

Prototype Model Of Intercultural Teaching Materials For Drama Subjects To Support The Completeness Of Educator Administration In The Learning Process

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ABSTRACT

Despite their lack of confidence, the professors still need self-help materials to help them learn English as a Foreign Language. They need these materials to understand the cultural gap between English and students. This project aims to develop instructional handouts based on an intercultural learning model applicable to the Drama discipline. The research design used the (ADDIE) model, which stands for Analysis, Design and Development, in addition to Interviews, Questionnaires and observation checklists. This method employed R&D methods to create intercultural learning materials like handouts. It also utilized a questionnaire, interview and checklist to gather data. Students and lecturers must use intercultural learning materials to combine the similarities and differences between English and Malay cultures. These separate cultures make it difficult for students and teachers to perform Drama in the classroom. With suitable material, students and teachers can more easily bridge this cultural gap, namely the existence of intercultural teaching materials for drama subjects that are reliable, practical, effective and support the completeness of educator administration in teaching. Suggestions for subsequent researchers to refine more designs that are excellent and exciting so that there are innovations in the Intercultural learning model for drama subjects.

Keywords: Prototype Model; Intercultural Learning; Drama Subjects; Learning Materials; Administration in Teaching

Introduction

Understanding the cultural differences between one's home country and other countries is necessary for educational success. This understanding is enhanced through intercultural learning through various methods such as traveling and education (Bartel-radic, 2020; Havril, 2015; Miftakh, 2017; Sabirova, 2020; Yassin et al., 2020). Understanding other cultures is a necessary part of education; students need to care about their own culture and the cultures of other countries. This intercultural learning process is called intercultural learning.

The need to learn about different cultures is essential both educationally and pragmatically. (Coyle, 2015) Intercultural learning models help students engage more in classroom lessons and out-of-class studies. This pedagogical approach improves students' abilities to learn new things, prepare them for further development, and improves their engagement overall. Then, (Zafar et al., 2013) add that intercultural learning is used to increase awareness of subjective cultural context. Intercultural learning is understanding different cultures by learning about their sensitivity. This leads to a more accurate worldview and greater competency when interacting with other cultures. This long-term benefit is achieved through an increased ability to interact respectfully and effectively with multiple cultures.

Furthermore, according to (Migliorini et al. 2015), The intercultural learning model demonstrates that

people's cultural identity is powered by beliefs, values, norms, rules, and expectations that are shared among members, (Nordgren & Johansson, 2015) The intercultural learning model encourages students to consider the unique aspects of other cultures by learning about intercultural connections. Additionally, this model suggests that students improve their language skills, relationships and cultural knowledge through a continuous cycle (Lee et al. 2014; Morganna, 2017; Salopelto, 2008). When implementing the intercultural learning model, students learn cultural beliefs, values, rules and historical sensitivity to help them understand and adapt to their new classroom and culture.

In the learning process, educators function as facilitators who facilitate students to achieve the specified competencies (Fauzi and Mustika, 2022). (Gunawan et al. 2023) Educators also guide students to achieve the expected competencies. Therefore, the quality of educators must be considered in preparing the learning process. In addition to the quality of educators, the quality of learning must also be supported by the feasibility of the teaching materials used. The role of teaching materials in this learning process is not only a communication tool to convey educator messages to students; teaching materials are also effective in helping students learn more about material that still needs to be understood. According to (Hamalik, 1994), teaching materials or learning materials are essential learning element that receives attention from educators. The students can learn the necessary things to achieve learning goals with these materials. Therefore, the determination of teaching materials must be based on the goals to be achieved, in this case, the expected results, for example, in the form of knowledge, skills, attitudes, and experience. Implementing the learning process also requires the availability of learning tools, teaching materials, and scenarios educators need. Learning devices can be student handouts, worksheets, assignment books, etc. Teaching materials can be in the form of props, modules, media, etc.

Universities need to develop intercultural learning materials that incorporate different languages and cultures. In line with this, (Hasler, 2011) states that By learning about intercultural learning, students can better understand their and other cultures. Intercultural learning requires students to understand their own cultures, learn about other cultures and successfully participate in different social settings. This is why the intercultural learning material needs to be designed to accommodate all of these steps (Garcia, 2016; Morris et al., 2014; Yassin et al., 2020). Profoundly, Students need to be aware of multiculturalism in their classroom.

Creating a stimulating learning environment requires instituting a curriculum with culturally relevant materials. This is necessary for universities to properly teach and learn. According to (Croese, 2011), Higher education institutions have played a key role in fostering cultural understanding and forming international relationships through the internationalization of the classroom and university. This is due to the fact that they provide graduates with a cross-cultural view of the world and help them preserve their native cultural values. (Depdiknas, 2006) materials for students' education should include the student's cultural background, norms, and environment. This statement shows that the creation of educational materials affects how students communicate, speak and act.

New students face difficulties because of cultural and language barriers at universities. The intercultural learning model helps students understand other cultures through early exposure to them. (Miftakh, 2017) Interspiritual learning helps students acknowledge the differences and similarities between their own culture and the target language. Then, (Tri Budiasih, 2018), by learning an intercultural language or Drama, public sector educational institutions can teach new students about cultures other than their own. This helps students develop an understanding of the target culture and opens up opportunities for them to learn a foreign language. For example, most students at Malay schools learn English as a foreign language. When they're learning EFL, they continue to absorb their culture and language through every part of the process. This includes everything from the classroom environment to communication between students during lessons, this leads to a positive impact on how these students view other cultures and opens up their perspectives on social groups (Coyle 2015).

