

**AN ANALYSIS OF CULTURAL INTELLIGENCE AMONG ACEHNESE
GRADUATE STUDENTS STUDYING OVERSEAS AND THEIR
ADAPTIVE PERFORMANCE**

THESIS

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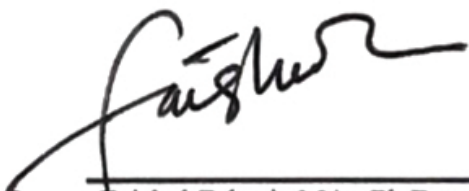
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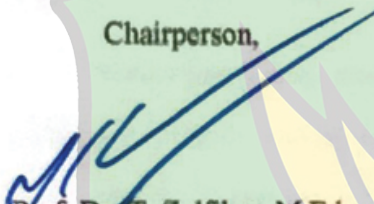
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SURAT PERNYATAAN KEASLIAN

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Menyatakan bahwa sesungguhnya skripsi yang berjudul “ **An Analysis of Cultural intelligence Among Acehnese Graduate Students Studying Overseas and Their Adaptive Performance** ” adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

A R - R A N I R Y Banda Aceh, 13 november 2022



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ABSTRACT

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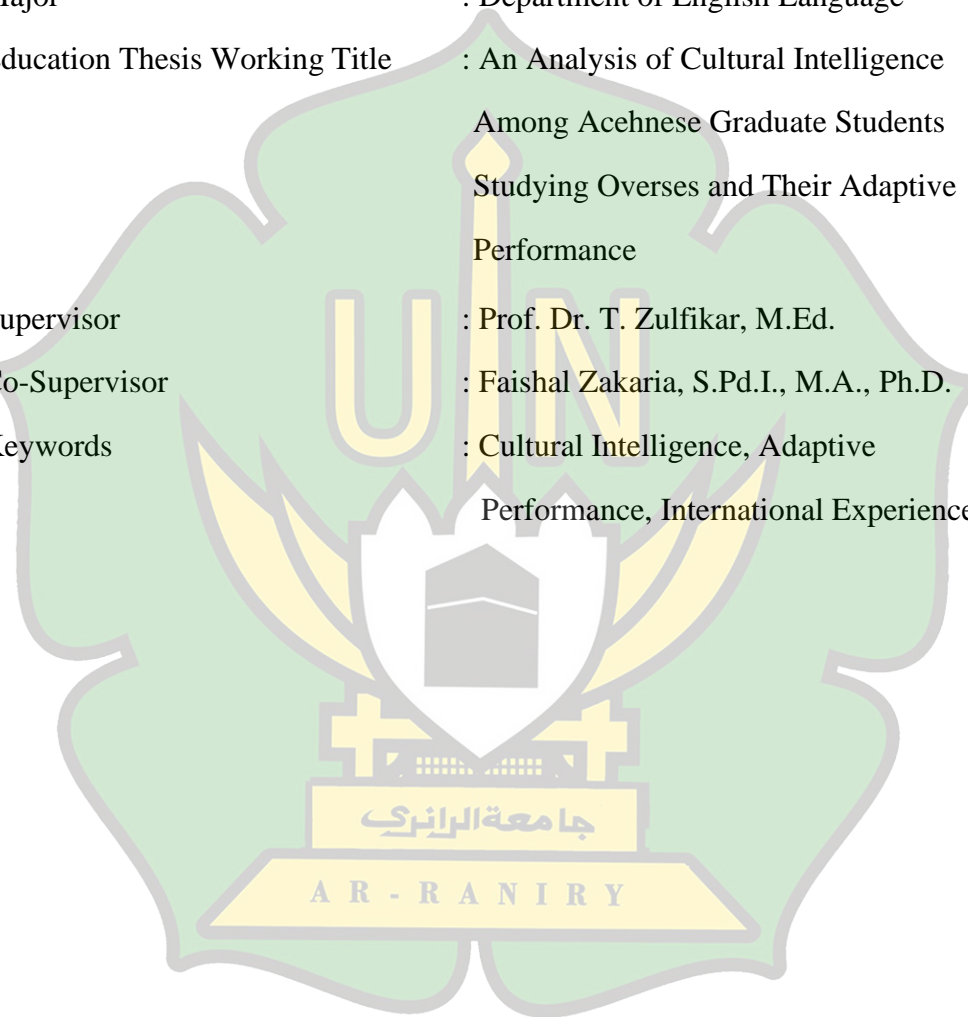


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CHAPTER I

INTRODUCTION

A. Background of The Study

Each place has different characteristics. A person adapting to these other characteristics may face culture shocks. These culture shocks can challenge people's efforts to fit into the new culture. Students attending university in a culture different from their own must face unique social and educational organizations, attitudes, and expectations and deal with adjustment problems common to the local student. This is quite difficult when newcomers are aware of the differences in advance but even becomes more complicated when newcomers are unaware and mistakenly assume that the new society operates like their home country (Zhou et al., 2008).

In their initial adaptation to the host country and university experience, international students face specific unique challenges that are not equally experienced by the local students (Westwood & Barker, 1990). For example, such challenges can come from a learning experience different from what many international students are used to. Many world-ranked universities are implementing hands-on learning methods, providing clubs for talent development in selected majors and learning styles applied in the classroom. The learning system used is guaranteed to interact actively and involve each other. Students will face assignments such as papers and interact with other students and lecturers through discussions, seminars, and practicum. Many universities also provide

Organizations, hubs, or platforms where you can join to use them to hone students' creativity. These differences all illustrate how international students may face culture shock during their initial study.

Fortunately, we can neutralize the existing culture shock by developing cultural intelligence, which can help us balance and examine the cultural wonders. Cultural intelligence is a careful attempt to refer to the ability to create an individual's culture to function effectively in situations characterized by cultural diversity (Ang & Van Dyne, 2015). Cultural intelligence is one of an individual's efforts to neutralize culture shock in a new environment. Individuals with higher cultural intelligence can deal with confusing situations through critical thinking and adapt to their background on how they should understand, relate to, and lead in these different cultural contexts. Among the positive impacts of behavioural forms of cultural intelligence is a sense of flexibility for behavioural responses appropriate to various cultural situations, and the ability to adapt verbal and non-verbal behaviour when cross-cultural interactions require it (Ang, Van Dyne et al., 2006).

Currently, in the 5.0 era, along with the rapid development of globalization, it is increasingly common for advanced education systems aiming to prepare individuals to be better through studying abroad. In the context of Aceh, students are eager to learn overseas, and the Acehese government supports this. Studying abroad is regarded as synonymous with good quality education, thus increasing opportunities for students to gain

knowledge. For example, Acehnese youths will increase their understanding through different perspectives by continuing education abroad and gaining international experiences. Such global expertise can undoubtedly impact the students' lives differently from studying in their home country. Also, their international experience will help them change their mindsets to become more critical and advanced.

With international experience, students can also develop their adaptive performance. Adaptive performance is very relevant to cultural intelligence; it is an individual's ability to function effectively in diverse cultural situations. Adaptive performance is often an experience that is learned based on the individual's past adaptive experience; if the individual has experienced various problems that require adjustment to the environment, then he must perform effectively in future cases that require similar adaptation. In particular, adaptive performance will be enhanced by gaining experience in similar situations (Pulakos et al., 2006).

