STUDENTS' CULTURAL INTEREST: AN OVERVIEW OF COMPUTER-BASED NATIONAL EXAMINATION (UNBK) 2019

Minat Budaya Siswa: Gambaran Umum Pada Ujian Nasional Berbasis Komputer (UNBK) 2019

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Abstract. In the globalization era, it is very easy to get information about everything, including information about other countries' culture, such as lifestyle, good and well-known school, joyful environment and complete facilities, beautiful places for a holiday, comfortable living places, as well as a various technological advances. Besides, there are many other cultural characteristics such as punctuality, independency, critical thinking, creativity, and more freedom in determining life and career paths. These situations make people more interested in learning about other countries' cultures. The main objective of this study is to answer the following questions: how are students interested in learning about other countries' cultures? Could students' interest of culture have positive contribution to their score in UNBK 2019? The sample of this study was 9th grader of junior high school who were taking the Computer-Based National Examination (UNBK) 2019 in 34 provinces and completed the questionnaires about their interest in learning other countries' cultures. This paper focuses on students' cultural interests that assume a positive contribution to their academic performance. The analysis method used in this research is descriptive analysis and regression analysis. Results of the analysis, show that students who are interested in other countries' cultures have slightly higher UNBK scores compared to their peers. Therefore, based on the results analysis of this paper, cultural interest has made a positive contribution to the UNBK score in 2019. Further, researches recommend to give more attention to this variable in order to build students' characteristics, and to enhance their academic achievement.

Keywords. Cultural Interest, Computer-Based National Examination

INTRODUCTION

Globalization has had an impact on all important aspects in human life. Internationan integration takes place in the process of globalization, for example in the exchange of views on the world, products, thoughts, and including cultural aspects. As stated by David Held in Pramita (2016), globalization is a global phenomenon that involves three variables at once, namely interdependence, interconnection, and integration variables.

Therefore, global awareness is needed to assist students adapt quickly in this globalization era. In a dissertation, Grant (2006) stated that, "Globalization is a reality. Consequently, we, as educators, have an important responsibility to prepare students to function in and contribute to a global society". Crawford and Kirby (2008) said that global awareness enhances students' abilities to work

collaboratively with persons of diverse backgrounds, to understand and seek solutions to global issues, and to acquire 21ˢᵗ century skills, such as learning non-English languages, all of which are vital to participation in society and the future workforce. A number of studies have emphasized the importance of global awareness and education (Tritz and Martin, 1997; Bikson, 1996; Sarodia, 1996; Holmes, 1995; and Welton and Harbstreit, 1990) in Radhakrishna & Dominguez (1999).

Harvey (1982), defines global awareness as a concept consist of five dimensions. They are perspective consciousness, state of the planet awareness, cross cultural awareness, knowledge of global dynamics, and awareness of human choices. Dimensions of cross-cultural awareness include the diversity of ideas and practices in human societies and how these ideas and practices are found in human societies around the world, including concepts of how others might view one's own society as perceived from other vantage points.

Culture in Globalization Era

Globalization is a phenomenon that comprises multiple and drastic changes in all areas of social life, particularly economics, technology, and culture (Stromquist & Monkman, 2014).

Technology is the main support in the globalization era. Technology developments also make information easily widespread throughout the world. Technology helps us get information about cultures of other countries. In addition, technology can increase global awareness, as stated by Crawford and Kirby (2008) "we contend that technology can serve as a valuable tool to foster global awareness among students".

In the globalization era, it is very easy to get information about everything, including information about culture of other countries, such as about lifestyle, good and well-known school, school environment which have fun and complete facilities, beautiful places for a holiday, comfortable living places, as well as a various technological advances. Besides, there are many other cultural characteristics such as punctuality, independence, critical thinking, creativity, and more freedom in determining life and career paths. These situations make people more interested in learning about other countries' cultures.

The rapid development of information technology in this global era has enabled society around the world to communicate and interact easily. It has helped Indonesians to gain information and learn about other cultures easily, whether the local culture of Indonesia and the other countries' culture. The intercultural meeting is easier to do, people often go to foreign countries, whether it is for a business matter, study, holiday, or even staying in other countries.

