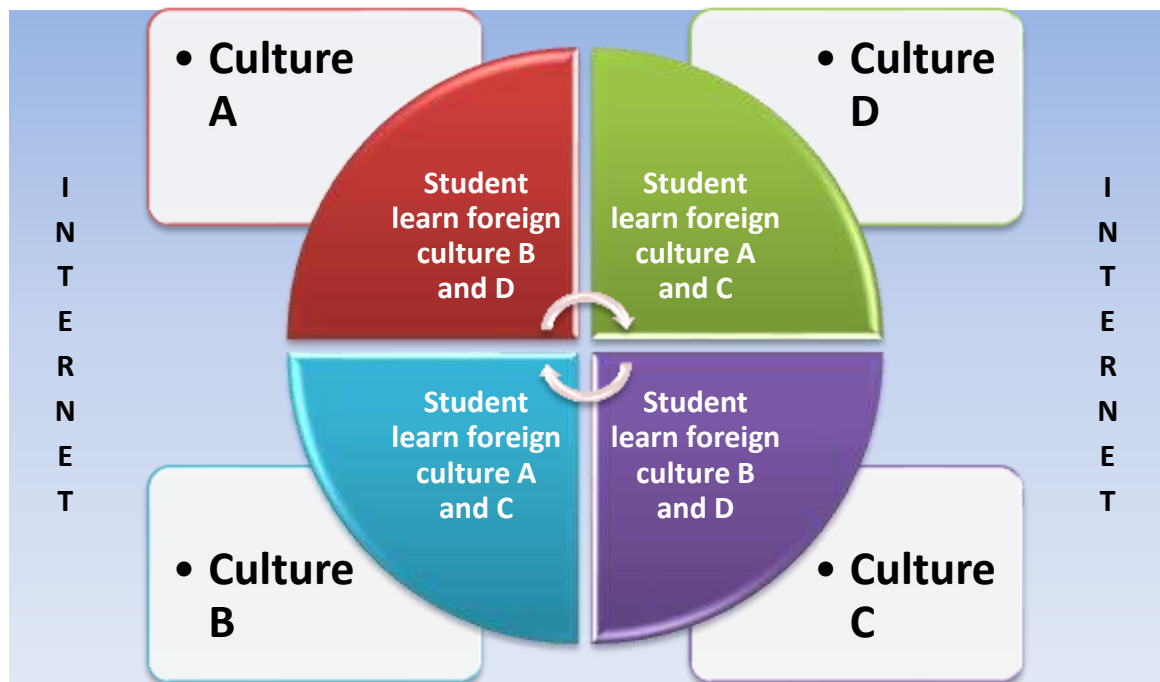


Fig. 2: Internet As Learning Media

Figure 2 explains how the internet becomes an important medium in recognizing and understanding new cultures by students. Students do not need to travel far to learn new cultures. The internet eliminates time and place, and this gives crucial point to point that internet is one of the best medium in learning cultural.

The advantages of the internet as a learning media, namely:

1. The internet provides a connection (connectivity) and a very wide range so that access to data and information is not limited to time, place, and country.
 2. Information access on the internet is not limited by time because the virtual world that is presented globally does not necessarily sleep. In other words, we can search information via the internet anytime 24 hours a day and 7 days a week.
 3. Access to information via the internet is faster when compared to finding information on the pages of books in the library. We just have to click on a certain icon, then what we want will appear on our computer monitor screen.
 4. The internet also provides interactive learning activities such as elearning facilities organized by certain institutions that can improve our intellectual abilities, such as online writing schools, etc. Of course by becoming a member of the activity and following the conditions set by the institution.
 5. We can discuss with peers or on various levels if we enter the mailing list or chat.
 6. Compared to buying original books or magazines, searching information through the internet is much cheaper. Especially nowadays there are many sites that provide free information services. We can download or print the information we need.
- 3. Students At Least Understand English Passively To Understand The Target Culture**

English is the first international language or global language where most of the international community uses this language as their language of communication when communicating with other people of different countries. Language is a cultural product of a nation. Even with language we can know the culture of others. Furthermore there are those who say a nation is reflected in its culture. The reflection of language and culture is not only in vocabulary, parallels, discourse or rhetoric. The relationship between language and culture is an interesting thing to talk about, thus making the wider community with various backgrounds interested in talking about it. As social beings, humans cannot live alone. In meeting their needs, everyone needs cooperation with other people; moreover human needs are many and varied. They need to communicate in the various environments in which they are located.