Previous studies have investigated the sociocultural adaptation and academic performance of international students. For example, Mokhothu and Callaghan (2018) examine sociocultural adaptation and the role of cultural intelligence as a mediator of the relationship between sociocultural transformation and the academic performance of international students from the South African context. The results of this study challenge the broader prediction that all cultural intelligence orientations act equally to enable academic performance in this context. Since motivational cultural

intelligence reflects an individual's interest and motivation to learn and adapt to other cultures, university managers should strive to cultivate motivational cultural intelligence through university activities because this orientation can be developed in newcomers. In addition, the study of Sahin and Gurbuz (2014) examines cultural intelligence as an individual predictor of adaptive performance: Learning in a multicultural environment. The primary objective of this study is to investigate cultural intelligence that can explain adaptive performance beyond previous experience and self-efficacy. Our results suggest that cultural intelligence, self-efficacy, and prior experience are essential predictors of adaptive performance. Cultural intelligence describes the additional variance in adaptive performance over and above previous experience and self-efficacy. However, there is little research on how people develop their adaptive routines because of their international experiences. In addition, from the Aceh context, several studies have looked at how these Acehnese students develop their adaptive performance to support their success in international education. Therefore, this proposed research aims to fill this gap by investigating cultural intelligence among Acehnese studying abroad, particularly on their adaptive performance.

B. Research Questions

This present research seeks to answer the following research questions:

1. How does international experience develop into cultural intelligence?

2. What are the lectures' perceptions of the impacts of international experience on their adaptive performance?

C. Research Aims

The research, therefore, aims to:

1. Find out how much cultural intelligence develops because of students' international experiences
2. Find out whether students' international experiences affect the development of their adaptive performance

D. Reserch Terminologies

Before we further examine this research, several terms must be explained so that there is no misconception in understanding the content of the study. Those terms are as follows:

a. Cultural Intelligence

Cultural intelligence is also often referred to as cultural quotient (CQ). Ang Soon et al. (2015, as cited in Latif, 2017) stated that Cultural intelligence reflects a standard set of abilities to facilitate one's effectiveness in dealing with different cultures and a multicultural environment. In addition, Livermore (2011, as cited in Latif, 2017) defines cultural intelligence as the ability to function effectively in various cultural contexts. It can be concluded that cultural intelligence is another form of intelligence that complements intelligence that can explain variability in the face of diversity and function in new cultural settings.

b. Adaptive Performance

Adaptive performance, very relevant to cultural intelligence, is defined as the ability of individuals to function effectively in diverse cultural situations. Adaptive performance is often an experience that is learned based on an individual's past adaptive experience; if an individual has experienced various problems that require adjustment to the environment, then he must perform effectively in future situations that require similar adaptation. Adaptive performance will be enhanced by gaining experience in similar cases (Pulakos et al., 2006).

c. International Experience

International experience is a person's experience during the study, internship, or work that presents a different perspective from previous learning and working experiences. This international experience will bring significant changes; it is usually obtained by someone who has had experience studying and having an internship in a foreign country. These people will broaden their worldviews, augment their personal development, and become part of a global community (Purnama, 2019).

E. General Benefits

Hopefully, this proposed research can provide additional insight into cultural intelligence and the development of adaptive performance among Acehnese studying overseas. Then, I expect that students will gain more insights into the field of artistic research through understanding cultural intelligence and general ideas of things they will face when learning abroad.

I hope the students will also learn to develop their adaptive performance to be better equipped for this globalized world. This research is expected to add insights for future researchers conducting studies on similar topics. Also, this study's shortcomings can be the initial point of departure for researchers to conduct further studies on cultural intelligence and its relation to adaptive performance.



CHAPTER II

LITERATURE REVIEW

In this chapter, I will discuss the literature review related to this research. It aims to deepen knowledge about the field to be researched. It begins with explaining cultural intelligence and international experience, followed by accounts of adaptive performance.

A. Cultural Intelligence and International Experience

1. Understanding of Cultural Intelligence

Some scholars have defined cultural intelligence as “a careful attempt to refer to the ability to develop an individual’s culture to function effectively in situations characterized by cultural diversity” (Ang and Dyne, 2008, as cited in Zanazzi, 2017). The ability to function effectively in various cultural environments is often known as cultural intelligence. Cultural intelligence is a context that brings different understandings of a different culture, which also causes a feeling of culture shock, so someone needs to develop better cultural intelligence (Ang and Dyne, 2008, as cited in Zanazzi, 2017). This term is used in various contexts, such as business, education, government, and academic research.

Furthermore, the positive impact of behavioural forms of cultural intelligence refers to flexibility for behavioural responses appropriate to various cultural situations and the ability to adapt verbal and non-verbal behaviours in cross-cultural interactions (Ang & Dyne, 2006). This

statement shows that everyone will get a positive impact from cultural intelligence. At least when one Studies about it sometimes come up with different perceptions or understandings about the previously familiar culture. In brief, learning about cultural intelligence can change views and prevents someone who understands it from feeling culture- shocked by varied cultures.

To sum up, cultural intelligence is one of an individual's efforts to neutralize culture shock in a new individual environment. Individuals with higher cultural intelligence can deal with confusing situations through critical thinking and adapt to their background about how they understand, relate to, and lead in these different cultural contexts.

2. Definition of International Experience

This experience will bring many significant impacts on life. One impact felt by someone with international experts is that they can develop themselves. For example, someone who will have the opportunity to know himself better through this experience will undoubtedly be able to identify goals and ambitions and focus on the things to be achieved. Then someone who has international experience will have an impact on the professional career development process and, of course, will help someone to find the passion that he has. This international experience can bring out your uniqueness and power, which can be applied to one's lifestyle.

Someone with an educational experience abroad or just visiting a

country can pull someone out of their home environment to a new one. This, of course, makes a person more sensitive and aware of changes in the very dynamic world. Thus, they can be more actively involved with what is happening in their environment. Individuals with high cultural intelligence would better emotionally and psychologically adjust to situations involving different or foreign cultures (and subcultures). Culturally intelligent individuals would show more remarkable persistence under challenging conditions and higher levels of stamina and productivity. In conclusion, every experience can certainly train someone's soft skills that will be very useful in any workplace, such as communication, empathy, leadership, and adaptability, to change the mindset to become more critical.

3. The benefit of Cultural Intelligence

Based on previous research, it can be concluded that individuals with high cultural intelligence will experience several benefits described through psychological outcomes (e.g., a person will quickly adapt between cultures effectively, respond to new cultures well, and increase a greater sense of interpersonal trust). Among the results of behaviour change (e.g., improving decision-making, creating creative ideas, getting a lot of information, and working well in teams. Then there are performance results (e.g., being able to negotiate effectively between cultures which increase performance) (Azevedo, 2018)

Among the benefits that will be felt by someone who has high cultural intelligence include the following:

a) Improved Intercultural Adjustment

Individuals with a high Cultural Intelligence are better at adjusting emotionally and psychologically to situations with various or unfamiliar cultures. This aids in reducing burnout and increasing resilience (the ability to bounce back and recover in difficult situations). Culturally intelligent individuals have higher stamina, productivity, and greater strength under challenging conditions. Individuals with high cultural intelligence can also adjust more quickly. This will also increase one's sense of responsibility in a new environment to approach society's social aspect.

b) Improved Cultural Assessment and Decision Making

Culturally intelligent individuals can better comprehend and assess situations involving diverse views and make high-quality decisions in intercultural settings. In addition, someone who understands cultural intelligence will also work well in teams and participate in finding practical and mutually acceptable solutions that address different priorities and perspectives (Feyerherm & Groves, 2011).

c) Improved Work Performance

Several studies support a positive relationship between cultural intelligence and job performance in various intercultural contexts. For example, high cultural intelligence positively affects task performance in culturally diverse settings and adaptive performance (e.g., proficiency in changing behavior to suit the demands of a particular environment or situation) (Feyerherm & Groves, 2011).

d) Improved Level of Trust, sharing ideas, sharing information, and Creative Collaboration

In the existence of the excellent diversity potential for enhanced creativity and innovation for individuals, individuals with high cultural intelligence are better able to trust one another, leading to higher information-sharing and idea-sharing levels. As a result, culturally intelligent individuals engage in more creative collaborations and develop more innovative solutions. It should be noted that Cultural Intelligence helps reduce the perception of interpersonal risk speaking among a team of culturally diverse coworkers and partners.