Some experts believe that creating effective learning materials requires understanding the needs of different cultures. Therefore, intercultural learning is significant for creating the material and the completeness of the administration of the learning process. Several academic studies have been performed on the importance of intercultural learning. Growing one's English intercultural is critical to intercultural learning. This skill even applies to learning other cultures' languages (Blanchard, et al 2013; Dimitrov & Haque 2019; Garcia 2016; Hanna & Richards 2019; Havril, 2015; King, Perez, & Shim, 2013; Reid, 2015). Classroom activities that incorporate cultures and languages require an intercultural approach (Nadeem 2018; Tulak et al. 2019; Yassin et al., 2020; Zafar et al. 2013). Assessing students' intercultural learning through the cultural model involves understanding new cultures and incorporating that knowledge into learning (Bartel-radic, 2020; Echcharfy 2019; Gusnawaty & Nurwati, 2019; Haerazi et al., 2018). Intercultural learning can help bridge cultural differences by increasing students' understanding and expanding their perspectives (Campbell & Walta, 2015; Mighani & Mohseni, 2020; Nordgren & Johansson, 2015). People from different cultures have a need to understand each other. This need is filled by intercultural learning, which has high educational value.

Several different cultures need to be learned to teach effectively in an intercultural manner. Therefore, intercultural learning materials are essential. These materials teach students to work with different cultures while also allowing them to use their culture when learning. Additionally, these materials can be

used by teachers to explore intercultural learning materials, while students can use them to learn about their culture. Both teachers and students are limited in this case because they don't have a complete understanding of how the different cultures interact. Ensuring the subject of Drama was taught properly required creating an accurate model of intercultural learning materials. This was due to the lack of academic development in creating culturally relevant educational materials for this context. This learning material is intended to assist English and Malay culture educators in integrating their subjects into a dynamic whole. By encouraging students to include language and cultural elements in their Drama, this educational content lends a more lively flair to all involved. In this case, a research design of the Intercultural Teaching Material Prototype Model for Drama Subjects was made, which aims to support the Completeness of Educator Administration in the Learning Process and can provide a transfer of knowledge from educators to students.

Literature Review

Intercultural Learning Model

The learning process can benefit from incorporating intercultural concepts into the classroom. (Coyle, 2015) states that an intercultural learning model is a pedagogical approach that improves students' involvement in classes as well as outside of class. This helps students improve further, better preparing them for future growth. Then, (Zafar et al. 2013) Intercultural learning is a process that helps students understand and interact better with different cultures through increased awareness of their subjective cultural context or worldview. This includes how their own culture perceives the world. Implementing intercultural learning shows students how to work competently and sensitively in comprehending cultures, both the short-term and long-term benefits of exchange.

Furthermore, according to (Migliorini et al. 2015), People's cultural identity is powered by beliefs, values, norms, rules, and expectations shared by members of the counterculture. In line with this, (Nordgren & Johansson 2015), The intercultural learning model provides students with increased historical awareness and cultural understanding. Some scholars believe that the intercultural learning model is a cycle of interconnected lessons in language, cultures, and relationships (Lee et al. 2014; Morganna, 2017; Salopelto, 2008). Intercultural learning model content helps students understand the new culture and situation in the classroom. It also contains cultural beliefs, values, rules and historical sensitivity.

Experts like Byram, Bennet, Hofstede and Liddicoat created the model of intercultural learning. They believed that each stage should be separated into three phases: awareness, understanding and improvement. First, people must understand that the way they've been growing up in their particular culture affects the way they act. Next, learners should understand that others from their own culture behave in a similar way to them. For example, growing up in Japan might cause a person to take pride in tattooing designs on their body. Learning about other cultures is essential for understanding intercultural communication. In order to learn about a specific culture, second, learners must understand the other culture's language, customs and socioeconomic systems. They should understand the cultural differences between their own country and the country they plan to study. Third, they should study the culture they are studying by learning its language, customs, standard practices and values. Then they should implement this knowledge in the real world while living in that country.

Byram's model is a variant of intercultural learning defined by two competing theories (Byram, Gribkova, & Starkey 2002). Students travelling abroad can combine their language and cultural awareness with a cultural experience. This helps them learn firsthand about the language and culture they study in both school and the community. It also provides them with an opportunity to test out the knowledge they've acquired. Byram believes that a similar process of molding students' existing schemata can be achieved when teaching students a new culture through immersion. He believes that students should be more involved in a planned learning process that is altered in advance for later analysis in cultural awareness teaching. Byram's model emphasizes the importance of students being involved in a structured process by which they learn about the culture beforehand and then analyze their results in the classroom.

The following model is known as Bennett's model (Bennett 1998). The intercultural learning model contains a 6-step process. The first step is to accept that people have different realities and perceive the world through different lenses. The second step is to understand and accept one's self by suspending judgment and immersing oneself in guided thoughts. The third step is to allow learners to imagine in an active, guided way through the fourth step. Fifth, learners can use this imagination to actively create their own experiences through the fifth step. Finally, learners need to re-establish their sense of self through the sixth step. Students need to understand the values, beliefs, and assumptions held by their culture before establishing their own identity. They must also explore different points of view outside of their self-identity. Students are required to use their increased awareness to come up with ideas they haven't had before. They should think about what it would be like to play a part in someone else's life by pretending to be a character in a play. Students need to immerse themselves in the experience of the other person as if they were them. They should live for a moment as if that other person were alive. And they should re-create their sense of being separate from the other person by experiencing his or her emotions and situations.

