

# DEVELOPMENT OF CROSS- CULTURAL COMMUNICATION SCALE FOR INDONESIAN CONTEXT

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## DEVELOPMENT OF CROSS-CULTURAL COMMUNICATION SCALE FOR INDONESIAN CONTEXT

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### Abstract

*There are limited instruments to measure the cross-cultural communication, particularly in Indonesia. Therefore, this study aims to produce an instrument of competence and cross-cultural communication that valid and reliable. We used research and development methods to achieve the aims. The results of three experts, namely readability experts, material experts and linguists on average the results of the validator obtained a score of 20 and were categorized as good. From the results of the three validators used as input to improve the instrument after being revised the instrument was tested on the research subject. The results of the trial there were 27 invalid items so the instrument test results are valid, there are 39 items are worth using. For reliability results obtained correlation coefficient 0.882 in the high category. Based on the research results, the competency and cultural cross-cultural communication instruments meet the valid and reliable criteria and are suitable for use in Indonesian context.*

### Abstrak

Alat untuk mengukur komunikasi lintas budaya masih terbatas, khususnya di Indonesia. Oleh karena itu, penelitian ini bertujuan untuk menghasilkan instrumen kompetensi komunikasi lintas budaya yang valid dan reliabel. Kami menggunakan metode penelitian dan pengembangan untuk mencapai tujuan. Hasil pengujian oleh tiga ahli yaitu ahli keterbacaan, ahli materi dan ahli bahasa rata-rata memperoleh skor 20 yang dikategorikan baik. Hasil pengujian ketiga validator tersebut dijadikan sebagai masukan untuk perbaikan instrumen, setelah direvisi instrumen tersebut diujicobakan pada subjek penelitian. Hasil uji coba ada 27 item yang tidak valid sehingga hasil tes instrumen valid ada 39 item yang dinyatakan layak untuk digunakan. Hasil pengujian reliabilitas diperoleh koefisien korelasi 0,882 yang masuk kategori tinggi. Berdasarkan hasil penelitian, instrumen kompetensi komunikasi lintas budaya memenuhi kriteria valid dan reliabel serta layak digunakan dalam konteks Indonesia.

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## A. INTRODUCTION

Indonesia is the largest archipelagic country in the world which has various cultures. This plural life is characterized by a variety of ethnicities including social and cultural backgrounds. Traditions passed down from generation to generation, nature which has its own uniqueness and diversity from each region consisting of various kinds of races, ethnicities, religions and languages. More than 350 developing regional languages and hundreds of ethnic groups in various

regions in Indonesia.<sup>1</sup> This fact requires all Indonesians to have intercultural or cross-cultural interactions. One of them with a way to communicate with a variety of different cultural groups.<sup>2</sup> However, it does not mean that the communication process that has been carried out for a long time, even from the ancestors of the previous Indonesian population, will run smoothly without any obstacles, even with the same language, misunderstandings often occur in the delivery of messages.

In essence, humans are social creatures who always interact and communicate with each other. Today various kinds of misunderstanding still occur when different cultural groups meet and mingle. Apart from prejudice, another problem is that each member of a certain group considers the culture adopted as a necessity, without considering the perspectives of other cultural groups and using it as a standard to measure other cultures. This ethnocentrism is one of the many obstacles that may occur as a risk from a multicultural plural country. So, it is not easy to say that cross-cultural communication is easy.

As an answer to society's challenges with multiple languages, good communication skills are needed. Cross-cultural communication competence is very important to adapt to the current scope of multicultural education. In simple terms, multiculturalism can be understood as cultural diversity in one community. In it there is interaction, tolerance and even integration-disintegration. Moreover, lately the development of technological advances has been so rapid in various sectors. Including technology in the field of cellular communication facilities that can connect between communicants from various. Including technology in the field of cellular communication facilities that can connect communication between communicants from various regions and different cultures. So that this development has also had an impact that touches all aspects of human life. The ability to communicate is something that is very fundamental to human life. By being able to communicate well, we can form mutual understanding, foster friendships, maintain affection and develop careers. On the other hand, poor communication skills, in fact, cause us to foster division, instill resentment and hinder progress. Even the quality of life, relationships fellow communicants (human) as well as business and career opportunities and can be enhanced by way of improved practices and communication skills, especially when dealing with different human cultures.

