Understanding The Competencies As Global Citizen

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Abstract

The industrial revolution is a reality that must be faced by every country. This condition has an impact on increasing interdependence between country located in an area in the form of cooperation in various fields. Industrial revolution gives an essential challenge to improve the quality of resources human power that can establish cross-cultural interactions to be able to address every opportunity of good cooperation. One component that needs to be possessed by human resources in the era of the industrial revolution, especially the young generation of Indonesia is the cross-cultural communication competence with knowledge, understanding, self-confidence and cultural identity through the experience of interacting with individuals from different cultural backgrounds. The young generation of Indonesia needs to build a global mindset and play an active role in building harmonious cooperation in achieving the agenda of the industrial revolution. This phenomenon is essential so that Indonesia's human resources are not just spectators, but can determine the success of the empowered nation competitiveness. This study aims to analyse affective, cognitive and conative elements in forming cross-cultural communication competencies. This research also examines the influence of the dimensions of cross-cultural communication and attitudes towards global citizenship towards the intention to work together across cultures. The research sample was taken using a purposive sampling method. Data were collected using survey methods with questionnaire techniques. Respondents in this study were students at three universities in Central Java.

Keywords

Communication, Cross-cultural

INTRODUCTION

Globalization demands a better understanding of the dynamics of multiculturalism in modern society. Globalization also invites the world community to try to redefine self-identity so that it can reduce stereotypical thinking and move towards efforts to build communities with people from different backgrounds to increase competitiveness. One of the challenges faced by countries in an area is to build joint strength so that they can take a leading role in global competition. The ability to collaborate actively is the primary determinant of the formation of a community that is competitive and able to achieve shared prosperity. The success of regional cooperation requires efforts to understand each other and interact well in cultural diversity. This condition needs to be a significant concern in preparing human resources, especially the young generation of Indonesia. Cross-cultural communication competencies become a must-have component so that they can be proactive in supporting the success of development in the Southeast Asia region.

Interacting with parties from different cultural backgrounds creates certain things such as feeling alienated, unfamiliar or further potentially causing ethnocentrism. Gudykunst (1995) states that effectiveness in cross-cultural communication acquired when a person can manage feelings of discomfort. Cross-cultural communication also requires knowledge of different cultures so that one can predict or understand the behaviour of parties from different cultures. The ability to integrate cultural differences in an atmosphere of mutual respect and tolerance becomes the main foundation in the development of competencies for effective cross-cultural communication. For this reason, an understanding of cultural identity is essential, and knowledge of cultural identity possessed by other parties and knowledge of how to interact that can open opportunities for mutual understanding. Bennet (2008) describes the concept of cross-cultural communicating competence as
a set of cognitive, affective and behavioural capacities that when applied, can lead to effective and appropriate interactions in various cultural contexts. Furthermore, Ashwill and Oanh (in Deardroff, 2009) view cross-cultural competence as an ability capable of directing people to work and work well in different cultures.

Addressing the demands to build a global community also requires a positive attitude in seeing themselves as part of a global society. Having an identity as a global citizen means participating in a global scope. Although global citizenship invites various controversies because it is interpreted as an overly idealistic concept (Mayo, et. Al., 2009), a review of the context of change requires good cooperation to achieve shared prosperity (De Caria, 2009). This study aims to analyze the affective, cognitive and conative elements in forming cross-cultural communication competencies using a model developed by Chen and Starosta (1998) covering dimensions namely intercultural sensitivity, intercultural effectiveness and intercultural awareness. Furthermore, this study also examines the influence of the dimensions of cross-cultural communication and attitudes toward global citizenship towards the intention to cooperate across cultures.

