

The Development Model of Interculture Communication in Teaching Practice Program Between Nations

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Abstract: The research objective of this study is to get the social interaction model of the trainee culture in the student exchange program between nations to undertake teaching practice between nations. Method of this study begins with empirical approach to the state of implementation in teaching practices conducted among Universitas Negeri Semarang students and Universitas Pendidikan Sultan Idris student at 2013, 2014 and 2015. The case study shows, there are various constraints experienced by the students of the two universities in two countries both Indonesia and Malaysia. The Influencing factors that can cause the worst communication of socio-cultural factors can be identified from the understanding of the language factor is not just a matter of using the international language but it is the language of communication for the purpose of culture within the realm of pragmatics understanding because of differences cultural background of each parties. Other factor of socio-cultural factors in behavior, feeding and dietary factors, appearance and dress factor, politeness factor, the factor of time and awareness, recognition and appreciation factor, relations factor, also values and norms factor. The various factors became the analysis parameter to create the model of intercultural communication which can minimize differences using the way of growing awareness in cultural background to understand and to create interaction models.

Key words: Social interaction model • Socio-culture factors • Teaching practice

INTRODUCTION

Background: Brent [1] shares that talks between two communities which have different cultures often give rise to know the deferences in perception among different cultural backgrounds. An event that occurs when a new ambassador of Indonesia Javanese ethnicity in a country in Europe, located in banquet dinner with officials in the country, suddenly he asked to dance with a woman tourism ambassador and the ambassador found it was difficult do it. The first such case is because according to conviction is not allowed to touch a woman other than his wife, who both cannot do dance with beautiful women especially in public in an official state ceremony. But the feeling of the ambassador would say that the action of rejecting the cultural tradition of welcoming special guest is an action that is not commendable.

This event shows that how the importance of communication between different cultures ethnicity, race, creed and nation to communicate the differences in cultural background when between ethnicity, race, creed

and nation were conducting meetings or communications in a variety of frameworks interest among them. Another example is an ambassador for students who are taking classes in other countries that suddenly get a kiss welcome in his country, the students were very surprised and it was difficult to avoid the situation that happen abruptly.

But after it happened, the students felt very uncomfortable and really feel sorry even feel guilty at what had just happened. It shows an important aspect of intercultural communication to understand cultural diversity fact that is being faced. To understand the cultural diversity in its analysis, according to Tunjung [2], in order to be able to understand the fact plurality of cultures, the first step is professional person must be done to understand his own culture, the value of beliefs, assumptions and internal drive. The next step seeks to understand other cultures (expatriates) and third step is both parties can identify differences and similarities of each culture and ultimately both of them together to form a cross-cultural integrated strategy to achieve the goal.

From these two examples related to the essence of the various aspects of cross-cultural for various purposes and interests to make a thorny problem in every society world when doing various activities between nation and others. So, the world organization, UNESCO, in its meeting in Geneva on October 1994 reiterated its commitment that in the world of education should develop the ability to recognize and to accept the values which exist in the diversity of personal, gender, community and culture as well as developing the ability to communicate, share and cooperation with others.

According to Deddy [3], education should cultivate feelings of solidarity and equity at the national and international level, in the perspective of equity development. It is in line with the commitment of UNESCO in the arena summit nine developing countries and has a large population in the world related to the world of education, that the theme “*education for all*” is declaration that stressed the right to respect cultural diversity.

It also in line with the vision that UNESCO declared the association with various currents of intercultural communication carried out by various elements of the nation is an issue that continues to be expressed and are implemented in various forms of activities that involve various nations in an educational program. Related with a variety of educational programs in various educational institutions Elementary Education, Secondary and Higher Education would involve the various components of the nation consisting of various colors nation on racial, ethnic tribe, religion and so forth. In every nation there is no doubt that the community element of the nation consists of various elements or plurality of elements, especially when it comes to communication between peoples are more complex elements of society elements in it.