Now there are about 7 to 8 million Indonesians are living in other countries around the world. They work as professionals, entrepreneurs, and other jobs. From around 7 to 8 million Indonesian diaspora, around 4.6 million Indonesian citizen work abroad but still hold Indonesian citizenship status, and others have changed citizenship status. School scholarships abroad are also very much in demand. The interest of Indonesian students to continue their education abroad is increasing. Based on data from the Ministry of Finance as of the end of January 2019, there were 20,255 recipients of LPDP scholarships.

The other phenomenon can be seen from the behavior of adolescents in Indonesia. At this time many of the teenagers in Indonesia are interested in learning about other countries' culture. Information technology is increasingly advanced, we are treated to many alternative choices of entertainment and more diverse information, which may be more interesting when compared to our traditional culture. With technology we can choose a variety of entertainments that are worldwide and come from various parts of the earth (Suneki, 2012).We can see the rapid development of western music, such as hip hop, k-pop, boy bands or girl bands rather than traditional arts such as wayang, gamelan or jaipong. Many international film enthusiasts and lifestyle influences from other countries began to be followed by teenagers and Indonesian society.

The development of the number of Indonesian film viewers is still inversely proportional to the number of foreign film viewers. Sales of foreign movie tickets that are screened in Indonesian cinemas are much in demand compared to Indonesian films. This is proven by the results of a survey of the Indonesian Center for Film Development (Pusbangfilm) whose data collection is based on the online application of E-LIP. Data on the number of viewers and the number of film titles is based on reports from cinema entrepreneurs received by the Ministry of Education and Culture. According to data owned by Pusbangfilm, the number of foreign film viewers reached 64.86 million in 2016. This figure has increased steadily until 2017, reaching 67.71 million and 82.94 million viewers in 2018.

Other things, international brands and shops selling overseas products are increasingly in demand. Vacation destinations have already begun to expand to foreign countries. A description released by Bisnis.com said that the number of national tourists who preferred to go abroad in 2019 was 10 million, which is the highest number in history. Azril Azahari, Chair of the Indonesian Tourism Intellectuals Association, said that the upward trend of Indonesians on holiday abroad every year was quite significant. Based on data from the Mastercard Future of Outbound Travel in Asia Pacific, from 2016 to 2021, Indonesia is predicted to be one of the countries with the largest overseas population in Asia, with an average growth of 8.6% per year. The number of national tourists who vacation abroad in 2021 is estimated to exceed 10.6 million people.

Teenagers are in phases where they have a great curiosity about everything, a period of self-discovery and interest of new things. According to Piaget's Intellectual Development stage, at the age of 12 years and over, a new period of operation arises in children. In this period the children can use their concrete operations to form more complex operations. This period is also called the Formal Operational Stage. Progress in children during this period is that they do not need to think with the help of objects or concrete events, he can think abstractly. Children can understand the form of an argument and are not confused by the side of the argument and are therefore called formal and operational. At this stage, the child has developed the ability to think abstractly so that children tend to be critical and have a high curiosity. Learning about other countries' cultures can be interesting things for teens to learn. This can be a positive or negative impact. As parents or teachers, we can direct teens to take positive things when teenagers are interested in learning about countries' culture, including by not forgetting the local culture in their own country.

Education in its broadest functional terms prepares populaces for interaction within the social, economical, political, and cultural domains of daily life. Global education prepares populations in many countries to co-exist, particularly with information age technological innovations (Olaniran, Bolanle A. & Agnello, Mary F., 2008).

Research on interest in learning about other countries' cultures has not been done much, but some researches that use a broader construct has been done, for example research on global awareness related to cultural aspects. Research related to cultural awareness, cultural intelligence, or about cultural capital, has been widely carried out. According to Dyne, et al. (2012), cultural intelligence has 4 factors, one of them is a motivational factors. Motivational factors are the ability of individuals to direct their attention, interest and energy to engage, learn and function effectively when in situations of cultural differences. Motivational factors in cultural intelligence are characterized by intrinsic interest, extrinsic interest and self-efficacy to adjust. Intrinsic interest is the interest or drive that comes from within oneself to learn and make adjustments to the culture of others. Extrinsic interest is the interest or drive that comes from outside the individual, which makes a person interested in learning other cultures and adjusting to other people's cultures. So that cultural interest can be part of the intrinsic motivation of cultural intelligence.