Hence, culturally intelligent individuals are more likely to experience greater psychological security because of the positive association of cultural intelligence with higher trust. The significant relationship between cultural intelligence and belief can be explained by the role of cultural intelligence in weakening social categorization processes that negatively impact interpersonal interactions among culturally diverse individuals and teams.

B. Adaptive Performance

1. The definition of Adaptive Performance

Adaptive performance is closely related to cultural intelligence, described as an individual's capacity to function effectively in various cultural circumstances. Adaptive performance is often a learned experience based on the individual's previous adaptive experience; if an individual has

been subjected to multiple conditions that require environmental modification, he must perform effectively in future situations that require comparable adaptation. In particular, gaining expertise in similar scenarios will improve adaptive performance (Pulakos et al., 2006).

The development of adaptive performance includes the development of creative problem solving, preparing individuals to be able to face uncertainty, explore new tasks, demonstrate interpersonal adaptability, and be able to handle crises. In addition, various organizations can also increase a person's ability to be independent in their work roles and improve decision-making.

Adaptive performance in the workplace refers to the ability to adjust to and comprehend change in the workplace. A versatile individual is highly valued and crucial to an organization's success. Employers prefer highly adaptable people because of the benefits that come with it, such as superior work performance, a positive attitude, and the capacity to handle stress. Individuals who demonstrate solid adaptive performance in the workplace have an edge in career chances over employees who are not adaptable to change. Pulakos and colleagues identified eight dimensions of flexible performance in prior research. In conclusion, adaptive performance is essential within organizations. For individuals and organizations to thrive, it is crucial to have a climate that encourages individuals to engage in adaptability and adaptive performance.

2. The benefit of Adaptive Performance

There are several advantages if an individual has a high sense of adaptive performance, including:

a) Increase one's motivation

Someone who applies adaptive performance in himself will be able to motivate himself to continue to grow. For example, through their learning experience, they will be able to play an essential role in developing their personal qualities, one of which is adaptive performance (Pulakos et al., 2006).

b) Increase self-creativity

Another advantage of someone who applies adaptive performance is increasing self-creativity. Someone with high creativity can create something good, for example, in terms of work, mindset, and others (Voinin and Roussel, 2012). This creativity supports the development of an increasingly developing era; therefore, someone who is creative will be born through this principle.

c) Increase to improve interpersonal adaptability

Someone who has adaptive performance will be able to adapt well to a new environment. By extension, someone who has international experience increasing their adaptive performance will be able to adapt well to their different background (Voinin and Roussel, 2012)

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research design, population and sample, sampling technique, data collection procedures and data analysis techniques.

A. Research Design

This study uses qualitative methods to answer both research questions accurately. Denzin and Lincoln (2005) state that qualitative research studies things in their natural setting and tries to understand or interpret phenomena in terms of people's meanings. Research is conducted to explore and describe phenomena involving people or cases. According to Moleong (2006), qualitative research is called Natural Serving (natural research characteristics). It is concluded that this type of research has direct, descriptive data sources and prioritizes the results to be achieved. Research using qualitative research aims to understand the object under study.

Then in this study, I focused on the data collection, namely interviews. According to Easwaramoorthy and Zarinpoush (2006), an interview is a discussion conducted by two or more people to gather some information about the topic being discussed. In other words, interviews can be interpreted as collecting data by asking and answering questions to obtain some information. One of the fundamental strengths of qualitative research methods is their ability to provide complex textual descriptions of how

human involvement and life experiences raise questions.

B. Participant

The population is a collection of all sizes, objects, or individuals studied (Harinaldi, 2005). The population is a large part of the focus where the research will be carried out. Therefore, this research's population is Aceh alums with international study experience.

Then from this population, I draw a sample that is very representative and can represent the results of the study with an adequate sample size. The example of this research is Acehnese educators with international study experience of lecturers. For then, I will examine interviews with five Acehnese lecturers from two universities in Aceh.

C. Method of Data Collection

In this study, I conducted a face-to-face semi-structured interview, which lasted between 30 and 45 minutes. Although I usually have predetermined questions and topics, the order is flexible and determined by the problems that arise in the interview. The in-depth approach to semi-structured interviews encourages this flexibility because it includes a sequence of themes but is flexible in design and responsive to participants' funds (Kvale, 1996).

I provided some questions that Acehnese educators (lecturers) should respond to, and I also designed several inquiries related to the topic.

Participants were free to answer, but they should not be far from the theme of this research. The purpose of this interview is to learn more about the international experience of Acehese educators (lecturers) developing into cultural intelligence and perceptions of Acehese educators (lecturers) and the impact of international experience on their adaptive performance. I allow participants to share their experiences on the topic during this interview session. In addition, I also used a digital voice recorder to record interview sessions to facilitate the data analysis process.

D. Method of Data Analysis

The data analysis method analyzes research data, including relevant statistical tools for use in research (Noor, 2011). Interviews will be analyzed after receiving responses from a direct interview conducted by researchers at the research site. To analyze data from the interview, I use the Miles and Huberman Model comprising data (Miles and Huberman, 1994 as cited in alhojaidan and Ibrahim, 2012). The analysis consists of three stages:

a. Data reduction

Data reduction is the earliest part of data analysis regarding this model by appointing, concentrating, and summarizing the raw data based on qualitative research methods such as interviews, observation, and documents.