LITERATURE REVIEW AND HYPOTHESES

Cross-Cultural Communication Competencies

Cross-cultural communication competencies developed on cultural sensitivity and the intention to engage with individuals from different cultural backgrounds. Understanding cultural elements is essential in building effective interactions and adapting to new environments (Kim, 2005). Cross-cultural communication competencies derive from two concepts, namely cross-cultural competence and communication competencies (Penbek et al., 2009). Cross-cultural competence refers to a person's ability to change knowledge, attitudes and behaviours so that they are more open to other cultures. This competency is a transformative process that one goes through in developing adaptive abilities, forming a perspective to understand and accommodate the demands of other cultures. Someone who has cross-cultural competence can build relationships with individuals who come from different cultural backgrounds. Understanding a culture requires cultural knowledge, communication competencies, personal attitudes, knowledge of oneself and an understanding of the values, norms and beliefs of other people from different cultural backgrounds. Communication competence is the ability to share ideas and achieve the intentioned communication goals (Chen, 1990). There are two dimensions in Spitzberg and Cupach (1984) communication competencies. First, the dimension of appropriateness which refers to the ability of individuals to communicate aimed at meeting social expectations and norms. Second, the dimension of effectiveness refers to the ability of an individual to achieve the goal of communicating.

Cross-cultural communication competence is an individual's ability to build positive attitudes towards foreign cultures that involve cognitive and conative affective elements (Hammer et al., 1989). Chen and Starosta (1998) The cross-cultural communication competency model Chen and Starosta (1998) include three dimensions, namely intercultural sensitivity, intercultural effectiveness (the effectiveness of intercultural communication) and intercultural awareness. Intercultural sensitivity is an affection-based dimension that refers to the willingness of one to recognize, respect and accept cultural differences. The effectiveness of intercultural communication is a behavioural dimension that refers to a person's ability to achieve the goal of communicating when interacting with individuals from different cultural backgrounds. Whereas intercultural knowledge is a cognitive dimension that refers to a person's ability to understand the similarities and differences between the culture he has and other cultures.

Attitude Toward Global Citizenship

The concept of global citizenship explains the efforts to provide space and tolerance for different identities and have a view that basically everyone can cooperate and share based on humanitarian principles. This principle undermines the boundaries of ethnicity, nation, religion or group and sees the existence of equality in the social and economic fields. The first principle of social citizenship is social rights, so this concept is more of a moral attitude. Someone is said to have a positive attitude towards global citizenship when he has sensitivity and attention to globalization that can affect both
himself and the world. He also feels he has the right and responsibility to act as a global citizen.

**The Intention to Work Cross-Culture**

The concept of cross-cultural cooperation related to assumptions that develop into the cultural hierarchy model. This model describes beliefs and values as the most essential elements in an abstract culture while various behaviours, including collaborative behaviour, are the most tangible manifestations that are tangible which are influenced by cultural values and norms in achieving the objectives of a relationship Hofstede, et al., 1990; Rousseau, 1990; Schein, 1992). The intention to cooperate related to the institution that forms a personal goal. In the orientation of collectivism, the competencies possessed by individuals are aimed at achieving collective goals (Chen et al., 1998). Besides, the orientation of global aspects based on moral responsibility can encourage someone to be involved in cross-cultural collaboration.

**The Impact of Cross-Cultural Competencies and Attitude toward Global Citizenship to Intention to Work Cross-Culture**

Murphy et al. (2007) concluded that the quality of cross-cultural communication was able to overcome conflicts between individuals. Studies conducted at three educational institutions in America that have employees from various racial backgrounds prove that cross-cultural communication influences cooperative behaviour among employees. Cooperating in different cultural spheres involves aspects of communication. The achievement of goals achieved through the interaction process can encourage someone to have the intention to cooperate. Relational aspects such as the quality of communication are also determinants in building collaboration (Anderson and Narus, 1990). In the orientation value of collectivism, cultural differences direct individuals to cooperate rather than compete (Cox et al., 1991). Based on the description above, the first hypothesis formulates as follows:

**H1:** Cross-cultural communication competencies influence the intention to cooperate across cultures.

Research results from Buchanan et al. (2011) conclude that identity as a global citizen is someone's motive for collaboration. Research conducted at this multinational company proves that when someone identifies himself as part of a global community, there are psychological aspects that motivate him to contribute and collaborate with parties from different cultural backgrounds. Research conducted by Cornelius and Robinson ( ) also concluded that global identity affects the behaviour of cooperation. Evaluations conducted by individuals on their status and identity as global citizens direct themselves to behave sustainably, including cooperation. Based on the description above, the second hypothesis formulates as follows:

**H2:** attitudes towards global citizenship affect the intention to cooperate across cultures.

**METHODS**

This research is a descriptive analysis that is a type of survey research that aims to explain cognitive, affective and conative elements that form the competency of cross-cultural communication. This study also aims to examine the influence of cross-cultural communication competencies and attitudes towards global citizenship towards the intention to cooperate across cultures. Methods of collecting data using questionnaires and interviews. The questionnaire in this study contained the characteristics of respondents and a closed and open list of questions. Item questions regarding cognitive, affective and conative aspects in cross-cultural communication competencies refer to the model developed by Chen and Starosta (1998). Attitudes towards global citizenship are measured using elements developed by Betts (2003). Furthermore, the intention to cooperate is measured using the cooperativeness scale developed by Roberts (1991) and the agreeableness scale by Costa and McCrae (1985).

This study uses a semantic differential scale with gradations from very negative (strongly disagree) to very positive (strongly agree). Data was also obtained through interviews with respondents to support the analysis and interpretation of questionnaire data. In this study, the population included undergraduate students at three universities in Central Java. The sampling technique used was purposive sampling. Validity testing is done by the Pearson product-moment method, while the reliability test uses the Cronbach alpha method. Hypothesis testing uses multiple linear regression analysis using the coefficient of determination.
RESULTS AND DISCUSSION

Data Collection
Questionnaires received from respondents were 150 copies. After the selection process was carried out, there were 11 invalid questionnaires because they were not filled in completely so that the questionnaires that met the requirements for analysis were 139.

Characteristics of Respondents
The characteristics of respondents in this study included gender, university origin and faculty. Most of the respondents are male (62%). For faculty members, 15.1% of the respondents came from the faculty of economics, 9% came from the faculty of political, social sciences, 10.7% from technical faculties, 11.5% from medical faculties, 7.9% from biology faculties, 10% from law faculties, 5% from animal husbandry faculties, 12.95% from geological faculties and 11.5% from public health faculties.

Analysis of Validity and Reliability
Validity and reliability testing implement for question items that use a scale for assessment. Test the validity of cross-cultural communication competencies, attitudes towards global citizenship and the intention to cooperate across cultures using the Pearson Correlation method by correlating between each score for each item with a total score. The results of the analysis, it is known, the correlation between all items with a significant total score at the 0.01 significance level above the r table value can be concluded indicators to measure the construct of cross-cultural communication competence, attitudes towards global citizenship and the intention to work across cultures is valid.

Table 1. Reliability Test
<table>
<thead>
<tr>
<th>Construct</th>
<th>Cronbach Alpha</th>
<th>Hasil</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCC</td>
<td>0.971</td>
<td>reliable</td>
</tr>
<tr>
<td>AGC</td>
<td>0.863</td>
<td>reliable</td>
</tr>
<tr>
<td>IWC</td>
<td>0.812</td>
<td>reliable</td>
</tr>
</tbody>
</table>

The results of reliability testing on the construct of cross-cultural communication competencies, attitudes towards global citizens and the intention to cooperate across cultures meet reliability requirements.

Determination Coefficient Test
The results of the analysis using the SPSS summary model show an adjusted R square of 0.813. This result means that 81.3% variation in the determination of cross-cultural cooperation can be explained by variations in the two independent variables namely cross-cultural communication competencies and attitudes towards global citizenship while other variables explain the rest in outside the model. The standard error of estimate (SEE) is 4.237, so the regression model is correct in predicting the dependent variable.

Table 2. Determination Coefficient Test
<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>SEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.837</td>
<td>0.808</td>
<td>0.813</td>
<td>4.237</td>
</tr>
</tbody>
</table>

Simultaneous Significance Test
Based on the ANOVA test table, the calculated F value is 523.707, with a probability of 0.000. Because the probability is far smaller than 0.05, so the two independent variables, namely the competency of cross-cultural communication and attitudes towards global citizens, simultaneously influence the willingness to cooperate across cultures.