Intercultural Learning Material in Teaching Drama

Starting with younger students, intercultural learning should be incorporated into every educational curriculum. It helps increase their understanding of other cultures. In line with this, (Miftakh, 2017) states that Intercultural learning helps students recognize the similarities and differences between their own culture and the target language. Then, (Tri Budiasih, 2018) Students of public sector institutions may benefit from intercultural learning as it relates to Drama and English as foreign language classes. It can also help students better understand the culture they're learning from and help them learn another language.

Moreover, (Anthony J. Liddicoat et al. 2014), By comparing and reflecting on their own and the target culture's interactions with the world, learners observe similarities and differences in intercultural learning. Students need to understand the language of their country and culture in order to learn about the differences between their home country and the target culture. Understanding these differences allows students to notice how both cultures change over time and how their values differ. Studying a target culture's language and culture is essential to understanding that culture. The students need to apply what they learn to their everyday lives in the target culture environment. This is where learning about language awareness comes in. By connecting the dots between their native and target languages, students learn how their unconscious cultural knowledge affects their language and ways of thinking. This helps them become more acclimated with the cultural norms of their new home and increases their overall understanding of cultures across the world.

In comparing, students receive the opportunity to compare their culture with the one studied (Anthony J. Liddicoat et al., 2003; Liddicoat, 2014). Since this educational method encourages students to understand both their similarities and differences, it helps them understand their culture. There are many resources available for this purpose, such as materials on the culture's beliefs, values, and assumptions. This also allows students to create their own identity by becoming aware of the values, assumptions, and beliefs within their culture.

Reflection involves the students analyzing the proper decision and exploring their sense of agency in the classroom (Bennett, 2009; Byram et al., 2002; Liddicoat, 2014). During this phase, students consider the effect of new ideas on preexisting ones. They also look at how their new learning affects their old beliefs. After reflecting on those concepts, they consider ways to use their language and culture in a planned way.

Creating personal meaning through interaction is the process of students developing a culture and language through education (Beutel, 2018; Fozdar & Volet, 2012; Gómez Luis Fernando, 2018). During this phase, students design their performance in a language, negotiate its intended meanings and understand the problem in a multicultural context. In other words, this phase involves developing a deeper understanding of using a language in different cultures through cooperation with other cultures.

The novelty of this research developed a prototype of an intercultural learning material model for Drama subjects. The results of development can be used as administrative completeness in the learning process. Practically, the students and the lecturers need specific material in the form of a handout to fill the gap between English and Malay culture. This handout made the students' drama performance more lively, especially practicing thanking expressions.

Methodology

Type of the Research

The R&D process used in this study involved developing a model of intercultural learning materials for the Drama subject. This was chosen because R&D developed the construction of knowledge and skills involved in learning materials (Branch 2009). The (ADDIE) model, this model uses five stages: "Analysis, Design, Development, Implementation, and Evaluation". It serves as a framework for creating educational resources and other educational programs. This model focuses on the multiple contexts of a learning environment and how students interact with each other and their learning environment. This study focuses on the design and analysis phases of intercultural learning. It aims to create a system for Drama subjects that crosses cultural boundaries.

Research Procedures

Below is the sequence of steps taken in creating intercultural learning materials for Drama class.

Analyzing Stage

To correctly perform the study, a researcher needs to understand the possible causes of the education gap in Pasir Pengaraian University's Drama department. During this analysis stage, an assessor examined curriculum requirements, teachers, lecturers and students' needs. Next, a researcher performed several processes to gather necessary information about teaching and learning drama. These procedures helped them discover causes like the analysis of students' needs, curriculum requirements and teachers:

Analyzing the Curriculum Need

A researcher performed two activities during this particular stage. The first was to observe Drama and PE teachers' lessons. This provided them with the necessary learning materials. The second activity was examining the English Department curriculum. This helped them gain knowledge about the subject's

needs. The curriculum's components include the department's goals, subject material, learning methods and vision. All components come together to form a whole cohesive thanks to the department's mission, goals and character. Furthermore, this material includes graduation competencies and the subject matter. RPS needs to develop intercultural learning materials for drama subjects after analyzing the component RPS. This component includes graduate learning achievement, graduate's final ability, identity, subject materials, learning methods, time, indicators of learning and assessment criteria. These requirements were determined by the curriculum after being analyzed.

Analyzing the Students' Need

During this stage, a questionnaire gathered the needs of Pasir Pengaraian University's English Department students. They gathered these needs by distributing questionnaires to sixth-semester students at the college. These questionnaires asked students to list their needs, wants and limitations when it came to Drama subjects at the school. In addition, they need intercultural learning materials for drama subjects that are reliable, practical, and effective and to support the administrative completeness of educators in teaching in the English department of Pasir Pengaraian University. The English Department's sixth-semester students filled out questionnaires about their needs, wants and defects in Drama classes. This helped the student gather more complete information than if they just answered a questionnaire.

Analyzing the Lecturers' Need

The researcher collected information through questionnaires from English Department teachers in order to meet their needs, wants and deficits as teachers of Drama. Each questionnaire was distributed to one of the lecturer's classes. The questionnaire included learning materials and a learning model for Drama subjects. This process provided more in-depth information about students' needs, wants, and deficiencies in Drama subjects.

Analyzing the Head's Need

The researcher interviewed the Head of Pasir Pengaraian University's English Department to learn about the needs, wants and deficits in the department's learning process. This was necessary because of the student's need for information about the Head's Head which came from the Head of the English Department at Pasir Pengaraian University at this point in their education.