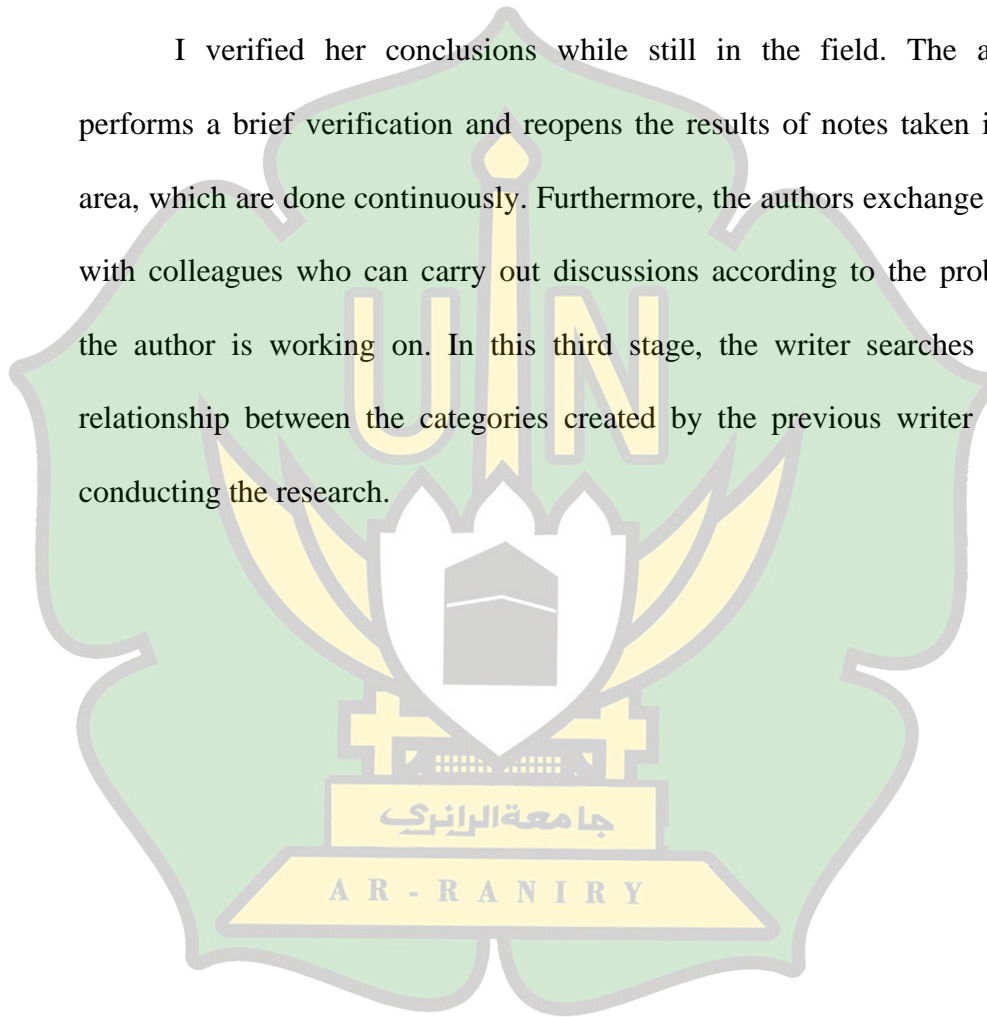
b. Data presentation

The data is presented so that the reduced information is organized

and arranged in a relationship pattern, making it easier to understand and plan future research work. In this step, the researcher attempts to compile relevant data so that it can be concluded and has a specific meaning.

c. Drawing conclusions and verification

I verified her conclusions while still in the field. The author performs a brief verification and reopens the results of notes taken in the area, which are done continuously. Furthermore, the authors exchange ideas with colleagues who can carry out discussions according to the problems the author is working on. In this third stage, the writer searches for a relationship between the categories created by the previous writer while conducting the research.



CHAPTER IV

FINDING AND DISCUSSIONS

This chapter presents and analyzes the results of the study. A discussion of the findings is made in the last part of this chapter.

A. Findings

This chapter attempts to discuss the extent to which cultural intelligence has developed due to the international experience of educators, especially lecturers in Aceh. Five (5) lecturers were invited to participate in this study. These participants were interviewed. I asked ten questions about their experiences and opinions on their international experiences. Each interview took about 30-45 minutes. This study's participants are lecturer 1, lecturer 2, lecturer 3, lecturer 4, and lecturer 5. Then the interview results are classified into major themes and discussed in the order of the research questions. The themes are as follows:

1. International Experience Develops into Cultural Intelligence

A. Factors in the development of cultural intelligence based on international experience

In this section, I explain the factors of international experience on the development of cultural intelligence among Acehnese lecturers. This stage includes the results of an analysis of lecturers' opinions regarding international experiences that affect the development of cultural

intelligence. Then at the beginning of the interview, I asked them to share their experiences regarding the influence of international experiences on the development of cultural intelligence that they felt. Following the answers during the interview, each provides a similar view but with different aspects. The developmental component of cultural intelligence based on international experience refers to the number of personal and social changes in a person. This becomes knowledge that will continue to be valuable and useful after the international experience process ends.

Based on international experience as well as a study of the opinions of their educators, they state that by honing our abilities and improving our quality, of course we will be able to help ourselves to survive in a different environment. Some educators have various supporting factors to develop cultural intelligence based on their international experience. Lecturer 5, for example, stated that his motivation in developing cultural intelligence is an ability that is continuously honed with knowledge which will then make a person more alert in dealing with new situations. as expressed by Lecturer 5 as follows:

In my opinion, **this cultural intelligence is an ability continuously honed with the provision of knowledge.** Then as time develops, day by day, this ability will continue to grow (Lecturer 5, interview, September 29, 2022)

Based on the opinion expressed by lecturer 5 above, it can be concluded that cultural intelligence is a science that will also continue to be enriched and able to develop based on an experience. This cultural intelligence is also an ability that will have a positive impact if accompanied by a science, this will be an effort and preparation of a person when facing multi-cultural in a new environment.

Then, mentioned by the participants there are several factors that support the successful development of cultural intelligence based on international experience, including the following:

a. Multi-Cultural factors

The main factor that will become an important part of cultural intelligence is multi-cultural. Cultural diversity brings many factors of change, one of which is the development of one's cultural intelligence which will then also bring many major changes when facing situations with cultural diversity. This multi-cultural factor becomes a place where a person is also able to hone skills and develop their cultural intelligence. In this context, this multi-cultural situation is mentioned in terms of international experience that has been experienced by several Acehese lecturers. One of them is as conveyed by lecturer 5 below:

...Cultural intelligence will continue to develop in situations that are **supported by the presence of multi-cultural** like this

international experience, many new things that will also greatly help the development of one's self-ability. (Lecturer 5, interview, September 29, 2022)

This international experience is a place where someone faces multi-cultural cases where they can continue to learn how to deal with cases of cultural differences. As previously stated by Lecturer 5, during the preparation process and when you have faced cultural diversity in this international experience, you will continue to refer to changes for the better so that later a person will be better able to deal with differences.

b. Lifestyle/cultural living factors

One other factor that is also influenced by international experience in the development of cultural intelligence is being able to adapt to the host's cultural life/lifestyle. This is also one of the fundamental things that has a big influence on many other aspects of life. This factor supports other indicators as well for not feeling different culture shocks. as mentioned by Lecturer 3 are as follows:

..It's essential to prevent culture shock at first, of course, **weather problems, socialization around, and new environmental characters** that will be faced because these characters are usually representative of their origins as well
 .(Lecturer 3, interview, September 26, 2022)

Lecturer 3 states that cultural intelligence is needed to avoid culture shock. Social science must also be equipped very seriously, namely different environmental characteristics, such as weather. We must also recognize this as an effort to avoid excessive culture shock. As also conveyed by lecturer 1 below:

...so that it makes the people there more closed or shut themselves in. Well, this could also be due **to the weather factor**. (Lecturer 1, interview, September 07, 2022)

Lecturer 1 states that this weather can also be a factor in causing a person to be in shock by a new situation. According to him, the weather is also the reason for a person's limitations in adapting to a new environment, so this cultural living will also make a person have a more open mind about interacting and socializing better. This weather factor is also an essential element that must be considered and prepared to avoid culture shock. Besides that, lecturer 2 mentions different things, his opinion states as follows:

In a cultural living or lifestyle situation, we may find out by studying or finding out the information ourselves. Or perhaps it only takes 1-2 weeks to adjust, even though there may be stress. So maybe this cultural living is less important than the academic culture. (Lecturer 2, interview, September 26, 2022)

In the quote above, Lecturer 2 feels that cultural living can

be adjusted at the beginning to face a new situation. This adjustment will only occur within 1-2 weeks with different conditions. Therefore, Lecturer 2 argues that cultural academics are more needed than preparation in terms of cultural living in different cultural contexts. Then another different opinion was also expressed by Lecturer 4:

In this case, I was blind and living with Acehnese, which helped me feel less culture shock. I think culture shock, but the culture shock I feel is less. (Lecturer 4, interview, September 28, 2022)

Another argument lecturer 4 mentions in the quote is that this culture shock might happen to some people with various factors. Lecturer 4 felt that he had minimal culture shock considering that supportive environmental factors such as living and being with friends from the same environment made him feel comfortable with people with the same background. They were supporters of the existence of cultural living, which surprised him. Furthermore, he also agreed that cultural intelligence is essential and very dominant for people in different contexts with him.