One study in the context of intercultural communication studies is related to the teaching practice program transnational organized various universities in Indonesia with a variety of universities, especially the Asia-Pacific region universities in the ASEAN region. Within the framework of reinforced service quality of universities in Indonesia at this time, so it need to implement the Vision and Mission of universities that require international cooperation among the various universities in the ASEAN region. Various universities have conducted various forms of cooperation; both public and private universities in Indonesia are cooperating with various universities in the world, especially in the ASEAN region.

Cooperations between universities in ASEAN region even involve college area of Europe and America or the

Asia Pacific region, are requirement that must be provided because they are related with the opening of chance the various jobs that exist in various countries, which can involve prospective workers resulting from various universities across the world, especially the Asia-Pacific region.

Cooperation between universities among nations raises the problem about the fact their various cultural backgrounds in each country involves cooperation. Various cultural backgrounds make the constraints in the implementation of various inter-community cooperation. It requires learning intercultural communication, so that the students have competence to understand the different cultures that must be faced when they wanted to do variety of cooperation programs.

Problem Identification: Cooperation program of practical teaching between Universitas Negeri Semarang (UNNES) and Universitas Pendidikan Sultan Idris Malaysia (UPSI) is one of the coopertion program between UNNES as Indonesia Representative and UPSI as Malaysia Representative. Both of the universities are based on education that are joined on a consorcium called *Consortium of Asia Pasific Education University (CAPEU)* that including Malaysia, Indonesia, Philippines, Singapore, Brunei, Thailand, Australia, United States of of America, Japan and others. The practical teaching program invites each university students to do practical teaching at some school in some countries around Asia Pasific. The activity that is done by UNNES and UPSI formulates problem identification as below :

- Most of students of UNNES who join practical teaching do not have experiences to go abroad.
- Most students of UNNES are from Javanese ethnic who have different culture background compared to Malaysian culture.
- UNNES students find some difficulty in communication using Malay-language, while most of Malaysian students can not speak Bahasa Indonesia or English.
- UNNES students have habit and attitude of Javannese, while students from the school where they do pratical teaching do not have understanding about that.

Some of problem identifications are interesting to explore and arrange about shapes of social culture interaction and model of social culture interaction which are used on communication between culture during practical teaching program.

Research Aims: Here are the research aims :

- To get communication language aspects of UNNES students and schools students and also teachers of the Malaysian practical teaching schools.
- To get ethics and behavior of UNNES students and school students of the Malaysian practical teaching schools.-
- To arrange communication language model and shape of social culture ethics and behavior that are feasible to used by UNNES students and schools students and also teachers of the Malaysian practical teaching schools.

MATERIALS AND METHODS

Literature: Culture parameters in the new culture spaces as Phillip in Deddy [4] mentioned that culture is unique life style of a group of people. Culture is not a thing used by some people, culture is had by all people and it is called a unifier. Furthermore, to facilitate relations between culture and to reduce distortions, it has to be out of our culture confines to entrance other people world. Understanding of Philip about culture parameter is inspirative thought to see some obstacles in practical teaching program implementation between nations done by some students.

Deddy [3] identified that the cultures are different from these aspects : language communication, costume, performance, food, eating habit, time, condition of time, awards, acknowledgement, relations, value, norms, sense of self, spaces, trust and attitude. Those aspects are considerably important to affect and support the continuation of communication between cultures. Dood [5] revealed that communication between culture is communication involving subject of communication that represent interpersonal or group stressing in difference of culture background giving impact in communication behavior of communication subject. The shapes of communication in language aspect and behavior that is described on a different group aspects of culture according to Dood [5] influence the results of intercultural communication that appear between groups.

Then, Liliweri [6] offers some concepts about communication interculture from differentiate element about race, ethnic and multiculturalism. The concept of race is a community or a group of people that have different characteristic physically, genetic or combination from factors that facilitate to differentiate a group with another. The difference of physical is identified from the face, skin, hair and other factor that is known by naked eye.