Designing Stage

During this research, the results of assessing the project's need prompted a first draft. Additionally, the researcher crafted a rudimentary prototype of the handout based on an intercultural learning materials model. This innovative design is derived from the results of the analysis process. A researcher created the two first prototypes of intercultural learning materials. These included students' materials and faculty members' materials. The researcher designed these materials based on analyzing the curriculum and implementing RPS into them. Each of these designs contained the same RPS. The learning material is comprised of ten chapters. This phase of the project involves creating an RPS that compiles all the main and essential competencies needed to begin the project. Next, a basic mapping of competencies is created to help students better understand what lectures will cover. Course materials for intercultural learning, such as assignments, reference pages, exercises and practice test answers, were developed by starting with the appearance or design of the material. This led to the creation of the material's content, which was then decided based on the course's focus, specific skills and topics.

The Subject of the Research

This research draws data from three different sources. First, the curriculum and RPS of Pasir Pengaraian University's English Department were used. Also, the sixth-semester Drama students from Universitas Pasir Pengarian were examined. Lastly, four Drama teachers at Universitas Pasir Pengarian were studied.

Instruments of the Research

Questionnaires

Questionnaires are used to gather information on the teachers' and students' needs when it comes to drama education. This includes creating materials for intercultural learning.

Interview

This interview found validation from two experts in the Head of the department of English department at Pasir Pengarian University. Its purpose was to gather the information that the Head of the department needs for the process of teaching and learning. The interview guidelines were created based on the ideas of Water and Hutchinson using a semi-structured interview format.

Observation Checklist

The observation checklist came from the English Department's RPS and curriculum at Pasir Pengarain University. A committee of two professionals validated the checklist.

The technique of Data Collection

This project relied on surveys, interviews and observation lists to gather data. Additionally, participants went through a drama test and checklist of observed behaviours:

Before creating a Drama teaching curriculum, teachers must first check the documents provided, including the Drama curriculum and RPS. The data was gathered via the observation checklist. This checklist was employed when compiling data about what materials should be created for intercultural learning in English education at Pasir Penaraian University's Drama department.

The sixth-semester students of Pasir Pengaraian University received the validated questionnaire from four Drama lecturers. In order to gather data for creating intercultural learning materials and handouts, a questionnaire was administered to both students and their professors. This allowed the study to gather what their needs are when creating materials and how practical the results are. Additionally, the questionnaire gathered information from subject experts about the validity, reliability, and practicality of the materials. These results were then converted into numbers which were then added together to create a final result.

Doing interview. Talking to someone for an interview. The researcher sought to understand the department head's needs for developing intercultural learning materials for Drama subjects. After interviewing the department head and gathering his input into a transcript, he created new materials.

Techniques of Data Analysis

Techniques of data analysis use both qualitative and quantitative approaches. These approaches are used to analyze interviews and numerical data collected from questionnaires and drama tests. Quantitative analysis is performed on the drama test and questionnaire results, while qualitative analysis is performed on the interview results. Separate research projects were conducted to answer questions related to the need analysis. Data was gathered from interviews and a questionnaire about the need analysis. The results of these projects were used to answer questions about the analysis of needs. Several analytical techniques were used for this purpose.

Data Derived from the Questionnaires

Answering the questionnaire resulted in information being gathered and analyzed in accordance with how often specific sub-indicators were performed at work. The formula for analyzing this data is recommended by Suharsimi (2006) as follows:

$$P = \frac{F}{N} \times 100\%$$

N

Note:

P = Percentage of the students giving a response

F = Frequency

N = Total respondents

Data Obtained from the Interviews

(Miles & Huberman, 1984) advised the researcher to use several steps when analyzing data. These steps include interviewing the Head of the English Department at the Pasir Pengaraian University and transcribing and interpreting the interview:

- (1) After transcription, interviewing data was read and identified.
- (2) After identifying the data, a researcher categorized and reduced the data.
- (3) The researcher categorized the data after reducing it to a specific category.
- (4) After receiving the data, a researcher interpreted it.
- (5) In the end, there is an ending. After gathering interview data, the researcher formulated a conclusion about the drama class's needs.

Results

Curriculum Demand

The English Study Program's curriculum observation checklist contains four essential elements: educational objectives, character education, learning achievements and learning evaluation. It's intended to show that the Pasir Pengaraian University's English Department is an autonomous educational institution with ethical reasoning, positive social communication and healthy and socially competent human resources. English Study Programs can legally create and improve their educational systems. They also have the right to develop innovative learning methods without conflicting with Indonesia's education system. Because the English Department is an autonomous institution, it can create a curriculum that addresses life skills by incorporating cultural understandings.

English Department's character education requires students to develop both classical and individual competencies in an authentic manner. This means that it only uses one approach to achieve the desired learning outcomes. By contrast, high schools need students to develop both hard and soft skills. Cornali believes universities need to prepare future students for the constantly changing needs of society and the

workplace. This means English Departments have the responsibility to help students become socially aware, culturally aware and capable of communicating in a professional way.

English Department students' learning achievements prove that they can understand language skills such as speaking, listening, writing, and reading. In addition to that, Kepmendiknas No. 045/U indicates that the department's learning outcome focuses on the student's language skills and their ability to adapt and collaborate with social and environmental concepts. Fourthly, its curriculum develops students' skills in both productive and receptive areas of expertise. With an academic focus, the English Department's materials don't regard the specific subject matter. Instead, they create students with competency in language skills without bias. Additionally, materials follow national and local learning guidelines. The Kepmendikbud'u No. 056/U/1994 outlines the school's curriculum in line with both the country-wide and local curriculums. Also, the English Department's assessments include formative, summative and peer feedback tests.