Table 3. Simultaneous Significance Test
<table>
<thead>
<tr>
<th>Model</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>523,707</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Individual Parameter Significance Test
The test of the effect of the independent variables, namely cross-cultural communication competencies on the intention to work across cultures appears in the value of t count of 5.367 significant because it is higher than the value of t table 1.98 which is significant with 0.00. Based on these results, hypothesis 1 is accepted. So there is a positive and significant influence on the competence of cross-cultural communication with the intention to cooperate across cultures.

Table 4. Significance Test
<table>
<thead>
<tr>
<th>Construct</th>
<th>t</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCC</td>
<td>5.367</td>
<td>.000</td>
</tr>
<tr>
<td>AGC</td>
<td>6.429</td>
<td>.000</td>
</tr>
</tbody>
</table>

Test the effect of independent variables namely attitudes toward global citizenship towards the intention to work across cultures appears in the value of t count of 6.429 is significant because it is higher than the value
of t table 1.98 which is significant with 0.00. Based on these results, hypothesis 2 is accepted. So there is a positive and significant influence on attitudes towards global citizenship towards the intention to cooperate across cultures.

**Affective, Cognitive and Conative Dimensions in the Competence of Communicating across Cultures**

Based on the results of frequency analysis on each item dimension of cultural sensitivity, 78% of respondents have a positive attitude towards cultural differences in the form of respecting and being open to values and ways that become habits in certain cultures. In response to the notion that individuals from different backgrounds tended to be narrow-minded, 51% of respondents considered that this was not entirely true. This result is more due to not understanding well and not often being involved in interactions with individuals from different cultural backgrounds.

In the behavioural dimension (intercultural effectiveness), 58% of respondents thought that it was easy for them to get along and interact with individuals from different cultural backgrounds. This result is supported by the ability to exchange information even though respondents consider that language factors become the main obstacle in interacting with people from different cultural backgrounds. Furthermore, cognitive responses related to knowledge about culture show that 62% of respondents feel the need to have an understanding of the background of individuals who are culturally different so that they can interact well and not violate ethical values or do things that have the potential to cause conflict.

**Effect of Cross-cultural Communication Competencies and Attitudes towards Global Citizenship towards the Intention to Cooperate across Cultures**

The results of the analysis with SPSS indicate that there is an influence between the competencies of cross-cultural communication with the intention to cooperate across cultures. Knowledge of values and beliefs that are inherent in one's own culture and that of others can make a person more respectful and respectful of differences. Knowledge and tolerance can direct someone to achieve the goals expected when interacting with people from different cultural backgrounds. The ability to interact and communicate across cultures can make a person able to identify opportunities for achieving personal goals, which ultimately lead to the intention to cooperate. The results also show that there is an influence between attitudes towards global citizenship towards the intention to cooperate across cultures. Forms of care and responsibility as part of a global society lead one to intention to contribute and collaborate across cultures in the principle of equality.

**CONCLUSION**

The process towards a multicultural society is a matter by increasing the ability to interact actively and sustainably. The ability to build interpersonal relationships based on understanding culture can be a distinct advantage for Indonesian human resources, especially the younger generation. Developing cross-cultural communication competencies means opening opportunities for Indonesian human resources to take part in a global environment and be ready to build partnerships that are in line with other nations. Viewed from the dimensions of cognitive, affective and conative, competency in cross-cultural communication is a concept that is deemed necessary by students as Indonesia's young generation in contributing as part of the global community. In terms of cognitive, knowledge about culture itself is the essential aspect that it can stand in line with the people of other cultures. Besides, the importance of having an identity as a global citizen is something that young people in Indonesia must realize. This condition needs to be a concern for the world of education to be able to develop a curriculum that can encourage young learners to know various cultures and global issues to be able to integrate that knowledge to achieve common goals. Besides, this research is limited to efforts to measure the extent to which knowledge, sensitivity and cross-cultural communicating behaviours possessed by the younger generation. Subsequent research can explain the inter-dimensional relationship in the competence of cross-cultural communication.

**REFERENCES**


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