The difference element from some ethnic explained by Jones [7] can do with collective awareness based on similarities and differences of cultures or subcultures which are built on one multicultural dimension, so they are able to adapt each other, synergize and have roles in one purpose that is to do practical teaching.

Then, William [8] in his book about Communication Training and Development revealed that there is a good correlation between communication with development of education and skill training for adult from different culture and also from different nation. Development education model for adult based on different culture and tribe background should be given more attention in order to strengthen education model and skill training. That medium consists of a shape training program and techniques to use completeness of training, ethics in education and training and future plan of education and training that have intercultural knowledge.

Methodology: This study uses qualitative descriptive method, that describes shapes of language communication and behavior ethics social culture for UNNES students and schools students and also teachers of the Malaysian practical teaching schools. As for the approach, communication intercultural theory, which gets communication language and social culture model into two communities practical teaching between nation, is used. Data and source data of this research are communication language, ethic and social culture behavior of two different communities of background language and ethics social culture. The data source is both oral and behavioural attitudes had by the UNNES trainees as well as the students and teachers where the teaching practice was held. Data analysis is done by looking for shape of communication language, ethic and behaviour of social culture into two communities by using approach of intercultural communication theory.

RESULTS AND DISCUSSION

The Issue of Teaching Practice Performance Program Between Nations: Teaching Practice Partnership Program between nations is one of the transnational program cooperation between public universities and private universities in Indonesia like Universitas Negeri Semarang with various countries in the Asia Pacific region. These countries joins a consortium called *Consortium of Asia Pacific Education University (CAPEU)* involving various universities in several countries, namely Malaysia, Indonesia, the Philippines, Singapore, Brunei, Thailand, Australia, The United States of America, Japan and some other countries.



Fig. 1: Student Acceptance Ceremony

This teaching practice cooperation program involves students of each college and is done by exchanging students in teaching practice in various schools and in various destinations of Asia Pacific region. The implementation of the program has been done by UNNES with UPSI and it has been 3 years in a row, followed with Thailand, Australia, Egypt and Japan. Students undergone the reciprocal teaching practice have various obstacles in the field including obstacles in understanding the socio-cultural character of the students to communicate culture in teaching practice or in social interaction during the culture in the destination country. Constraints faced by students who come to Indonesia and Indonesian students who come to the country of destination. The parameters of the culture in the new cultural spaces are unique lifestyle of a particular human group.

Culture is not something shared by most people and is not owned by others. Culture shared by all human beings and became a unifier. To facilitate intercultural relations and reduce distortions, we have to get out of the confines of our own culture to enter the world of another culture. Philip in Deddy [4] understanding about the cultural parameters is an inspiring thought to see various obstacles in the implementation of teaching practices among nations Indicators are becoming a limit factor that can be seen from the aspects of language, social interaction and cultural background factors that exist in the minds of individual students themselves. It is thus a fact that the students are raised on the scope of monocultures that exemplified on students from Indonesia mostly in Java studying in Educational University in Indonesia come from rural Java, so the creation of an inheritance of traditions handed down from generation to generation. This stuff makes up the soul and their attitudes. Thus Philip theory said that the culture, which owned by someone, is a challenge for students to be able to know the problems being faced when the students

exchange to do teaching practice. The language factor as an indicator of the first problems by not only to use the international language of English, but aspects of the language in the perspective of cultural communication is necessary the pragmatic aspects to perform speech acts that can create the principles of conversation. It is the principle of cooperation and politeness. In the perspective of the cooperation principle, in the cultural understanding of Java as culture background of the students, there are some verbal communication in pragmatic aspects are not always verbalized, but they are expected to be reached.