It can be concluded, based on the statement of lecturer 3, lecturer 1, lecturer 2, and lecturer 4, that cultural intelligence is

considered important as a neutralizing culture shock in various aspects, which of course, will be very different in terms of the cultural living that will be lived. For example, in terms of weather, even has a lot of impact on the social environment; therefore, of course, this cultural intelligence will be beneficial when facing a lifestyle that is different from our previous habit patterns.

c. Academic culture factor

Some things that are felt to be able to cause culture shock for some students who are of different cultures, require us to have high respect to understand them is academic culture. Academic culture in different cultures is also a factor supporting the development of cultural intelligence to increase. According to lecturer 2, cultural intelligence is felt to be very necessary to neutralize culture shock in a new cultural environment. Participants stated that one of the things they thought was most influential was academic culture. As Lecturer 2 notes below:

I think on a scale of 1-10, maybe 9 for myself. **Because there are many ranges of cultural intelligence, particularly academic culture** (Lecturer 2, interview, September 26, 2022)

The argument from lecturer 2 is that cultural intelligence has various aspects and ranges to be able to adapt to certain situations. In addition, having someone's ability in this aspect of cultural

intelligence can stimulate prospective international students to prepare themselves to face social situations to neutralize culture shock when facing new situations. In this case, Lecturer 2 stated that the aspect of academic culture is very much influenced by cultural intelligence itself.

Academic culture can be the basis of all existing cultural differences, abilities accompanied by knowledge can improve the quality in a person this can also support many other factors of change that may occur, someone with the ability to adapt to a diverse academic culture also supports someone to become richer in knowledge or smarter in any way. High cultural intelligence will greatly support the ability to adapt in the context of academic culture, especially for people in situations of undergoing international experience to study, of course, cultural intelligence is beneficial in terms of one's academic culture.

d. Culture shock factor

Another factor that will also affect the development of cultural intelligence is culture shock. Besides being an effort to prevent culture shock in multi-cultural situations, this culture shock also has a major influence on the development of cultural intelligence. with culture shock, it also trains someone to be more able to adapt to various cultural situations. therefore, this cultural intelligence

becomes an important factor in dealing with culture shock. as Lecturer 4 notes below:

...The first thing is **culture shock, it's the phase when we don't feel right in the new place we live in.** one of the factors is incompatibility when we do live not with people who come from the same province or area as us. That's why preparation is needed. (Lecturer 4, interview, September 28, 2022)

Based on the quote from lecturer 4, it can be concluded that culture shock will indeed be faced in a new cultural situation. Equipping oneself as a preparation for dealing with culture shock will really help someone in dealing with cases that will confront someone with culture shock. For example, this cultural intelligence will be able to equip someone to be able to neutralize any shock. Added by lecturer 3, as follows:

...this **cultural intelligence is very important,** to avoid culture shock in the first place for sure. (Lecturer 3, interview, September 26, 2022)

Lecturer 3 also mentioned that cultural intelligence is very important. Those with high cultural intelligence will be deal with confusing, situations, think deeply about what will happen, and adapt to how they understand, relate to, and lead in diverse cultural contexts. This supports one's personal preparation to be able to

avoid things that cause shock

e. Language barrier factor

English is a world language that various countries will use to interact with each other. The diversity of countries will, of course, also cause differences in language, which may cause surprises among them as well. In this case, international students will certainly feel that there are different accents when communicating. As mentioned by lecturer 5, based on his experience in the quote below:

How we speak depends on culture or habit patterns. Every culture must have its characteristics, **for example, language, food, or how to interact**, all of which must be equipped to minimize misunderstanding (Lecturer 5, interview, September 29, 2022)

Lecturer 5 mentions in its quote that language is another essential element that will also be the main point when holding the first international experience. Language, of course, will also support the development of cultural intelligence in terms of international experience to be more optimal. Mastering the language will be a person's provision to face a diverse world and prevent misunderstandings in various situations. Then lecturer 1 has a different opinion in the quote:

We face very **different modes of communication, for example, different English**. Since then, I have started to change my mind. If I was previously afraid to speak and lacked confidence in my accent, I realized that English is diverse. Even in America, there are many different dialects, so the people who live there, like Californians, Spanish, or Latin Americans, live in America. The way they speak is indeed other (Lecturer 1, interview, September 07, 2022)

Based on the experience of lecturer 1, it is stated that cultural intelligence is considered very important as a provision when we face existing cultural outrages. Diversity will also arise based on language. Even though using the same language will lead to various kinds of language diversity, for example, different accents and language barriers. The impact of this language will undoubtedly train our tolerance and cultural intelligence. Even every country with a mother tongue that speaks the same language will also cause different dialects. Therefore, cultural intelligence is essential to have to be able to understand various language differences.

Based on the statements of lecturer 1 and lecturer 5 above, it can be concluded that cultural intelligence will also impact language. Armed with cultural intelligence can neutralize culture shock, which also affects language. Having different backgrounds even though they carry the same language of course also brings differences,

because these differences are the characteristics or culture of a person. A person with higher motivational cultural intelligence is more open to interacting with people from different cultures. Such people are more likely to have cooperative motives, which allows the interaction process to run more smoothly and can minimize misunderstanding in every interaction. Therefore, these language barriers will cause several things that make some people feel shocked so that tolerance is needed in terms of language as well as the goal to be able to respect each culture of people who have their own characteristics.

B. The development of cultural intelligence the way of international experience.

Cultural intelligence can develop along with international experience by bringing many factors that support change. Making someone learn a lot of new things then this cultural intelligence becomes the result of his international experience. As lecturer 2 said below:

I was kind of comfort zone in my life and never away from banda aceh, I mean my home. So, there is no demand for me to adjust the culture. **So, what I find there as I reflect will be the most valuable experience, for example, cultural intelligence.**

(Lecturer 2, interview, September 26, 2022)

And stated by the following lecturer 1:

That's right because armed with this cultural intelligence. When we face international experiences, it makes us more people who appreciate every difference and make someone more open-minded about differences as well. **With cultural intelligence, we can also be more ready to face the world, thereby training our cultural intelligence capabilities to increase.**

(Lecturer 1, interview, September 07, 2022)

According to the statement, lecturer 2 and lecture one confirmed that this cultural intelligence resulted from their previous international experience. Through cultural intelligence, many good things support a change for the better. Lecturer 2 also adds that cultural intelligence helps make it easier to adjust culture so that it becomes an experience that produces knowledge. Then lecturer 1 added that cultural intelligence makes a person more open-minded and increases social values and good tolerance in their adventures. then added by lecturer 4 as below. :

Yes, of course. Cultural intelligence is one of the results of study abroad. because I didn't get this cultural intelligence when I was about to leave, I got this cultural intelligence when I was there carrying out my studies. (Lecturer 4, interview, September 28, 2022)

Based on the three quotes above, it can be concluded that cultural intelligence is one of the results of international experience. Cultural

intelligence can open many new things to be developed and self-quality that continues to grow, with other things such as making a person more open-minded and having a high tolerance for being able to adjust to different cultures easily.