This researchers want to know about the description of Indonesian students' interest in other cultures, whether Indonesian students have an interest in learning outside cultures, and whether the interest in learning outside cultures has an influence on academic performance (based on the acquisition of UNBK scores) of 2019 junior high school students. According to J.P Chaplin, quoted by Eryanto (2013), Educational or academic performance is a specified level of attainment or proficiency in academic work as evaluated by teachers, by standardized tests, or by teachers' tests, or by a combination of both.

The implementation of the UNBK is completed with a questionnaire containing questions that can reveal the factors that influence the acquisition of UNBK scores. In the 2019 UNBK questionnaire, some questionnaires explored whether students had an interest in learning outside cultures.

Thus, the research questions in this study are: How are representation students' interests in learning other cultures? Could cultural interest give a positive contribution to student scores in UNBK 2019? Purpose of this study is to know representation of students' interest in learning other cultures and to find out whether cultural interest could give a positive contribution to the 2019 UNBK results. We hope that the results of this research can produce new information that can inspire students, teachers and parents to develop students' characteristics in instilling a sense of love and interest in culture, both local Indonesian culture and other countries' culture, especially in directing students to get a positive impact when they have an interest in other countries' cultures.

RESEARCH METHOD
2.1 Population and Sample

The population of this study was the 9th grader of Junior High School who participated in UNBK 2019. There are 3.550.395 students from 43.804 schools in 34 provinces. The sample of this study are 128.723 students who participated in UNBK 2019.

Table 1. Population and Sample

Population and Sample	Total
Population	3.550.395
Sample	128.723

The questionnaire given on the last day of UNBK implementation. Not all UNBK participants filled out the questionnaire. Only twenty students in each school received one questionnaire package, and they become the sample for their school. The sampling method used in this study is probability sampling, which is a sampling technique that provides equal opportunities for each member of the population to be selected as a sample member (Sugiyono, 2013). Twenty students were chosen by cluster random sampling technique. Cluster sampling is used if it covers a large population. Sample is part of the population (Sugiyono, 2013).

In this study, the sample was 128.723 students. The sample was taken from the population using a percentage of error rate that can be tolerated

by 10%. Determination of the sample size of respondents using the following *Slovin* formula:

Rumus Slovin = $n = \dfrac{N}{1 + N\,(e)^2}$

Where:
n   = Sample size
N   = Population Size
e   = Error rate in choosing sample members who are tolerated (error rate in this sampling is 10%)

Based on the *Slovin* formula, the representative sample size in this study is $n =$ 3.550.395 / 1 + 3.550.395 (10)² = 99,997 = 100

Thus, the total sample size of 128,723 students in this study already represents the size of the sample that should be. This study used descriptive analysis and regression.

2.2 Instrument

In the UNBK questionnaire, there are many questions about the factors that can contribute to the UNBK score. The questionnaire can only be accessed by UNBK participants. The student questionnaire consist of 5 questionnaire packages, one of which was a package of Global Awareness questionnaires. Some questions in the global awareness questionnaire can reveal students' interest in learning about other countries' cultures and religions. But, in this study only uses questions related to students' interest in learning about other countries' cultures.

Therefore in this study, students' interest in learning about other countries' cultures is measured by students' response to the UNBK questionnaire and students' academic performance is measured by UNBK score of SMP on 4 subjects.