However, it happens because aspects of the understanding that is not verbalized into the obscurity of meaning that to be delivered. Example of the aspects is language as communication media between the trainee with mentors and community environment at the school destination. In the early phases experienced, many obstacles in a variety of communication, the use of proper terms of matter and election diction commonly used of the speakers in a practice are often lead to wrong perception, even when communicate with the international language media and the diction is not proper term to use. In the aspect of politeness, principle in the choice of the use of Indonesian diction and gesture, which indirectly show politeness of Javanese culture, is hard to be avoided by the Indonesian trainees. This situation is enough to make obstacles for students from Indonesia to understand and to communicate with their environment. In that situation, the students prefer to restrict communication with mentors, teachers and school community practices in place. It makes a serious obstacle for the trainees to be able to perform their duties as teacher trainees.

Similar scenario happens when students from partner countries doing the practical teaching in Indonesia especially in the region of Central Java. The culture, about many things, causes disagreements between the mentor and the school community with the trainee students itself. In the aspect of classroom communication, the use of English as teaching media can only be understood partly by the students. In addition, in terms of teaching, the use of specific terms in local language is still preferable for the students. The foreign students do not own it, so when they use the term spoken it invites misunderstanding and humor between trainees and students being taught. In the aspect of modest communication between the trainees and the school community or mentor that are not verbalized, the trainee as well as students cannot capture it. In the understanding of the trainee, there are some pragmatic issues which cannot be captured by them, which caused misunderstanding and communication difficulty.

Socio-cultural factors can be viewed from various aspects that are part of the social culture of the trainee and the community homogenous or heterogeneous where students undertake teaching practice. On the socio-cultural factors related to the aspects of social relationships when the trainee deal with students who have different culture, for example a custom of the students social behavior that treats trainee as a teacher only as a partner academic to give and receive knowledge and to complete lesson without any social behavior which makes the principle of kindness between teacher and student, then as a trainee will feel like a failure in establishing social relations to their students. Conversely, when the construction of social relations either of the student or trainee to do as well as in the culture model of familial trainee, it will arouse suspicion which is considered an unusual thing and will make the attention of the other party or make the suspicion.



Fig. 2: Culture Introduction

The figure shows social interaction culture factors in the trainee either from Indonesia or otherwise necessarily associated with some aspects of supporting social interaction culture that in order to identify the aspects of people communications and language, dress and appearance, food and eating habits, time and circumstances of time, rewards and recognition, relationships, values and norms, sense of self and space and the beliefs and attitudes.

Aspects of communication and language that have been discussed earlier as an embodiment of the cases that rise in the implementation of the teaching practice of students across the nation which is essentially have constraints especially not solely on aspects of international language use but also pragmatic aspects that exist in the language of communication with more obstacle interaction on socio-cultural as well as environmental aspects of the trainee.

There are aspects of dress and appearance which being the destination of Indonesian trainee to implement teaching practice. Implementation of teaching practice while in school and outside of school in each countries experienced models of different clothes. Indicators dress can be correlated with religious affiliations factor for both the trainee and the destination country. In appearance dressed for a country which has Muslim religious experienced do not have many obstacles, but for the majority of countries with different religions sometimes have some problems to adapt. Psychological factors to change the dress code is culturally not easy and cannot be received quickly, so it could be an obstacle of trainee to done his job and to do social interaction.

Aspects of food and eating habits is very influential for students who practice in some countries. There are differences in aspects of food and eating habits. Aspects of food for countries that are majority Muslim there are similarities that can be consumed by the trainee. However, from the aspect of eating habits are not the same eating habits associated with about a menu that can be exciting tastes or not tasteful. Eating habits are the most important part of the digestive organs work habits. How someone who do not like spicy foods, for example, he will experience digestive disturbances. The other thing related to dietary differences with the country which is actually not the majority of Muslims, students from Indonesia who are predominantly Muslim would have trouble foraging associated with the rules of Muslim food, it is experienced by the students when teaching practice in some countries the majority is not Muslim.