2. Lecturers' perceptions of the impacts of international experience on their adaptive performance.

In the following, I will explain the results of the research on the second research question based on the results of interviews which state some of the lecturers' perceptions about the impact of international experience on their adaptive performance, including:

a. The perceptions on the development of adaptive performance based on international experience

Many stories emerged after the international incident, one of which can be called the product after going through the international experience process, namely the development of adaptive performance. This development was also felt by several participants, as stated in lecturer 3 below:

Of course, having experience is a process for me. And this is also a new insight for me, and **I think this will continue to grow** if we want to socialize and open ourselves to new things.
(Lecturer 1, interview, September 07, 2022)

Lecturer 2 stated that the development of adaptive performance

will continue with a process that is supported by one's wishes. Development begins with desire, including with cultural intelligence. This is supported by experience which also supports the development of abilities. Contrary to the opinion also conveyed by Lecturer 5, this is mentioned in the quote below:

I can't fully say that this international experience brought development in terms of my adaptive performance. Because it's back to the person, yes, because socializing can be noted as a need that we must also fulfill and have, so I don't think there is a benchmark for a process in improving one's self-quality (Lecturer 5, interview, September 29, 2022)

Based on the experience by lecturer 5, it is stated that the development of cultural intelligence does not mean only depending on international experience but is also influenced by one's wishes. A person's social relationships affect many aspects of life, including adaptive performance. Experience is not an aspect of supporting the development of an adaptive performance without the desire to be able to adapt socially as well. This adaptive performance is very much related to the social environment which is the place where this adaptive performance will be developed and studied. Another view was also conveyed by Lecturer 1 as follows:

maybe this is something I did accidentally, but as I said before. Regarding the adaptive performance here, I see that we

have started

trying to adjust the situation well, which could be developing with or without me realizing it. (Lecturer 1, interview, September 07, 2022)

Through lecturer 1, it can be concluded that the development of adaptive performance occurs unconsciously. Then adaptive performance is a process to increase one's capacity, which will continue to develop if a person is willing to try to understand various cultures in various situations. This is also related to the statement given by lecturer 5 that the impact of adaptive performance itself also refers to social which can occur without realizing it by us and only perpetuating desire and of course this is greatly influenced by good social skills.

b. The perception of adaptive performance because of international experience

Several experience factors can prove that many experiences can improve one's self-quality in several aspects. In other words, adaptive performance is undoubtedly some knowledge for people with international experience, in this case, discussed explicitly for Aceh educators and lecturers. They mention several factors that result from international experience on a person's adaptive performance.

Adapting to the global situation is very much needed in an era that continues to develop today. Someone needs adaptive performance skills

without them realizing it, for example, to avoid judgment, which will also reduce a person's performance. Some of these factors are, of course, also needed in the teaching and learning process, which is required to adapt to a new environment, especially an environment based on differences, and this is also based on good adaptive performance abilities. As lecturer 1 mentioned:

When I teach my students, I try to influence them not to be judgmental, and I try to tell them that **we need to adapt to the global situation**. For example, in class, we must adjust to each other because we come from different regions and have additional family situations. (Lecturer 1, interview, September 07, 2022)

Another factor that is influenced by adaptive performance is carefully reading the situation so that it can adapt to different cultures. Someone with good adaptive performance can adapt well to the situation and position himself or herself with the environment well and can be readily accepted by the social as well. Lecturer 4 mentions in the quote below:

...I teach at two different universities but also in other contexts.

It's **the same goal, but the situation is different**. So, we must carefully adjust the case and deal with it in a good way
(Lecturer 1, interview, September 28, 2022)

Also determined by lecturer 5, in the quote:

With adaptive performance, I become younger to adjust to the culture where when I respond to a situation or face a new world.

I feel less culture shock. (Lecturer 1, interview, September 29, 2022)

It can be concluded from lecturer 1, lecturer 4, and lecturer 5 that many factors developed from international experience in an adaptive performance. One of the things that are an element is the lack of judgment that occurs in a foreign culture. Then, someone can quickly adapt to the global situation. This goal can also make it easier for someone to interact with various complex communities/cultures. In addition, someone armed with adaptive performance skills will minimize the culture shock that occurs and be able to tolerate any differences very well.

c. Lecturer perceptions about the importance of applying adaptive performance in the teaching-learning process

Having international experience can influence the development of adaptive performance as well as being a science based on experience.

Now I will also describe a perception originating from several participants, who expressed their views on the importance of implementing adaptive performance in the teaching and learning process based on their experiences. This adaptive performance affects many aspects of life that bring many changes for the better, as mentioned by lecturer 1 below:

So, in my opinion, even though I don't use the term adaptive

performance, **I try to tell my students that we need to adapt to global situations**, for example, in the classroom, we have to adapt to each other because different regions have different family situations. (Lecturer 1, interview, September 29, 2022)

Some of the participants are still a little unfamiliar with the term adaptive performance, that is why in the quote by lecturer 1 it states that even without using this terminology, lecturer 1 still tries to convey to his students that it is important to be able to adapt to global. In an era of increasingly rapid global developments, the ability to adapt to this situation is the main point in all aspects. For example, this is done to prevent bad things from happening, such as judgment which is very likely to occur in a classroom with various students who have different backgrounds. Then it was continued by lecturer 1 who said that this adaptive performance would also neutralize the judgmentalism that occurred, he concluded in the quote below:

When I teach my student somehow, I try to be to influence that not to be judgemental. Try to be open minded in a positive way and this also doesn't mean changing yourself but rather understanding that the world is different.

Apart from that, Lecturer 3 also mentions different perspectives with the same aims and objectives, as below:

Yes of course, for example like this sometimes **we meet or**

teach with the same people but at different levels. Here I feel that this adaptive performance is needed. (Lecturer 3, interview, September 29, 2022)

From Lecturer 3's statement above, it can be concluded that, even as an educator, adaptive performance is very important for a teaching staff to have. When we are faced with several different situations, or a situation mentioned in the context of teaching, adaptive performance plays a very important role. For example, when teaching someone will face the same person, namely students, but with different levels, that's why this plays a very important role.

d. The perception of the effect of adaptive performance ability on increasing social interaction

This adaptive performance brings many good changes for those who understand it. And one of the changes that can be felt by a person is the development of social interaction skills as well, where this can be a basic thing that affects many aspects such as expanding relationships, getting along easily with new people and making a person more open minded in many ways. As mentioned by lecturer 2 below:

Somehow really affect me in **understanding more about their culture**, I mean like I become being open minded on positive way. (Lecturer 2, interview, September 29, 2022)

Based on the experience experienced by lecturer 2 in the quote

above, it is stated that being able to adapt will then make someone with broad insight and easily adapt to various cultures. This will then make a person more careful in dealing with similar situations without facing the culture repeated shocks.

B. Discussion

This study emphasizes the international experience of a person who develops into cultural intelligence and perceptions of educators (lecturers), and the impact of international experience on their adaptive performance. This study focuses on the influence of educators' global expertise on their abilities in terms of cultural intelligence and adaptive performance that they master and understand. Both research questions were answered through interviews.

The first research question is, "how does international experience develop into cultural intelligence". After completing the interview and obtaining sufficient data and answers from the participants, I found that most of the lecturers agreed that cultural intelligence was able to develop along with international experience. In addition, they all feel that cultural intelligence plays an important role as a provision to neutralize culture shock in different cultures. This can be seen from several factors that benefit the role of cultural intelligence, of course, in diverse cultural situations. Some of these factors are also influenced in terms of neutralizing culture shock, cultural life, academic culture, and the problem of language barriers to interpret differences with an open mind and a high level of

tolerance. In addition, the development of cultural intelligence during the process of international experience also creates many positive affirmations for the success of one's approach and efforts to avoid culture shock which of course also affects the avoidance of misunderstanding on differences. Cultural intelligence can affect its quality improvement by being someone who is open-minded, has high tolerance, and respects cultural differences. Furthermore, the motivation conveyed regarding the development of cultural intelligence is the ability to continue to be honed. This knowledge will make a person more careful in dealing with new situations. These developments generate cultural intelligence from a person's international experience through various positive changes he feels.