Table 2. Interest in learning about other countries' cultures instrument

How well does each of the following statements below describe you? *(Please select one response in each row.)*	a. I want to learn how people live in different countries	*Very interested*	*Interested*	*Not interested*	*Very Not interested*
	b. I am interested in how people from various cultures see the world	*Very interested*	*Interested*	*Not interested*	*Very Not interested*
	c. I like the idea of living someday in another country	*Very interested*	*Interested*	*Not interested*	*Very Not interested*
	d. I am interested in finding out about the traditions of other cultures.	*Very interested*	*Interested*	*Not interested*	*Very Not interested*

RESULT AND DISCUSSION

To find out students' cultural interest, researchers conducted surveys and obtained descriptive results about students' answers. The percentage of students who are interested in the others can be seen in the Figure 1 below.
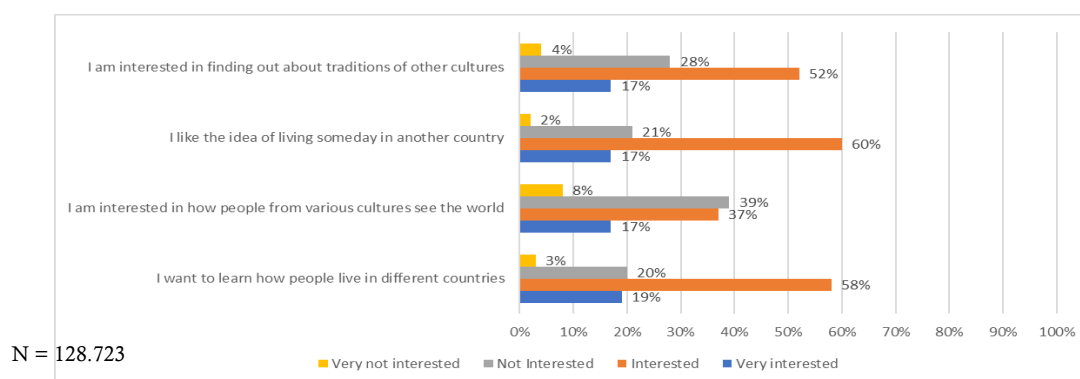

N = 128.723

Figure 1. Frequency of student's response

From figure 1, we can see that 19% of students are very interested in finding out about traditions from other countries, 17% of students are very interested to live in other countries (at one time), 17% of students are very interested in the viewpoints of people from other cultures aboutthe world, and 17% of students are very interested in learning how to live in another country. Overall, figure 1 shows that more than 50% of junior high school students in Indonesia who take the 2019 UNBK have an interest in learning about other countries' cultures.

Then, items of cultural interest are linked to the average value of students' UNBK. The level of student interest in learning about other countries' cultures turned out to have a quite impact on students UNBK's result. The average score of the UNBK group of students who have an interest in other cultures tends to be higher than the group of students who do not have an interest in another culture. The percentage and average score of students in 2019 can be seen in the figure 2 until figure 5 below.
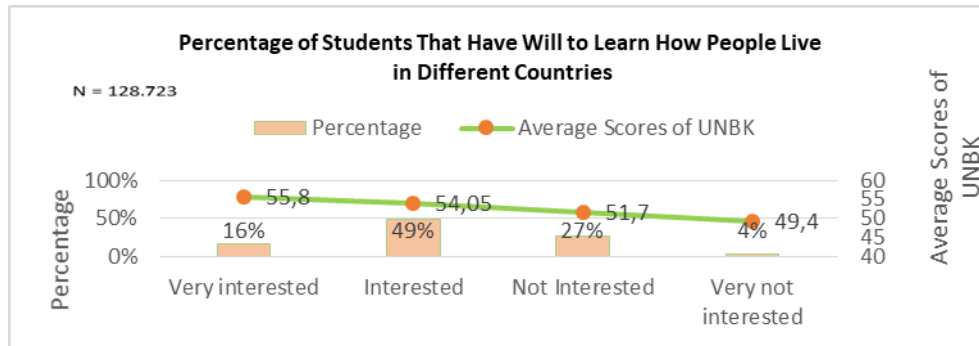
Figure 2. Percentage of item *a* with average score of UNBK