Intercultural competence is a very complex concept with multiple levels and perspectives. How a person prepares himself to interact appropriately and effectively with people from other cultural backgrounds is very important in cross-cultural competence.<sup>3</sup> Supporting this cross-cultural competence is to strive to develop cross-cultural communication competencies that a person must possess in communicating, especially communication between people with different cultural backgrounds. As according to Joseph, cross-cultural competence should focus on interaction competence and communicative competence. In addition, the potential for cultural development and the dynamics of the communicative process should also be taken into account.<sup>4</sup>

Several prior research has focused on validation of communication scale such as cross-cultural communication patterns-korean and american communication<sup>5</sup>, cross-cultural equivalence

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<sup>1</sup> Satria Syafutra, Maria Montessori, and Suhono Suhono, "Local Awareness in Making Social Integration of Society at Mendahara District," *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)* 6, no. 2 (June 1, 2021): 278, <https://doi.org/10.31851/jm.5.v6i2.5645>.

<sup>2</sup> Muhammad Kristiawan et al., "The International School's Culture in Indonesia and Brunei Darussalam," *Jurnal Iqra' : Kajian Ilmu Pendidikan* 6, no. 1 (June 3, 2021): 180–91, <https://doi.org/10.25217/ji.v6i1.1263>.

<sup>3</sup> Deddy Mulyana, *Ilmu komunikasi suatu pengantar* (Bandung: Penerbit PT Remaja Rosdakarya, 2010).

<sup>4</sup> Joseph A. DeVito, *The Interpersonal Communication Book* (Pearson, 2013).

<sup>5</sup> Rebecca S Merkin, "Cross-Cultural Communication Patterns - Korean and American Communication," n.d., <https://www.immi.se/intercultural/nr20/merkin.htm>.

of the behavioral assessment scale for intercultural communication, and communication apprehension scale<sup>6</sup>. Besides, in Indonesian context, research focused on the cross-cultural communication has obtained researchers attention, to mention a few in agriculture<sup>7</sup>, economy<sup>8</sup>, tourism<sup>9</sup>, and education<sup>10</sup>. Unfortunately, none of these research focus on the scale development for cross-cultural communication in Indonesian context. Therefore, in current paper we focused on develop and validate the scale of cross-cultural communication in Indonesian context.

Based on the aforementioned conditions, the researcher will develop cross-cultural communication competency instruments, especially for high school (SMA) students. Given that the current sphere of education emphasizes the concept of multicultural education for all students which is made with the aim of creating equal educational opportunities for all students of different races, ethnicities, social classes and cultural groups. One of the important goals of the concept of multicultural education is to help all students acquire the knowledge, attitudes and skills needed to carry out roles as effectively as possible in a democratic-pluralistic society and are needed to interact, negotiate, and communicate with citizens from diverse groups in order to be created. a moral society that works for the common good. In addition, the role of cross-cultural communication competences in the scope of high school schools is very important.

The existence of students from various cultural backgrounds is a complement to cultural diversity. If likened, in cultural diversity, students with minority backgrounds must indirectly be able to adapt to the majority culture. Likewise, the majority culture needs to also understand minority cultures so that cultural harmonization will emerge and avoid cultural conflicts that currently still tarnish the face of Indonesian education. One of them is the phenomenon of ethnocentrism in groups of students who feel superior to other students of different cultures. In addition, the habituation of Indonesian as a general language of instruction is still not applicable in certain areas that are so thick with regional languages. Many students think that they don't need to speak Indonesian and eventually become a barrier in communicating with other students who are not from the same area. The limited literatures related to cross-cultural communication competences leave a gap to be studied. In current study, authors provide new insight and a new instrument to measure the cross-cultural communication competences among students.

## B. METHOD

### Research Design

<sup>7</sup> The research model used is a development research model. According to Gall & Borg<sup>11</sup>, development research is research oriented to develop and validate products used in education. The

<sup>6</sup> Charles B. Pribyl et al., "Assessing the Cross-Cultural Content Validity of the Personal Report of Communication Apprehension Scale (PRCA-24)," *Japanese Psychological Research* 40, no. 1 (March 1998): 47–53, <https://doi.org/10.1111/1468-5884.00074>.