Aspects of time and a sense of time for the trainee from Indonesia, especially from Java, there are geographical differences in the time specified by the system climatology for example with Indonesia and Malaysia time, there is a difference of one hour early for Malaysia even though the weather is not much of a difference. But the purpose of the time in the perspective of cultural meaning, because of there is the time difference; there is the habit of the students in running the timeliness. Awareness of the time in a variety of activities among the trainees with a good environment that exist in other countries as well as in Indonesia often make various activities that can also be measured from the ethical aspect of decency.

Aspects of awards and recognition are culturally on the aspects of the award to build social relationships in the form of teaching practice cooperation among nations is not the creation of an award from each party, related to such event would disrupt the continuity of the

cooperation between nations. The process of recognition inter-agency cooperation is bound in teaching practice, there are many obstacles to the recognition process or the process leading to the equations of perception has not been built simultaneously. This constraint becomes the continuity program is not maximized. Culturally perception to give each other awards and recognition of each party involved in cultural co-operation has not been implemented into its component actors and institutional cooperation between nations in teaching practice program.

Aspects of interpersonal relationships during the ongoing process of teaching practice cooperation between nations have been awakened in a synergistic way, however, institutional relations have not established maximally since it is affected by political tendency of the decision maker of each institution concerned. Under these conditions cultural relations have not been able to encourage the increasing output of teaching practice program between nations.

Aspects of values and norms is the aspect of understanding the values and norms that make various obstacles transnational implementation of teaching practices that have the value of developed learning materials and outside communication of learning process has not formulated collegially. Furthermore, the students still run in accordance with the norms and values of the cultural background of each culture countries. Another thing on the aspects of values and norms that developed learning materials in each school used for teaching practice requires an understanding of the core competencies contained in the curriculum. For the example, education in the curriculum held in Indonesia on the core aspects of prior competence point one and two, the charge of learning related to mandate with values and norms of competence of learners. Thus, it requires an understanding of the trainee who will teach in Indonesia and it cannot be implemented by the trainee of university in partner countries. The aspect of value and norm remains the constraint for the trainee.

Aspects sense of self and space shows the distance between the institutional recognition and a sense of space, proximity of institutional relations among nations who conduct cooperative teaching practice, there are still barriers that they can inhibit synergy and spirit of togetherness in the teaching practice program of cooperation between nations. On the other hand with a sense of selfhood in inter-institutional advantages of each country, it makes obstacles in the cooperation program.

Aspects of beliefs and attitudes show how to create relationships in a desperate need of cooperation aspects of beliefs and cooperative attitude to make it happens.

Sometimes, there is a situation that is slowing down and sometimes also exist in cooperative situations quickly, to do realization of the cooperation program. But the condition making the barriers to spur their dynamic progress, even in terms of speed only the medium but if the continuity is maintained then it will be more profitable. Purposes of confidence and attitude during the implementation program of cooperation has not developed into a formula of commitment can easily be realized various parties on the teaching practice of cooperation between nations.

Development Intercultural Communication in Practical Teaching:

Intercultural communication is communication including actors of communication that representing interpersonal or group with different cultural backgrounds, which affect communication behavior of communicators. Thus, it is challenge for the students to explore teaching practice in a new place where the environment and ways of communication are new to them. It happens because when we communicate with someone or a group of other community culture, we are faced with other factors such as the knowlegde degree of the locality in each culture, the degree of difficulty to determine the forms of communication, degree of ambiguity between the choices that will be determined in communication and the atmosphere is difficult to be interpreted and to explain to the opponent of our communication. These factors can be initiated by lowering degree of difficulty among the student community trainee with his environment. Furthermore, several concepts of intercultural communication of distinguishing element are race, ethnicity and multiculturalism. The concept of race said that race is set of group or people in society that has the distinguishing feature of a physical, genetic inheritance or a combination of factors that facilitate to distinguish a group with another group. The physical difference can be identified from the face, skin, hair and other factors that are invisible to know by naked eye. Visually, the intercultural interaction of the student trainee with the community environment where his practice is not much difference physically. This will help to reduce the degree of difference in a communication culture. Similarly, the ethnic differences, in fact also become the issue where students find and identify different ethnic groups during their teaching practice, such as, ethnic Malay, Indian, Arabic, Japanese and ethnic Europe, all of which are parts subject encountered by the trainee/ students.