According to figure 2, 16% of students feel very interested in learning how to live in other countries while 4% are not very interested. From this percentage, students who were interested achieved a higher average score of UNBK than students who were not interested. It proves that globalization is able to make students' perspectives on the world more open minded.
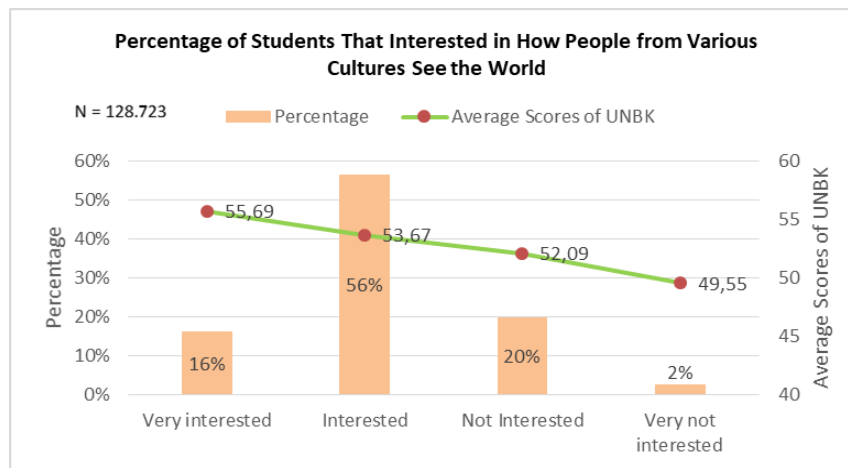

Figure 3. Percentage of item *b* with average score of UNBK

According to figure 3, 16% of students are very interested in how people from other cultures view the world, while 2% of them are very uninterested. From this percentage, students who were interested achieved an average UNBK score higher than students who were not interested. This proves that globalization is able to make students' perspectives on the world more open minded.
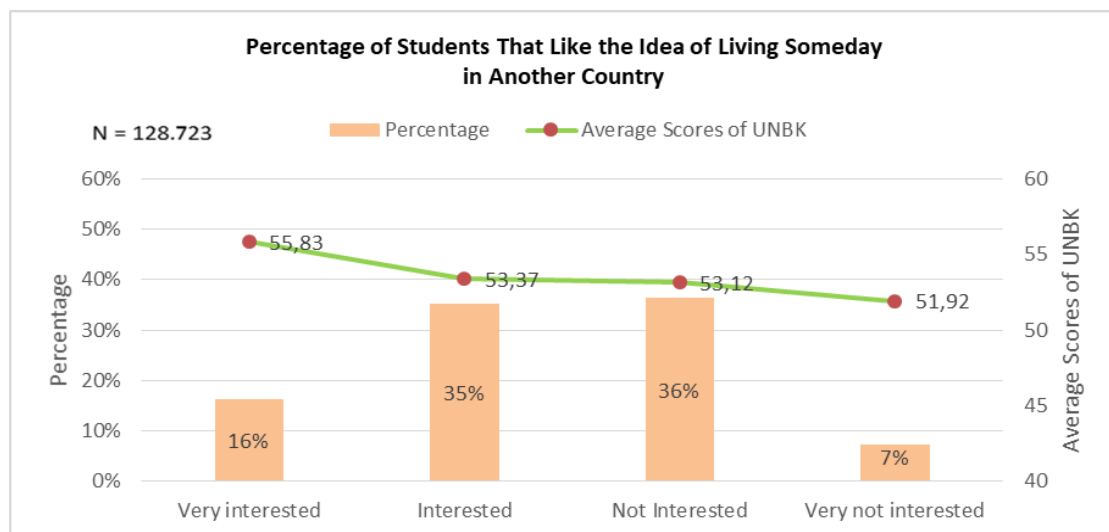