About the relationship between language and culture has also been discussed by: D. Bloomfield, Harris and Voegeli in Oka (1974) According to them language if viewed from outside itself is a tool and a place of culture in the form of language activities both in writing and in the form oral. The relationship between language and culture is very close indeed, and it is often difficult to identify relationships between the two because they influence, complement each other and walk side by side. According to Nababan (1993) there are two kinds of relations between language and culture, namely (1) language is part of culture (phylogenetic), and (2) a person learns culture through his language (ontogenetic).

As means of culture, being seen from the enrichment of Indonesian culture through the area carried out using Indonesian. As understood by recipients of culture can only be realized if the culture is understood, understood, and upheld by the people who use the language. In fact, it is often stated that culture can occur if there is a language, because language is what enables the formation of culture.

On the other hand, lifestyle, behavior, customs, and how to dress and other cultural elements can also be conveyed or transmitted through language. Even ancestral culture can be accepted and we inherit to our children and grandchildren through language. The ancestral culture contained in the old manuscript, which may have been written hundreds of years ago, we can enjoy now only because it is written in language. Knowledge as an element of culture can be conveyed to our students and posterity simply because it is expressed in language. Furthermore, a new culture can be delivered and understood if the cultural elements have names or terms. The name or term is language. Every cultural element, from the smallest to the biggest is given a name or term. In the process of learning and teaching culture, that name or term is most needed. Given names to elements of culture as well as to inventory the culture. Cultural inventory results can be beneficial for the development of culture, especially regarding the dissemination, teaching and learning of culture.

Every country has culture or culture. When someone lives in that country, language as an introduction to culture will be heard everywhere, such as on roads, markets, subways, train stations, on buses, restaurants, coffee shops and so on. In addition, language will also be heard through music, film, or drama. Therefore, for language learners, when they live in a new country, they will slowly absorb the language of the country either by listening, seeing, or using in real situations. In addition, language learners will also see how language and culture fuse and are interrelated, and they will also increasingly understand their environment and understand how language and culture influence the process of mastering the country's language.

Ann C. Wintergerst and Joe McVeigh (2011) in *Tips for Teaching Culture: Practical Approach to Intercultural Communication* confirms that language, culture, and thoughts are interrelated and cannot be separated. Dieter Buttjes and Michael Byram (1991) have ideas about teaching culture in the classroom; The two possibilities ought to be combined. The use of the learners' mother tongue for comparative analysis of foreign cultural significance can be a subject and the medium of experience of foreign cultural phenomena.



Fig. 3: English As Language and Cultural Learning

Cultural teaching can be done in two ways, first using mother tongue as a tool to compare between the culture and the culture of the target language. Second, through foreign language subjects, both through subject matter in textbooks or role plays, the culture of foreign language speakers. The combination of these two activities will indirectly encourage students to first; learning the first language is accompanied by a process of understanding language as a social and cultural phenomenon (language awareness).

Second; Language learning is always accompanied by cultural learning, and both can be done including through comparative techniques using students' first language (cultural awareness). Third; the demonstration of the culture of foreign language speakers becomes an effective medium for the language learning process. The following figure is the cycle of the process of teaching language and culture according to Dieter Buttjes and Michael Byram.

Referring to the discussion above, it can be concluded that the learning process of cross cultural understanding can be seen at figure 4.