This makes the results of developing cultural intelligence based on international experience provide many positive personal and social benefits. From the results of the evaluation, the lecturers stated that it is very important to master this cultural intelligence, other than as a result of their international experience.

This also shows that cultural intelligence is very important to increase social sensitivity and tolerance. That way, a person with a good level of cultural intelligence will know when and how to adjust his cultural knowledge, direct his attention to respond to a situation and function appropriately by showing appropriate behavior in the required position.

The same results were also obtained from previous studies. Sahin and

Gurbuz (2014) also stated that highly motivated individuals can enjoy new cultural contexts and interact well with people from different cultures. It was further explained that someone with high cultural intelligence can face challenges and ambiguities between cultures. Thus individuals with high cultural intelligence can show appropriate behavior in the new culture. They will be able to act appropriately verbally and nonverbally in cross-cultural contexts. Racicot (2016) states that cultural intelligence is an essential ability in the effectiveness of people learning from their experiences while studying in other cultures. It is also stated that people with high cultural intelligence will be more effective and able to produce more positive results from international experience. Van Dyne, Ang, and Livermore (2010) provide insight into how cultural intelligence develops. They suggest that cultural intelligence motivations offer encouragement and confidence to learn about cultural differences and plan interactions within that culture that lead to a better understanding of cultural nuances.

With their international experience, the lecturers agree that this cultural intelligence continues to be useful in various cultural conditions faced while bringing many positive changes.

The development of cultural intelligence is also supported by continuous international experience. This makes a person more capable of developing and being the result of his international experience. In contrast to previous findings on several issues of cultural intelligence, I examine a different focus, namely Acehese educators. Therefore, in this case the

lecturer explained that some of them felt that cultural intelligence was needed. Then consciously or unconsciously people have applied cultural intelligence and felt the impact based on their experiences. On the other hand, it can be concluded that cultural intelligence is influential in various factors.

The second research question is “what are the perceptions of the lectures and their impact of international experience on their adaptive performance”. The interview results revealed that most participants explained that adaptive performance is very relevant to cultural intelligence, defined as an individual’s ability to function effectively in diverse cultural situations. However, some do not recognize the term adaptive performance, even though some have never heard of this terminology. Like lecture-1 and lecture-2 mentioned above, they don’t remember the term, but they understand the meaning of the term.

In particular, adaptive performance will develop by gaining experience in similar cases. Some participants also mentioned that this adaptive performance is one of the results that continue to build throughout the international experience. Because adaptive performance is often an experience that is learned based on the adaptive experience they have had before, this adaptive performance will continue to improve, accompanied by the development of one’s cultural intelligence.

Apart from that, adaptive performance is mentioned as skills and

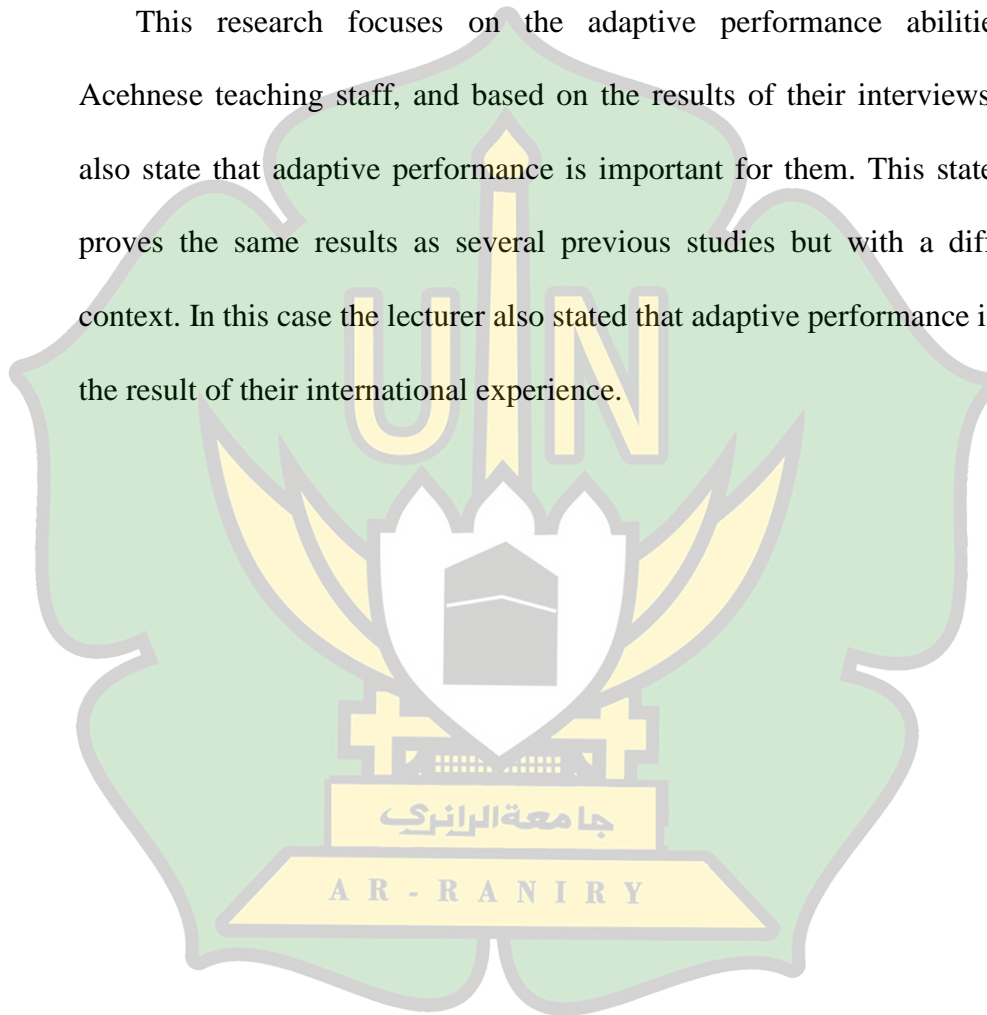
knowledge that develop based on the process of the international experience of the lecturers. Then, the lecturers also stated that this adaptive performance is also the result of international experience which is then also needed in the teaching and learning process.

For example, Lecturer 2 mentions that the ability to adaptive performance also helps him to be able to adapt to various different situations with students. Apart from that, the lecturer also stated that adaptive performance will prevent judgment in a circle, which makes adaptive performance important for someone to have. The development of this adaptive performance ability supports many positive elements which also refer to the success of socializing with fellow human beings with a variety of diversity.

Based on previous research that mentioned the same thing, by Jyoti et al. (2015), adaptive performance is an important element to support one's adaptability in a multicultural world. As well as cultural intelligence significantly affects adaptive performance. Sahin and Gurbuz (2014) experience has been shown to be an important predictor of adaptive performance. empirically demonstrated a positive relationship between past experience in adaptive situations and adaptive performance. Furthermore, Pulakos and colleagues demonstrated that prior experience was the only unique predictor that accounted for additional variance beyond traditional predictors (ie cognitive ability and personality). Other studies have also shown that, if an individual has experienced various situations requiring

adaptation to the environment, then he or she must perform effectively in future situations requiring similar adaptations. In particular, adaptive performance will be enhanced by gaining experience in similar situations (Pulakos et al.,)

This research focuses on the adaptive performance abilities of Acehnese teaching staff, and based on the results of their interviews they also state that adaptive performance is important for them. This statement proves the same results as several previous studies but with a different context. In this case the lecturer also stated that adaptive performance is also the result of their international experience.