Figure 4. Percentage of item *c* with average score of UNBK

According to figure 4, 16% of students like the idea to live in another country someday, while 7% of them are not very interested in living in another country. From this percentage, students who are interested in living in other countries achieved higher UNBK scores compared to students who are not interested.
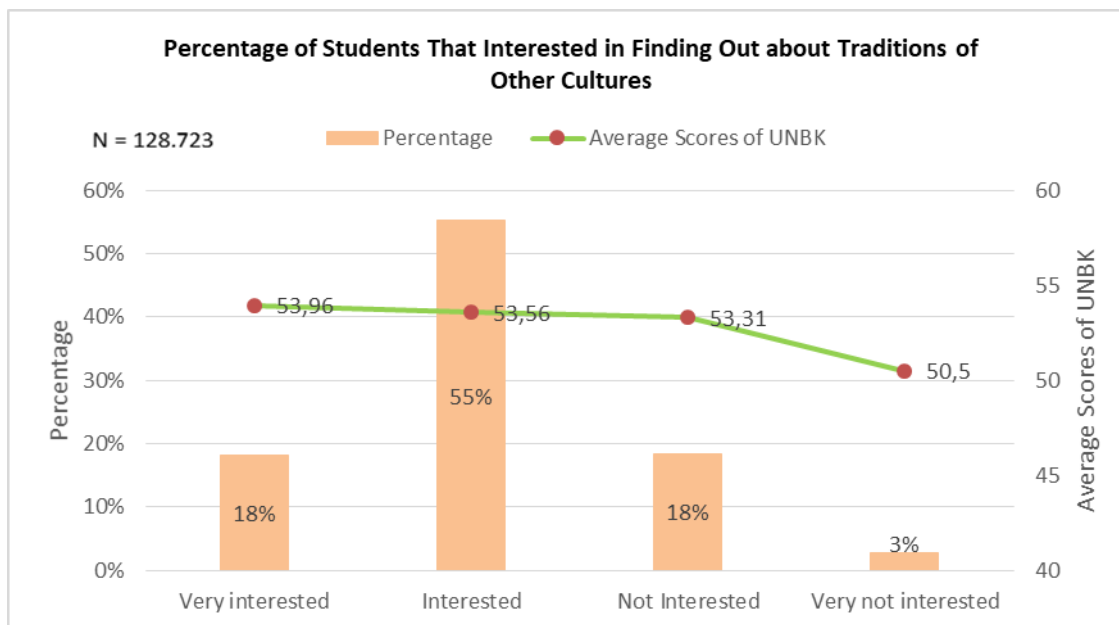

Figure 5. Percentage of item *d* with average score of UNBK

According to figure 5, 18% of students are very interested in finding out about other cultural traditions, while 3% are very uninterested. From this percentage, students who are interested in learning other cultural traditions obtain higher UNBK scores compared to students who are not interested.

In the figure 2 until figure 5 we can find almost similar patterns. Students who have a high interest in learning the traditions and perspectives of people from various cultures, and have the desire to live in another country, achieved higher National Examination scores. Followed by a moderate level of interest, not interested, and very not interested. The highest average group score of students that can be found in the graph above is 56.13, which according to Permendikbud Number 5 of 2018, score 56.13 is included in the "moderate" category. Whereas the average value below 55 is included in the "less" category.

After analysing each item, the researcher conducted an overall analysis by combining all four items into one index with the name Cultural Interest. The results can be seen in the Figure 6 below.
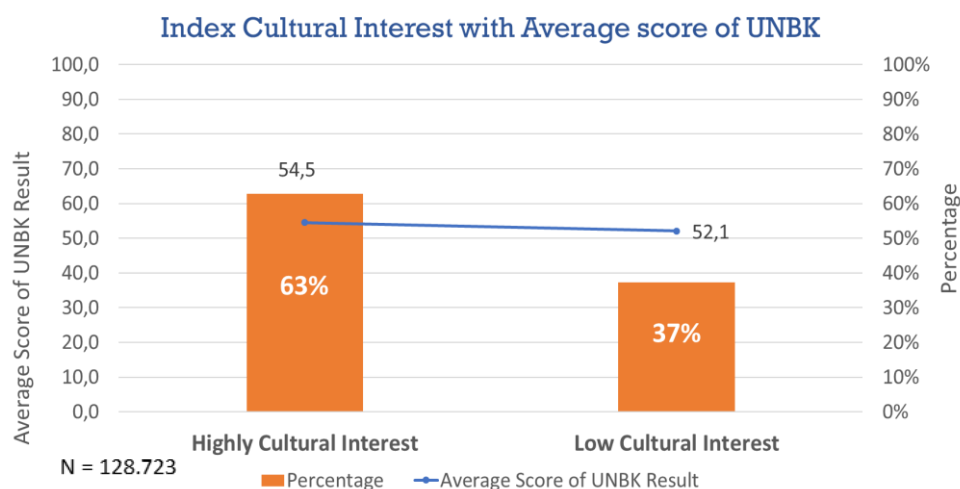