<sup>7</sup> Ferdinal Asmin, "Komunikasi Lintas Budaya (Tugas Prof. Sumardjo)-Versi Ferdinal Asmin.Pdf," n.d., [https://www.academia.edu/35448323/komunikasi\\_lintas\\_budaya\\_tugas\\_Prof\\_Sumardjo\\_versi\\_ferdinal\\_asmin\\_pdf](https://www.academia.edu/35448323/komunikasi_lintas_budaya_tugas_Prof_Sumardjo_versi_ferdinal_asmin_pdf).

<sup>8</sup> Adam Suryadi Nur and Euis Nurul Bahriyah, "Komunikasi Lintas Budaya Dalam Perspektif Perilaku nsumen," *KOMUNIKOLOGI: Jurnal Ilmiah Ilmu Komunikasi* 5, no. 2 (2008), <https://komunikologi.esaunggul.id/index.php/KM/article/view/66>.

<sup>9</sup> Welly Wirman et al., "Pelatihan Kompetensi Komunikasi Lintas Budaya Dalam Mempersiapkan Masyarakat ar Wisata Di Kota Siak Sri Indrapura Kabupaten Siak," *Jurnal Ilmu Komunikasi (JKMS)* 7, no. 2 (May 13, 2019), <https://jkms.ejournal.unri.ac.id/index.php/JKMS/article/view/7338>.

<sup>10</sup> Muh Basri Wello, Sahril Sahril, and Astuti Aziz, "Potret Dan Praktek Komunikasi Lintas Budaya Di Perguruan Tinggi," *Seminar Nasional LP2M UNM* 2, no. 1 (September 14, 2017), <https://ojs.unm.ac.id/seminaslemlit/article/view/3702>.

<sup>11</sup> *Educational Research: An Introduction* (Princeton, N.J.: Recording for the Blind & Dyslexic, 2002).

development being carried out is psychometric with the measuring instrument used is validity and reliability testing. The development model in this study is a conceptual model, the resulting developmental task instrument model is an analysis of the components that must be included in the development task instrument. Each component is translated into indicator indicators.

### Participants

In current study, we invited teachers and students from two schools, SMA Negeri 03 Palembang and SMK Kader Bangsa Palembang. Interview was conducted to obtain the information about the importance of the development. We also invite the students for validation of the instrument.

### Research Procedures

The procedure in this study follows the development steps according to the ADDIE model. Broadly speaking, the procedure development d a lam this study are presented in figure ADDIE model development process by Deborah Grafinger.<sup>12</sup>

### Analysis

The cross-cultural communication competence instrument in schools was developed based on conditions in the field that could be observed, namely with regard to the analysis of the needs of students in schools. The researcher first conducted interviews in two different schools with Guidance and Counseling teachers and students at SMA Negeri 03 Palembang and SMK Kader Bangsa Palembang. Based on the results of the interview, the researcher got information that there was a plurality of languages used by students on a daily basis. The difference in cultural backgrounds makes many students often use their respective regional languages when communicating with each other even though in the formal learning process in the classroom, teachers and students are encouraged to use Indonesian.

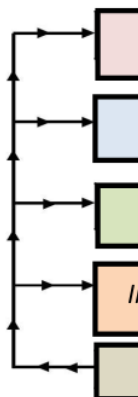


Figure 1. Reseach Procedures with ADDIE Model

<sup>12</sup> Deborah J Grafinger, *Basics of Instructional Systems Development* (Alexandria: American Society for Training and Development, 1988).

### **Design**

At the design stage, the researcher together with the supervisor made a cross-cultural communication competency instrument for five sub-variables divided into fifteen indicators with a total of 66 statement items. Researchers used a questionnaire or questionnaire instrument on the grounds that it was easy to get information from respondents about what they experienced concerning Cross-Cultural Communication Competence. The form of the questionnaire instrument used is a multilevel scale by making statements about Cross-Cultural Communication Competence by being vulnerable to strongly agree, agree, sometimes, disagree, and strongly disagree.

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### **Development**

At this development stage, the researcher develops a product in the form of a Cross Cultural Communication Competency instrument. The reason researchers use this development model is that its design is more generic and easy to understand. Furthermore, the product tested using ADDIE development model, that is the problem analysis, product design, instrument start of valid itas, product revision, instrument results II, test instruments, analysis data analysis of the results, the instrument kompe tension of cross-cultural communication.