CHAPTER V

CONCLUSIONS, SUGGESTIONS AND IMPLICATIONS

This chapter provides implications, conclusions and suggestions based on the findings and discussion. I draw many decisions based on research findings.

Then, some tips may be helpful for teachers, students, lecturers, readers, and next researchers.

A. CONCLUSIONS

Based on the previous chapter's findings, the lecturers felt strange listening to the two terminology variables in this study (Cultural intelligence; Adaptive performance). However, all the research participants understand the terminology's intent and purpose. Then they also justify this cultural intelligence as an effort to avoid culture shock when facing a new culture. In addition, through several factors, it is also stated that there are many factors supporting the development of cultural intelligence during the international experience process. One of them said that cultural intelligence is social knowledge that can develop oneself and social qualities in a positive direction.

Therefore, cultural intelligence can be said to be the result of international experience. Among the perceived effects are preventing culture shock, making a person more open-minded, and increasing positive qualities in the individual. The lecturers considered this cultural intelligence

better than before after becoming a cultural difference in their international experience. They also mentioned that cultural intelligence affects various aspects of different cultures, such as cultural living, academic culture, and language barriers in each country, which affects the development of a person's artistic intelligence ability.

In addition, they also argue that the impact of international experience also affects the success of a person's adaptive performance. The development of adaptive performance also brings a lot of changes experienced by a person to have an impact on increasing adaptive abilities that make it easier for someone to respond to a change. Lecture 1 mentioned that if a person's adaptive performance ability becomes good, this will also affect a high cultural intelligence. This proves that adaptive performance is very relevant to one's cultural intelligence.

The lecturers also stated that adaptive performance could affect the ability to interact socially with various complex communities. In another case also mentioned by the participant, according to him, adaptive performance can also affect a person's mentality. This also impacts reduced judgment and bad things in different cultural situations. Besides that, adaptive performance can also be applied during the teaching and learning process between educators and students. They can adjust the position with effective teaching methods. as well as fellow students who can appreciate differences in a scope and ethics as well as tolerance with various backgrounds.

B. SUGGESTIONS

Based on the research results, I suggest readers interested in conducting research on a similar topic as well as future researchers. The following suggestions:

For students who are planning to study abroad, it is hoped that they will be able to increase their sensitivity to cultural intelligence and adaptive performance as an essential preparation which will then become a provision to face a new culture. In short, this is a crucial thing that will dominantly affect various aspects, and cultural intelligence is essential for the younger generation to face the growing global. Armed with a high sense of cultural intelligence and good adaptive performance abilities will significantly help a person in various aspects of life. Furthermore, the lecturers who have understood and applied this are expected to be more sensitive to increase awareness and educate students that these things are essential to be educated, especially for the younger generation who are in the process and learning.

For readers who are looking for information about cultural intelligence and adaptive performance as well as the benefits of both, hopefully, this research can help them to understand better cultural intelligence or adaptive performance as well as preparation for studying abroad who study this material in preparation for studying abroad or as general knowledge to increase cultural intelligence or adaptive performance to gain more understanding about related issues.

For other researchers, I hope there will be more related research to conduct an analysis of cultural intelligence among Acehese graduate students studying overseas on their adaptive performance. Due to the imperfection of this study, I hope that other studies will thoroughly delve into this theme. It is expected that future researchers will find more of the impact felt and the results of international experience in the Aceh case study. The aim is to awaken students and the younger generation to continue developing themselves and realize the importance of knowledge to balance the world's global development

C. IMPLICATIONS

Research by Sahin and Gurbuz (2014) also revealed similar results: highly motivated individuals can enjoy new cultural contexts and interact well with people from different cultures. Further, someone with high cultural intelligence can face challenges and ambiguities between cultures. Observing the conclusions drawn, it implies that this cultural intelligence will continue to develop along with the continuity of the process of international experience so that it can also be the result of one's international experience. Later, Sahin and Gurbuz (2014) have indicated that experience is an important predictor of adaptive performance. Empirically demonstrated a positive relationship between experience in adaptive situations and adaptive performance. One's adaptive performance will also impact one's international experience in this case one can realize the positive changes he feels. Adaptive performance is often said to be very

relevant to adaptive performance. Adaptive performance is often a learned experience based on a person's past adaptive experiences; if the individual has experienced various problems that require adaptation to the environment, then he must appear effective in future cases that require similar adaptation. Therefore, it shows that it is important to understand diverse cultural situations, especially in the context of international experience. Therefore, cultural intelligence and adaptive performance will continue to develop into results and knowledge for people who have international experience.



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Appendix A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B-6429/UN.08/FTK/KP.07.6/06/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2005, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan, Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 18 Mei 2022
- MEMUTUSKAN**
- Menetapkan**
PERTAMA : Menunjuk Saudara:
1. Prof. Dr. T. Zulfikar, M.Ed.
 2. Faishal Zaicaria MA., Ph.D.
- Untuk membimbing Skripsi :
- Nama : Ana Sofiatul Juwinda
 NIM : 180203121
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : An Analysis of Cultural Intelligence Among Acehese Studying Overseas on Social Network and Adaptive Performance
- Sebagai Pembimbing Pertama
 Sebagai Pembimbing Kedua
- KEDUA** : Pembayuan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04 2 423925/2022, tanggal 17 November 2021.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

جامعة الرانيرى
 A R - R A N I R Y

Ditetapkan di: Banda Aceh
 Pada Tanggal: 03 Juni 2022
 Dekan,


 Muslim Razali

- Terselasa**
1. Rektor UIN Ar-Raniry (sebagai laporan);
 2. Ketua Prodi FTB Fak. Tarbiyah dan Keguruan;
 3. Pembimbing yang bersangkutan untuk diarah/ami dan diawasi/kan;
 4. Mahasiswa yang bersangkutan;
 5. Lain-lain.

Appendix B



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-14578/Un.08/FTK.1/TL.00/11/2022

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : ANA SOFIATUL JUWINDA / 180203121
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Kajhu, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *An Analysis of cultural intelligence among acehnese graduate students studying overseas on their adaptive performance*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 09 November 2022
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



جامعة الرانيري
AR - RANIRY

Berlaku sampai : 31 Desember
2022

Habiburrahim, M.Com., M.S., Ph.D.

AUTOBIOGRAPHY

1. Name : Ana Sofiatul Juwinda
2. Place / Date of Birth : Meulaboh, April 1st 2000
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Jln. Imam Bonjol Lr. Bakti
7. Email : anasofiatulmbo1@gmail.com
8. Occupation : Student of English language Education of Ar-Raniry Islamic State University
9. Parents
 - a. Father's Name : Hamdan Hasan
 - b. Mother's Name : Jauhariyah Abdullah Ma'syah
 - c. Father's Occupation : Swasta
 - d. Mother's Occupation : Housewife
10. Address : Jln. Imam Bonjol Lr. Bakti
11. Educational Background
 - a. Elementary School : MIN Drien Rampak Meulaboh
 - b. Junior High School : MTSS Harapan Bangsa Meulaboh
 - c. Senior High School : MAN 1 Aceh Barat
 - d. University : Education and Teacher Training Faculty of Ar-Raniry Islamic State University, English Language Education Department

Banda Aceh, 21 Desember 2000

The Writer

Ana Sofiatul Juwinda