Although there were no specific cultural or language learning materials in the English Department's curriculum, the observation checklist revealed no learning materials weren't adequate to help students master their language and cultural skills. There weren't any intercultural education materials included in the class either. This was due to the fact that the curriculum didn't consider students' needs when creating its materials. Because the goal of learning was to automatically improve students' understanding of their language and culture, the learning material should be chosen based on students' needs in conjunction with the needs of their instructors. Additionally, this process should be carried out according to the needs of students and teachers involved in curriculums involving English. The Universitas Pasir Pengaraian vision supports the idea that the curriculum contains Malay culture despite the English Department focusing on learning English. Both Kepmendikbud No. 056/U/1994 and the original curriculum state that developing intercultural learning materials is a need for the curriculum.

Students Need

This step requires the completion of a questionnaire given to students studying in the English Department. The questionnaire gathered data about the drama subject's intercultural learning needs. Students expressed their needs, wants and what they lacked through their questionnaire responses. These responses then helped determine the specific intercultural learning materials that needed to be created for this class. Students' need for intercultural learning material in drama subjects was demonstrated through their positive feedback on the model. This necessitated a focus on appreciating thankings and expressing them in different cultures. The result showed that students desired intercultural learning materials in drama subjects with emphasis on how to express thankings adequately in both Malay and English. This was because students recognized that expressing thanking correctly was necessary for their future creative performance (see Table 1).

Table 1. The data of students need analysis

No	Statement	Level of Agreement based on the Likert Scale				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I do not understand the intercultural learning material.		100%			
2	I accept language differentiation used in the learning process	93.10%		3.45%	3.45%	
3	I accept language differentiation used in the learning process.			37.94%	62.06%	
4	I open up with other cultures in the teaching and learning process.			34.48%	65.52%	
5	I am sensitive to different cultures and languages.		3.45%	13.8%	82.75%	
6	I am giving a response to others' cultural weaknesses in the classroom.		96.55%	3.45%		
7	I have knowledge of different cultures and social learning processes.		93.10%	3.45%	3.45%	
8	I have the ability to understand and relate to the intercultural learning process.			3.44%	68.96%	27.06%
9	I have difficulty interacting with someone from a different culture.			6.89%	62.06%	31.05%
10	I need to do activities that trigger openness to other cultures	51.72%	41.39%	6.89%		
21	There are weaknesses in integrated intercultural learning in the Drama subject.		10.00%			
22	Drama learning materials are not involving local culture, mainly Malay culture.		10.00%			
23	Intercultural learning material is needed in drama subject	82.75%	13.80%	3.45%		
24	Malay culture should be involved in thanking expression in drama performance	27.58%	65.53%	6.89%		
25	Intercultural learning materials are needed in the Drama subject	41.39%	51.72%	6.89%		

Early on in a student's educational career, intercultural learning should be incorporated into their educational process. The intercultural learning model explores differences and similarities between the

student's home culture and the target language. This promotes understanding of other cultures to students through awareness of similarities and differences. Additionally, intercultural learning can increase students' intercultural communication abilities when applied to English as a foreign language or drama education. This method has theoretical advantages that can enhance public sector education institutions by providing increased interaction with the target language.

The intercultural learning model is one solution to promoting understanding of other cultures. It provides students with the opportunity to act as a bridge between cultures and reflects on their experiences. They can also communicate and interact appropriately in different intercultural situations. The learning model is vital to teaching and success because it encourages students to use their personal experiences to further their reflective learning strategies and helps them develop communication skills appropriate for different intercultural situations.

The intercultural learning model is a combination of skills, attitudes and knowledge that people need to learn in order to be successful communicators. These elements make up the model, which defines intercultural by relating culture to the commonly used mindset. It shows learners the ins and outs of culture through educational materials without exposing their assumptions, beliefs and desires. Intercultural learning requires students to adapt to different cultures by understanding how people from different cultures think, act and learn. They must also understand intercultural communication, cultural values and standards, differences between cultures, and practical intercultural cooperation. This process allows students to learn new things through experience and participation and adopt new attitudes and values from other cultures. It's generally understood that acquiring this competence is one solution to multicultural problems.

Students' research proves intercultural learning is a must for college classrooms. This material is vital to academic success because it emphasizes the need to understand the cultural and linguistic differences between people. Intercultural learning helps students understand why language and culture create barriers to understanding in the classroom. Implementing this approach alleviates this problem entirely.

Lecturers' Need

The researcher distributed questionnaires to the English Department's Drama team teachers. These team teachers lead subjects taught in their department, Universitas Pasir Pengarian's Drama department. Each respondent's response to the questionnaire provided the researcher with the data he needed.

According to (Table 2), all lecturers believed they needed handouts with learning material that filled the English and Malay educational gaps. They also expected to include cultural information about their home countries when creating handouts about culture. These were necessary for thanking expressions in Malay to be acceptable in English. The Pasir Pengaraian University Drama Subjects professors needed to create a model of intercultural learning material (ILM) in order to meet their academic needs. This was due to the fact that they desired students to memorize expressions of gratitude in the English Drama script as well as use their new cultural knowledge in their learning process. This was according to Ilie and Havril, who stated that intercultural learning encouraged students to use their new language and culture in their educational process.