### **Implementation**

In this step, we tested the instrument to three expert validators to see the suitability of the material, legibility, and readability. All experts will validate the instrument based on clarity of statement of instructions for filling in the instrument sheet, the suitability of the instrument description with the cross cultural communication competency indicator, the conciseness of the presentation of the cross-cultural communication competency instrument rubric, the correctness of sentence structure on the developed instrument, writing sentence structure on the developed instrument does not contain multiple meanings, and fill in the indicator statement using easy to understand words.

### **Evaluation**

We made improvement of the instrument based on the three expert. The improvement of the instrument done by all researchers. We also conducted focus group discussion to optimally absorb all the validation points.

## **C. RESULT AND DISCUSSION**

### **Results**

Here are the findings of the research. The following are the validation results from 3 validators in the material, legibility and language aspects.

**Table 1. Data Validator Assessment of the Material Results of the Development of Cross-Cultural Competence Instruments**

No	Aspect	Score	Percentage	Suggestion
1	Clarity of statement of instructions for filling in the instrument sheet	4	100%	1. On the questionnaire sheet there is no description of the

1

2	The suitability of the instrument description with the Cross Cultural Communication Competency indicator	2	50%	instrument, so it is also difficult to check the conciseness of the presentation of the instrument rubric. 2. Some statements contain two meanings (ambiguous) so they need to be corrected by using terms that are consistent and not racist.
3	The conciseness of the presentation of the cross-cultural communication competency instrument rubric	4	100%	
4	The correctness of sentence structure on the developed instrument	2	50%	
5	Writing sentence structure on the developed instrument does not contain multiple meanings	2	50%	
6	Fill in the indicator statement using easy to understand words	3	75%	
Total		17	70.8%	

**Table 2. Validator Assessment Data on Readability Results of the Development of Cross-Cultural Competence Instruments**

No	Aspect	Score	Percentage	Suggestion
1	Clarity of statement of instructions for filling in the instrument sheet	4	100%	Pay attention and fix some spelling mistakes contained in the instrument sheet according to expert advice!
2	The suitability of the description of the Cross Cultural Communication Competency instrument .	4	100%	
3	The conciseness of the presentation of the cross-cultural communication competency instrument rubric	3	75%	
4	The correctness of sentence structure on the developed instrument	3	75%	
5	Writing sentence structure on the developed instrument does not contain multiple meanings	3	75%	
6	Fill in the indicator statement using easy to understand words	4	100%	
Total		21	88%	

**Table 3. Data Validator Assessment of Language Results of the Development of Cross-Cultural Competence Instruments**

No	Aspect	Score	Percentage	Suggestion
1	Clarity of instrument filling instructions	3	75%	Please increase standard font size 12
2	The scope of the instrument	4	100%	

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constructs coverage			
3	Clarity dictates each item	4	100%
4	Clarity of item formulation	3	75%
5	Match indicators with items	3	75%
6	The proportion and adequacy of the number of items	3	75%
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Total		20	83%

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### Discussion

This development research aims to produce a product in the form of a cross-cultural communication competency instrument. Good data is data obtained from valid and reliable data collection instruments.<sup>13</sup> Non- test instruments are very important to do because to measure students' knowledge and also by using instruments to find out the extent to which students' cross-cultural communication competences. The development of a non-test instrument in the form of a scale to determine the achievement of cross-cultural communication competencies in students using the ADDIE method : the analysis stage, the design stage, the development stage, the implementation stage and the evaluation stage.

In the first stage, namely the analysis stage, the researcher analyzes the cross-cultural communication competency standards in accordance with this research based on the field studies that the researcher gets. The results of interviews with several counseling teachers show that there are frequent misinterpretations which are generally caused by inaccurate perceptions (misperceptions of voice intonation, facial expressions etc.) of students when communicating with their friends, causing hostility. This has become a reference for researchers to develop cross-cultural competency instruments.

The next stage is the design stage. From the results of the analysis the researcher carried out the design of a cross-cultural competency instrument grid with predetermined variables and indicators, determining the number of items for each aspect and indicator. After the lattice is developed, the researcher makes items according to the grid that has been designed. Determine the answer score, make instructions for working on the instrument .

