



MULTICULTURAL PERSONALITY OF SINGLE SEX SCHOOL ADOLESCENT

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ABSTRACT

This study aims to provide an overview of the multicultural personality of single sex adolescents of SMA Daarut Tauhiid Boarding Schools Putri. The research used descriptive analysis methods with the help of Microsoft Excel applications and SPSS version 26. The research instrument used the Multicultural Personality Questionnaire (MPQ) measuring instrument made by Van der Zee & Van Oudenhoven with a total of 40 statements measuring 5 aspects of multicultural personality, namely: cultural empathy, social initiative, open-mindedness, emotional stability, and flexibility, data collection using a Likert scale with five alternative answers. The research participants were students of SMA Daarut Tauhiid Boarding School Putri who were teenagers with female gender totalling 150 people. The results showed that single sex school adolescents have a good multicultural personality, while based on aspects of multicultural personality, single sex school adolescents have the highest average in the aspect of cultural empathy, indicating that students already have skills in empathising (understanding and feeling) with the thoughts and feelings of people of different cultures. And the lowest aspect is in the aspect of open mind, indicating that students do not yet have an open and unprejudiced attitude towards different cultural norms and values optimally so that this can be the basis for designing multicultural guidance and counselling programs that can be applied in single sex schools.

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INTRODUCTION

Indonesia is a country that has a variety of ethnic groups living side by side with different life backgrounds, different geographical conditions of residence make people in Indonesia have a diverse life that is influenced by their respective cultures as a legacy from each previous generation. With the advancement of global communication and increasing intercultural relations, it raises thoughts and awareness that behind this diversity arises a variety of cultural strengths and wealth until the emergence of various social problems (Gede & Arsana, 2016). This is based on different opinions that view cultural diversity in the form of the wealth contained in each culture in the world as something positive, while some consider that cultural differences result in a loss of humanity and become the root of various conflicts.

In this era, the relationship between people as well as between people and the world has changed with the rapid development of transport and communication technologies. This process of technology-driven change like internet leads to increased information and communication interconnectedness, as well as interconnectedness and functional interdependence among people across multicultural societies and countries (Fajar & Hastjarjo, 2017). Today's world is becoming more globally interconnected through immigration trends, intercultural career opportunities, more accessible travel, and virtual technologies (Ponterotto et al., 2008).

Given the increasing cultural diversity in the modern world, both at the community, country and global levels and the interconnectedness and functional interdependence among individuals with the rapid development of transport and communication technologies, today's adolescents will soon interact not only with culturally diverse national citizens, but also with individuals from all over the world, and hence the need for the ability to adapt in cultural diversity (cultural adaptability). One relatively new conceptualisation in the cultural adaptability literature is the multicultural personality (Van Oudenhoven-Van

Der Zee & Van Oudenhoven, 2000). Researchers have shown that multicultural personality orientations facilitate some aspects of interpersonal relationship effectiveness in multicultural settings (Van Oudenhoven-Van Der Zee & Van Oudenhoven, 2000). Research has also found that multicultural personality development correlates with coping, adapting and striving in culturally diverse environments (Ponterotto et al., 2008).

Single sex schools is education system which describe a variety of situations including individual classes, programmes, curricula, and extracurricular activities taught in them (Cable & Spradlin, 2008). The purpose of implementing single sex schools is to maintain student character and improve the teaching and learning process. In addition, it can avoid moral degradation, maintain the association of male and female students and avoid adultery (Garate, 2017). SMA Daarut Tauhiid Boarding Schools Putri Bandung is one of the educational practices that use the single sex schools system. Adolescents who attend Daarut Tauhiid Boarding Schools Girls' High School live in dormitories with a curriculum that integrates academic and religious education. Other than that, students consist of only one gender, namely women who live in one environment, namely pesantren and come from various origins such as Bandung, Tangerang, Jakarta, Cirebon, even many of them come from areas outside Java such as Riau, Kalimantan, NTB and even abroad which is a review within the scope of multicultural guidance and counselling. In single sex schools, male and female students are in separate classes. Friendship patterns tend to be more static in terms of gender, as the intensity of social interaction is dominated by the same gender. Students' relationships are protected from unwanted possibilities because the friendship environment is only one gender or the same (Tama & Hendriyani, 2017).

Multicultural personalities originated from an opportunity in population diversity, which fuelled new research studying how people population, which fuelled new research studying how people function in a more multicultural environment (Ramirez, 1991). Adolescents who attend Daarut Tauhiid Boarding Schools Putri High School must have a good multicultural personality in order to be able to adjust to the multicultural environment in the pesantren environment, because they live 24 hours in the dormitory and will continue to socialise with friends from different regions. Ponterotto et al., (2008) hypothesised by one study that individuals who have a multicultural personality may experience higher levels of psychological well-being than individuals who

lack a multicultural personality (Ponterotto et al., 2008). So to help single sex schools adolescents at SMA Daarut Tauhiid Boarding Schools Putri have psychological well-being while living in a pesantren environment, researchers are interested in knowing the description of multicultural personality of single sex schools adolescents at SMA Daarut Tauhiid Boarding Schools Putri.