Figure 6. Students' Cultural Interest
Index combine with average result of UNBK

Based on the graphic above, a 63% of students in Indonesia have high cultural interest and 37% of students have low cultural interest. In addition, it can also be seen the difference in the value of

students who have high cultural interest and low cultural interest. Graph 3 shows that students who have high cultural interests achieve an average score of 54.5 while those who have low cultural interests get an average score of 52.1. It can be concluded that the value of students who have high Cultural Interest has a higher average UN score compared to students who have lower Cultural Interest.

In addition, researchers conducted a Regression Test on the item (index). The results can be seen in the table 3 below.

Table 3. Reliability Statistic

Cronbach's Alpha	N of Items
,671	4

From table 3, we can see that Cronbach's alpha is 0,671, which indicates a high level of internal consistency for the index. To see the significance of the influence of cultural attraction with the average value of UNBK, researchers conducted a regression test as in the table 4 below.

Table 4. Coefficient of Reliability category by Guilford (1959 :145)

Coefficient of Reliability	Interpretation
$0.800 \leq r < 1.00$	Very High
$0.600 \leq r < 0.800$	High
$0.400 \leq r < 0.600$	Moderate
$0.200 \leq r < 0.400$	Low
$-1.00 \leq r < 0.200$	Very Low

Cronbach's Alpha 0,671 indicates that the coefficient of reliability has very high category, according to Coefficient of Reliability categories by Guilford (1959).

Table 5. Cultural Interest contribution to 2019 UNBK Result

Mode					Change Statistics			
1	R	R Square	Adjusted R Square	Std. Error of the Estimate	F Change	df1	df2	Sig. F Change
1	,117[a]	,014	,014	52,9097	1785,261	1	128702	,000

a. Predictors: (Constant), IDXCULDROP

The table shows that 0.014, items that measure cultural interest significantly contribute to the average UNBK score of students with a significance level of .000. This proves that cultural attraction has a positive contribution to student academic achievement.

DISCUSS AND LIMITATION

Thus, one of the positive impacts of students' interest in learning about other countries' cultures is improving academic performance. The other positive impacts are inspiring the students to emulate good characters in foreign cultures, for example in terms of hygiene, punctuality, hard work, queuing habits, etc. Cultural interest can increase students' interest in learning foreign languages, learn about history of other cultures, students have an interest and motivation to continue study abroad. Other than that, students with high cultural interests have a perspective on something broader and more global. Another positive impact if students have a cultural interest in local culture or other countries' culture, students can keep abreast of the times and easily adapt to various cultures that in Indonesia and the world. However, interest in other countries' cultures can also have a negative impact, for example when students only imitate the bad habbit of foreign cultures, to be more freedom in lifestyles that are not in accordance to the character of the Indonesian nation. Therefore, it is recommended for parents and teachers to direct students' cultural interests, so that students can get a positive impact, in order to build student's good characteristics and for enhancing academic performance.

The limitation of this research is that no previous research has been found that directly refers to the cultural interest, so in this research, cultural interests can be part of cultural intelligence or part of global awareness. For further research, this cultural interest item can also be linked to the tolerance items that are on the UNBK questionnaire. For the next UNBK questionnaire, researchers can add items that could reveal the construct Cultural interests, Cultural awareness, Cultural capital and Cultural intelligence.

CONCLUSION

Based on the results of the research, it can be concluded that students' interest in learning about other countries' culture has a positive contribution to students' academic performance. Students with high cultural interest achieved higher average score of UNBK than those with low cultural interest ones.

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