Furthermore, the development stage, after the instrument is completely developed, then the instrument is tested to determine the validity of the product. The evaluation was carried out by a team of experts, namely linguists, legibility experts and material experts. The results of the validation of the 3 validators can be seen that the product of cross-cultural competence instruments shows the validity validity of 80.5%, the products of cross-cultural competence instruments developed are in good criteria and are suitable for use with a little revision. Specifically for each aspect, the results of material eligibility validity were 70 , 8 %, legibility was 87.5%, and language feasibility was 83.3%. Thus the product that has been developed is declared valid and worthy to be tested with a good category with a few revisions. The next step after revising the instrument based on the validator's suggestions and comments, the researcher revised the instrument based on the validator's suggestions and comments, carried out an evaluation of the instruments that had been developed aimed at students in class XI and XII at this stage the researcher determined 3 male and female students, 3 students from class XII MIPA 3 and 3 students from class XI

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<sup>13</sup> "ITC Guidelines for Translating and Adapting Tests (Second Edition)," *International Journal of Testing* 18, no. 2 (April 3, 2018): 101–34, <https://doi.org/10.1080/15305058.2017.1398166>.



Pharmacy. In this case the researcher uses instruments that have been developed for students to work on, and then tested their validity and reliability. The evaluation results for the validity of the test item contained 59 items that valid and 6 items.

After evaluating in small groups, the next stage is the implementation stage, namely field testing in large groups, in this case the researchers determined 45 students of SMA 03 Palembang and SMK Kader Bangsa Palembang Class XII MIPA and XI Pharmacy. The results show that 39 items of cross-cultural communication instruments are declared valid and reliable.

Next is the evaluation stage. With the development steps and the test or evaluation stage as described above, it can be stated that the communication and cross-cultural instrument products produced in this study are suitable for use. Because according to what things will be measured. Instrument is valid if the instrument used can measure what is being measured. This shows if the instrument that has been developed describes the measurement within the measured scope.<sup>14</sup>

In the development of this cross-cultural communication competency instrument, of course there are advantages and disadvantages, while the advantages of this non-test instrument refer to the Intercultural Communication Competence model (ICC) Byram with a scope of 5 aspects including: attitudes, knowledge, interpreting and linking skills, discovery and interaction skills and critical cultural awareness. The weaknesses of the instrument development non-test-shaped scale that these instruments do not cover all aspects within the competence of cross-cultural communication so it can not measure depth, other drawback is these instruments have not been able to reach all levels of education only at the level of Junior High School and High School Above or equivalent and cannot be used by students whose education level is still elementary school. Therefore it is suggested that further researchers develop broader research with a more in-depth measurement aspect and can cover various levels of education.

### **Implications and Suggestions**

Guidance and Counseling teachers can use valid instruments as guidelines in evaluating the competence of cross-cultural communication in schools. The development of instruments is limited to cross-cultural communication competences in schools so that it is hoped that further researchers will develop other instruments with better levels of validity and reliability. Users can use cross-cultural communication competency instruments in schools at other schools. For further researchers, it is necessary to develop cross-cultural competency instruments with other materials.

### **D. CONCLUSION**

Based on the results of research, competency instruments and cross-cultural communication developed are valid and reliable from the instrument validator examiner which is carried out through an assessment process by three experts, namely legibility, material and language, the results are obtained an average of 20 in good categories, from the third input and suggestion. the validator is used as material to perfect the cross-cultural communication competency instrument. After the revision of the instrument, it was tried out on the subject on 45 research respondents. The results of the instrument trial were 27 that were invalid, so there were 39 valid instrument test results and were suitable for use. To test the reliability results obtained correlation coefficient 0.882 in the high

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<sup>14</sup> Ren-Zhong Peng and Wei-Ping Wu, "Measuring Communication Patterns and Intercultural Transformation of International Students in Cross-Cultural Adaptation," *International Journal of Intercultural Relations* 70 (May 2019): 78-88, <https://doi.org/10.1016/j.ijintrel.2019.03.004>.

category. Based on the above analysis, the researcher wants to develop cross-cultural communication competencies that are declared valid and reliable.

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