Table 2. The result of the lecturers' need analysis

No	Indicator	Sub-Indicator	Score (%)	Category
1	Intercultural Learning	I open up with other cultures in the teaching and learning process	100	Strongly agree
		I need to do activities that trigger openness to other cultures	100	Strongly agree
		I do not understand the intercultural learning material	100	Strongly Agree
		I am sensitive to different cultures and languages	50	Agree
		I am giving responses to others' cultural weaknesses in the classroom	100	Disagree
		I accept language differentiation used in the learning process	100	Agree
		I have the ability to appreciate languages and culture in communication	100	Agree
		I have the ability to understand and relate to the intercultural learning process	75	Agree

Intercultural learning in Drama can be understood as a model for understanding intercultural learning in the teaching and learning process. This is because teachers compare, reflect and interact with their students through their intercultural learning process. Practicality, or the learning process, is not to notice the similarities and differences between teaching and learning. Instead, students need to learn the language and understand cultural values and differences in the target culture. They should apply their knowledge to practice both in their native culture and the target culture. Doing this will help students understand both the underlying values of their culture and the overt cultural manifestations of their target culture.

Secondly, The learning and teaching drama showed students they weren't given the freedom to compare their cultural backgrounds and the new culture they were learning. This encouraged students to develop similarities between their cultural backgrounds and discover differences. There are many resources readily

available for the learners to study their particular target culture on their own. This is very helpful since the students must create their own identities and understand the values, assumptions and beliefs of their own culture.

Thirdly, Students lacked the materials to explore their sense of reality when teaching and learning Drama. In addition, they lacked materials that encouraged them to explore different points of view. This resulted in students exploring only their own thoughts and ideas. Students look into the connection between new and existing knowledge during this stage. They consider how to incorporate language and culture into their plans.

To ensure students learned about culture and language, a need analysis of educators revealed they needed intercultural learning materials (ILM). This led to the creation of handouts intended to bridge the cultural and linguistic gaps. Next up on the list was developing a thank you expression that properly reflected students' cultural knowledge. Since thankful expressions of Malay were included in English language classes, teachers needed to incorporate cultural principles into their lessons. Additionally, they desired a class format that would encourage students to memorize these expressions and use them in performing dramatic productions in the Malay script

Head of English Departments' Need

With the help of Zoom video conferencing software, the Head of Pasir Pengaraian University's English department interviewed 20 questions about needs, necessities and wants for intercultural learning materials. The interview determined that developing these models was essential to the English department. The Head of Pasir Pengraian University's English department sat down for an interview with Zoom link media. In this 20-question session, he assessed the requirements, necessities, and desires he had as a college professor. Additionally, he considered the need to develop intercultural learning materials for a Drama course at the school. The school needed to create intercultural learning materials in English Department. This result was revealed by the results of interviews. In the next section, learners discuss how they feel about this result.

Question 1: Currently in place for English education is a program using two different curriculums. The first is the KKNi curriculum for classes 2016, 17, 18 and 2021. Alternatively, we use the MBKM curriculum instead.

Question 5: To provide English language education to students whose mother tongue isn't English, the need for intercultural learning material is critical. This hasn't yet been considered or implemented by the existing English education program. I believe this gap in intercultural learning must be filled. Several additional courses and subject areas should be added to the existing English program. These changes would ensure students have the required cross-cultural learning material to complete their course of study.

Question 6: Because of the curricula currently being used, my class will have to deal with two separate curricula. I believe this is due to the curriculum being based on both MBKM and KKNi. I think it's a good idea to combine the two teaching styles into one cohesive learning model. However, no professors have enough time or motivation to do so. I think creating this new model is very important and should be a high priority.

Question 7: As part of their job, English teachers need to develop materials for their classes so that they can provide their students with an urgent need to understand the cultures that they're studying. This will help them achieve their educational goals and also make sure that they're adequately prepared for the outside world.

Question 8: Many new problems may arise because this unadjusted 100% global curriculum has yet to be implemented. These problems may include the student's later response or the inability of lecturers and human resources to appropriately implement their respective subjects cross-culturally.

Question 9: Many teachers have asked us to create lesson plans and teaching materials specific to their classes. Because of the current situation, Study Program officials don't have the resources to involve themselves in developing learning models. Many faculty members request this be done because they believe essential lessons can be learned from observing the current state of affairs. However, this may not be possible due to their limited resources and workloads. Although much work remains to be done, there is still much to be accomplished despite the current state of affairs.

Question 13: Even though our study program currently lacks any commonly used learning models, learning models may have a direct connection to the courses in CCU

Question 14: There is currently no example of incorporating culture into our educational curriculum.

Question 15: The study program plans to create a cross-cultural model in conjunction with input and suggestions from many teaching teams. However, they haven't yet implemented this plan because they need more information about what this entails. They also haven't acted on this yet because they want to gather more ideas before implementing it.

Question 17: Currently, no study program-specific instructions exist for cross-cultural learning models. However, we've encouraged faculty to adapt their courses by asking them to participate in professional training not part of the study program. Beyond that, we asked them to implement learning models in their classes.

Question 20: My ultimate goal for this program is for each professor to be given full authority to develop

whatever material or educational methods they choose. Also, I hope that every professor has full autonomy to develop whatever methods of performance they choose. This can be seen in courses related to Drama, skills and crafts. If these courses focus on a specific material, then the education department can also use discussions between the teaching team as well as results from their tests as a basis for their decisions. I hope that the study of cultural materials, such as drama courses or Communication Courses, is critical to my students, so they don't unknowingly misinterpret another person's cultural background or communication. I also hope these classes help my students better understand Drama and the intended meaning behind a character's appearance.

The English department uses the Merdeka Belajar Kampus Merdeka curriculum. In fact, their curriculum has changed based on the current MBKM curriculum. Some components of this curriculum weren't intercultural learning; instead, they were just related to learning in general. A Head of Department is necessary to create a cross-cultural learning curriculum based on each intercultural class. This is due to the fact that the English Department teachers collaborate to develop the curriculum. The Head of the English department met with the department's educators to discuss intercultural education in their curriculum and learning resources. In addition, the Headmaster sought a training program to improve the department's educators and encourage them to create intercultural learning materials for drama subjects and as an administrative completeness in learning.