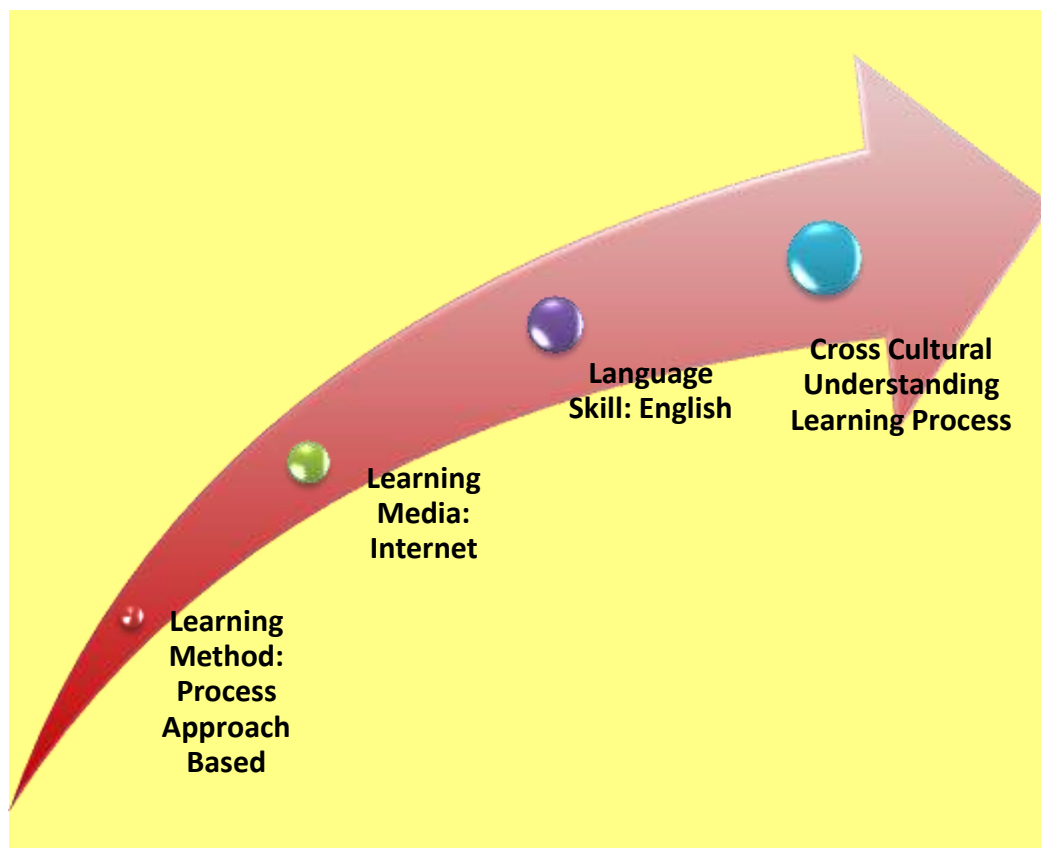


Fig. 4: Things Needed In The Learning Process of Cross Cultural Understanding

Figure 4 provides detailed information on how learning methods, learning media and the language used can support the occurrence of cross-cultural understanding. This process is expected to be understood by the teacher in introducing across cultures to culture shock.

English teachers, therefore, must understand the culture of countries where English is de facto the official language, such as America, Canada, England, or Australia. At the same time, the teacher must also understand the culture of the country such as India, Singapore or the Philippines, because in those countries, English becomes a non-primary official language and is used by the majority of the population. Cates (2004) in his article titled *Becoming a global teacher: Ten steps to international classroom*, arguing; that English education means much more than just the study of a linguistic system; it can also be seen as "an international language for communication with people from around the world" and a subject for learning about the worlds peoples, countries, and problems.

English teachers must not only have competence in the field of linguistics but also in what areas Ziesing (2001) refers to as cultural literacy and language fluency. In other words, the more the learner knows the interlocutor's culture the more smoothly and easily the conversation takes place, in whatever language the conversation is conducted.

CONCLUSIONS

Based on the explanation which have been described in the previously chapter, the writer concludes as follows:

1. The used learning method must involve students in the foreign culture studied.
2. Internet is one of the best learning media in the process of learning cross cultural understanding.
3. Students at least understand the language of the culture studied. The conclusion of this study is that cross cultural understanding learning is not easy to do if it only provides theory because students need an in-depth understanding of the cross-cultural process which experienced by someone.

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