Development of Cross-Cultural Communication in Education Function:

The important priority for the trainee because until now there is agreement on the formulation of the form in the educational institutions curriculum at Asia Pacific region, better involvement of Higher Education and the government represented by the Ministry of Education in each country. The facts with various models and curriculum content that each country requires an understanding by the trainee before doing teaching practice. Curriculum devices become the most important part because the trainee will directly forms the shape of learning by setting up devices such as the draft preparation of teaching learning, syllabus learning, teaching materials, instructional media and evaluation device. All aspects of completeness indispensable teaching on aspects of teaching practice students between nations.

Students who join teaching practice program require ethics in the organization of teaching practice. Ethics is a norm that exist in every community agreement on an unwritten rule that the reference in spoken and action for the trainee. In this case the institution of the school and coaching process conducted by a lecturer and teacher mentor should carry out the necessary information on the ethical tradition. Intended ethics in teaching practice is how it should be in spoken containing politeness of trainee communication with the school environment and how to behave for the trainee during the running of Communication Training and Development explained that there is a close relationship between communication with the development of education and skills training for adults who come from different cultures, even at the same time from different nations. Model development of adult education on the basic of cultural backgrounds and different ethnic groups to be aware of some things that strengthen the model of education and skill training. Such facilities include the form of training programs, methods and techniques using the completeness of training, ethics in education and training, as well as the future development of training and education that have cross-cultural insight. Likewise, training context of teaching skills or training teaching practice carried out by students from Indonesia to the school community in some Asia Pacific countries should be done with the model adult training approach and should be based on service facilities needed, development program teaching practice in a structured, completeness inclusion curriculum that becomes part in the practice of teaching, methods of teaching strategies in the cultural perspective of learners in the country of destination, ethics in education and

training in a code of conduct that is understood by the students of the trainee. Some of this can be explained in the following understanding.

The teaching practice program is designed in a form of collaborative work between higher educations. It is a reciprocal work where a university should send the students to do the teaching practice to the other universities and vice versa. The universities, which become the destination, should provide schools to the students to do the teaching practice. Forms of training programs to be agreed on the organization of the teaching practice, the provision of learning devices, teaching materials appropriate to the subject area that is owned in basic science students trainee, based instructional media modern media technology and media character of the locality and prepare the device form of learning evaluation for attraction of students in partner schools. In addition, to complementary devices for teaching practice also included a model of supervision of lecturer and mentor teachers who serve to assist, to direct the development of teaching and to train the student trainee.

Complete inclusion of curriculum and learning tools that must be owned and controlled by a trainee teaching practice. Completeness of the curriculum have to implement in teaching practice with the school environment or a community environment where students reside.

CONCLUSION

The teaching practice program between nations is inevitable because they need a globalization context of education to reach out in various communities across nations. With the onset of the program across the nation, it is necessary for a form of cultural communication between nations in order to foster understanding of the trainee in the plurality of the multicultural nations or make the trainee gain insight into the multicultural educational perspective.

Multicultural understanding that can be communicated through cultural communication will be easier for the teaching practice between nations, so the quality objectives teaching practice is not hampered by the understanding of differences cultural in each party involved.

Suggestions can be submitted in this simple assessment that the program teaching practice need preparation of implementation program with an understanding of intercultural communication competence as mastery of the cultural diversity of each parties

involved in the program. It is necessary for creating the training program based on culture before implementing practical teaching program between nation. Result of this study can be used as study references in the future research in the same program.

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