Believe that understanding different cultures helps students achieve their learning goals (Lee et al., 2014). This is due to the Head of English Departments considering culture and intercultural learning within the classroom. They believed that understanding other cultures helped students understand drama subjects better. In order to successfully engage with members of other cultures, students need to learn the differences between different cultures. This is referred to as intercultural learning and should be implemented in schools' classroom environments. Students should understand multiculturalism in school and care about their own and foreign cultures.

The First Draft of Intercultural Learning Material for Drama Subject Designing RPS of Intercultural Learning Material

Before creating the first draft of intercultural learning materials, a researcher employed the RPS to meet student demand for intercultural learning materials. Creating RPS was intended to make sure no intercultural learning materials shortage occurred. The research used the RPS technique to create its handout. This included analyzing students' needs in the previous stage with materials designed based on those results. The RPS Drama subject's content was developed accordingly:

Drama students must complete 11 lessons related to their subject (see Table 3). These include understanding Drama, elements of Drama, thanking expression in Malay and English, thanking expression in another language, intercultural learning through expressing appreciation in both languages, learning through cultural differences during drama performance, and integrating cultural ideas during intercultural learning. The RPS topics were divided into two groups. Each group included 11 ideas and was represented in the draft of the handout content for the Drama subject at Pasir Pengaraian University. The first group dealt with drama performances that use an English expression of gratitude. This was discussed in meetings 11 and 12, while the second group dealt with drama performances using an English and Malay expression of gratitude was discussed in meetings 13 and 14.

Table 3. Topics of each Meeting

Week	Topics
1	Rencana Pembelajaran Semester (RPS)
3	The Element of Drama
4	Intercultural learning
5	Thanking Expression
6	Thanking expressions in Malay
7	Thanking expressions in English
8	The Key Elements of Drama Performance
9	Mid-Test
10	Drama performance (Using thanking expression in Malay)
11-12	Drama performance (Using thanking expression in English)
13-14	Drama Performance (Using thanking expressions in English and Malay)
15	Drama performance and Performance review
16	Final-Test

Designing the Intercultural Learning Materials for Drama Subject

A researcher built a prototype of intercultural learning materials for the drama subjects model by creating a handout version of their ideas. The handout's material design assesses its subject with primary learning materials, including learning activities and evaluation criteria. Additionally, the design incorporates

sources and intercultural learning methods such as comparing, reflecting, interacting and noticing into its content.

When teaching a new culture to someone, it's essential to recognize the cultural differences that need to be learned. This is because language and cultural differences are part of the noticing process. People learn about these differences by studying the values of their own culture and that of the target culture. The purpose of the handout is to teach students about the connection between cultural understanding and linguistic forms. This is intended to help students achieve a drama performance that incorporates intercultural learning. The purpose of making them aware is intended to be part of the topic of the handout.

The topics that explore expressing thanks include thanking expression, intercultural learning and Drama. Other topics include the history and definition of Drama, as well as its characteristics and how to perform it. The introductory intercultural learning material found in the teaching and learning drama was initially based on this topic. Students should understand the concept of Drama before implementing this material, which they did with the help of "intercultural learning" and "gratitude expression". The intercultural learning model requires students to observe similarities and differences in language and culture. Classroom activities encourage students to look at the similarities and differences between English and Malay. This is done through the first three chapters of the book.

Comparing and learning materials teach students through the process of sharing knowledge. This opportunity to highlight similarities and differences between cultures helps students understand both their own culture and that of their intended target. As a result, these materials establish identities for both cultures and teach the process of comparing. Both English and Malay cultures are compared through drama handouts in chapters 11 and 12. These handouts introduce the students to shared beliefs and values found in both languages.

By analyzing their own work and the work of their students, teachers encourage self-reflection. The materials prepared by the teacher encourage self-reflection through learning about language and culture. They examine how English and Malay cultures interact in various chapters of the handout. Additionally, these materials encourage self-reflection by encouraging reflection on the way Malay and English cultures interact.

The handout's purpose is to provide students with new insight into both culture and language through personal experience. Each section of the handout was developed by incorporating aspects of English and Malaysian cultures. This was accomplished through the drama section, which acknowledges gratitude through traditional Malay culture. Students created materials to better understand a cultural problem by using their language in a multicultural setting. They also negotiated cultural meanings while performing. The materials were developed in a short time frame to prepare for the next phase of the project.

Both this handout and the one designed for students and lecturers contained different guidelines for creating intercultural learning material. Both made a note of the importance of examining the design process. Students learned about and practised the values of the target culture in comparison to their own culture through their studies of English and Malay. The handouts contained vital information about both cultures that aided in students' understanding of Drama. Students used this information to practice English in a Malay-focused environment, after which they applied what they learned. Students performed a drama that highlighted cultural differences through intercultural learning. In this Drama, students used expressions of gratitude in English and Malay. This juxtaposed activity helped students recognize similarities in both cultures while also demonstrating differences.

Discussion

This section contains the findings of the research project. It focuses on the creation and the first draft of intercultural learning material for Drama from students, teachers, a department head and evidence gathered in order to satisfy their needs.

Need Analysis

In order to conduct a need analysis, Tri Budisih, a university lecturer, came up with three crucial points. The first of these is that intercultural learning materials, or ILM are necessary for public education institutions. Having ILM in place for teaching drama subjects would help students interact with the target language and foreign language learning. Additionally, this would encourage intercultural communication and improve English as a foreign language learning (Tri Budisih, 2018).

When creating the required ILMO learning material, the lecturers needed to consider the varied culture and languages of their classrooms. Additionally, they needed to consider expressions like "thank you" and the thank you expression in Malay, which have the same meaning in English. This was suggested by Anthony J. Liddicoat et al. in 2014. They also needed to consider how intercultural learning could be implemented when teaching Drama. This was seen throughout the intercultural learning model: comparing, reflecting, interacting and noticing.

By mixing English and Malay cultures, intercultural learning materials help students understand the unique meaning of their culture. This is accomplished through the use of materials in the English Department head's class. Called ILM, these materials provide students with a creative outlet during the

classroom lesson as well as throughout their learning experience (Beutel 2018; Fozdar and Volet 2012; Gómez Luis Fernando 2018). During this phase, teachers gather a thorough understanding of cultural nuances to tackle their issues in a multi-ethnic context. They then craft the performance in a language with the help of collaborators.

Experts believe that considering both linguistic and intercultural competence when learning English as a second language is essential. This was because many believed the intercultural learning material model was critical in creating a multicultural classroom environment. (McCarty, 1991) states that students must develop their understanding of English language strategies and their comprehension of written or oral texts. They need to understand the organizational aspects of language, such as its cohesion, coherence and rhetorical nature. Additionally, the students need to understand these aspects through intercultural learning. This means understanding attitudes like respect, open-mindedness, and curiosity; developing skills like listening, observing, interpreting and evaluating; and developing other attitudes like discovery and exploration.

Considering the previous scholarship and need analysis, it's necessary to implement intercultural learning materials or ILM in teaching. This is especially needed in drama classrooms. ILM requires students to understand their culture through self-reflection, learning about other cultures and how to interact with members of other cultures in various social settings. This enables lecturers to create a course syllabus, lesson plan, and/or materials for use in their classes. Interschool drama lessons were enhanced by the student's understanding of English and Malay as a subject. Further, the Head of the English Department used Interschool Learning Materials (ILM) to develop her curriculum.

The Prototype of Intercultural Learning Materials

Creating intercultural learning material for Drama classes required creating a drama handout. This document details the creation of intercultural learning materials, with each chapter detailing standards basic and learning objectives. The creation of this handout required researching intercultural learning materials and adapting them to improve students' dramatic performances. Two handouts were created. One was for students, and one was for teachers. Both contained information about the culture of English and Malaysian Malay speakers. These handouts also included tips on expressing gratitude to the theatre group through expressions of appreciation.

The rationale for students coming up with the intercultural learning material as handouts is that it addresses their immediate needs. Similarly, (Munyoru, 2014) states that As a source for note-taking or backup for presentations and quizzes, handouts are an essential part of the learning process. Additionally, they aid students in remembering what was said in a presentation. Some argue that handouts help students focus on their education while also providing them with writing tools. They are also helpful when brainstorming ideas for assignments or exams. They can also be used by teachers to assist with note-taking and brainstorming ideas, as well as in the lesson itself. Many colleges and universities use handouts as their primary teaching materials since they're hard copies of their lectures' slides. Therefore, these notes can promote students' creativity and help them improve their note-taking skills (Van Der Meer, Torlina, and Mustard 2012). Additional learning can be supported by handouts; they provide a framework for students to study in time away from class. Also, the support of handouts helps the lecturers and students guide their learning process. This is supported by (Nerita et al. 2019). Notes help students clarify their understanding and make it easier to retain information by breaking down the lectures into specific topics their language skills can connect to. This makes it easy for international students to understand the material regardless of their ability to take notes or speak the language well. Every student is given access to the main concepts of the lecture regardless of their note-taking ability or language proficiency.

The research focused on the creation of new intercultural learning materials. New materials had to fill a gap in the education system by including both Malay and English culture. Materials needed to be developed that represented the drama script as the natural form of intercultural learning. This was to encourage students to express themselves through real-world experiences instead of just reading a textbook or module. In addition to understanding the culture and its people, students are expected to learn expressions of gratitude in both English and Malay cultures. This is because expressing gratitude shows appreciation for the culture and its people. These skills can be applied in any area of life; it's a way for students to show cultural awareness and learn about other cultures. The foreign culture and language of the students' adopted home affect their performance in drama class. Additionally, thanks expressions taught in another culture help students with Drama. Plus, the handout helps the class's lecturers develop a practical understanding of various cultures. These skills then enable them to interact with people from cultures different from their own. This intercultural learning serves as a demonstration of students' and teachers' increased cultural awareness.

Conclusion

From all the stages passed and detailed discussion and explanations of researching and developing prototype a model of intercultural learning material for Drama subject that has been comprehensively described in the previous chapter, it could be concluded that the prototype intercultural learning materials for Drama subject have been developed in the English Department of the University of Pasir Pengaraian.

Development results can be used as administrative completeness in the learning process. The lecturers and the students needed this learning materials model in teaching and learning drama. It was also suitable for the curriculum demand at the English Department at Pasir Pengaraian University. Practically, the students and the lecturers need specific material in the form of a handout to fill the gap between English and Malay culture. This handout made the students' drama performance more lively, especially practising thanking expressions. The development of learning materials at Pasir Pengaraian university still followed the usual book used at Pasir Pengaraian University. The learning materials pointed to the goal of the subject without considering the lecturers' and students' needs in teaching and learning drama. Furthermore, intercultural learning materials for EFL are essential because Drama subject is a subject for advanced-level students. Therefore, this handout helped students to integrate English and Malay culture into the teaching and learning process

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