Multicultural personality is one of the concepts of cultural adaptability. Multicultural personality originated from an opportunity in population diversity that triggered new research studying how people function in a more multicultural environment (Ramirez, 1991). A multicultural personality is defined as an individual who is emotionally stable; secure in his/her racial/ethnic identity; embraces diversity in his/her personal life and makes an active effort to learn about other cultures and interact with culturally different people; has a spiritual essence with a sense of connectedness to all people; has broad empathy in a variety of contexts; is self-reflective and cognitively flexible; has a sense of humour; effectively negotiates and copes with cultural roles and contexts; has the ability to live and work effectively among different groups and types of people; understands the biases inherent in his/her own worldview and actively learns about alternative worldviews; understands the impact of internalised racism and/or undue privilege in his/her personal life (Ponterotto et al., 2008).

Moreover, in a similar research Ponterotto hypothesised that individuals who have a multicultural personality may experience higher levels of psychological well-being than those with low levels of multicultural personality. For someone who has a high level of multicultural personality is associated with social and psychological well-being, life satisfaction, adjustment facility, and intercultural assimilation (Ali et al., 2003). Similar opinions state that successful multicultural interactions can lead to increased levels of well-being; perceived social support; and in relation to better academic and professional performance. (Summerfield et al., 2021). Thus, this definition highlights three important aspects of the multicultural personality model (openness and appreciation of multicultural issues, intrapersonal-interpersonal traits, and physical and psychological well-being).

In approaching this issue, Van Der Zee et al., (2013) conceptualised multicultural personality in terms of “multicultural effectiveness” which is defined as success in the areas of professional (work) effectiveness, personal adjustment and multicultural interaction. Several personality frameworks have

been developed that are specific to cross-cultural domains to lead to a set of traits that together are referred to as multicultural personality (Hofhuis et al., 2020). More specifically, multicultural personality is identified in five aspects in the multicultural personality model as mention below:

- 1) Cultural empathy, which refers to the skill of empathising (understanding and feeling) with the thoughts and feelings of culturally different people;
- 2) Social initiative, as the tendency to approach social situations in an active way and to initiate cultural interactions in a broad range of contexts;
- 3) Open-mindedness, reflects an open and unprejudiced attitude to the norms and values of different cultures;
- 4) Emotional stability, which refers to stable mental health and the specific ability to remain calm in stressful and unfamiliar situations versus the tendency to exhibit strong emotional reactions under stress;
- 5) Flexibility, which is associated with a person's ability to adapt their behaviour to new and unknown situations, especially in a new cultural environment.

Cultural intelligence and multicultural personality are basic competences for successful intercultural interactions. Both allow to evaluate multicultural competence and obtain useful information about strategies, motivation, performance and effective adaptation in diverse cultural contexts (Sousa et al., 2019). Multicultural personality is widely correlated with various aspects in human individuals, among the criterion variables various variables with one or more multicultural personality factors are international career orientation, job satisfaction, multicultural activity level, psychological well-being, coping with intercultural stress situations, chosen vocational interests, perceived peer and mentor support, and physical health. (Brown et al., 2006).

Marlinda (2022) in research provides a profile description of students who are ready to provide multicultural counseling services. Previous research regarding the description of multicultural personality based on leadership style in students was conducted by (Margareth, 2017). However, this research only focuses on multicultural personality profiles in general, while this research describes multicultural personalities in single-sex school settings.

METHOD

The research use a quantitative approach. Furthermore, determining the number of respondents in this study using random sampling techniques, the respondents involved in this study were single sex schools adolescents at SMA Daarut Tauhiid Boarding Schools Putri 150 people. This research is implemented by collecting, classifying, and analyzing or processing data, making conclusions and reports to describe a situation in a description accurately.

The research instrument used the Multicultural Personality Questionnaire (MPQ) made by (Van Der Zee et al., 2013) with a total of 40 statements measuring 5 aspects of multicultural personality: (1) cultural empathy with a total of 8 items, assessing the ability to empathise with culturally diverse individuals, for example, making others feel comfortable, (2) social initiative with a total of 8 items measuring actively approaching social situations and taking initiative, for example, taking the lead, (3) open-mindedness with a total of 8 items assessing the absence of rigid prejudices against diverse cultural groups, (4) emotional stability with a total of 8 items measuring the ability to remain calm and collected under stressful conditions, e.g., nervousness, and (5) flexibility with a total of 8 items assessing the attitude of seeing new situations as positive challenges and adaptation to new cultural environments, e.g., having fixed habits. Data collection uses a likert scale that provides five alternative answer choice.

The analysis technique used used descriptive analysis techniques with the help of Microsoft Excel applications and SPSS version 26, to determine the average and percentage of the five aspects of multicultural personality, namely: cultural empathy, social initiative, open-mindedness, emotional stability and flexibility.

FINDINGS AND DISCUSSIONS

The study involved 150 student in single sex school grades X, XI, XII. To find out the category of multicultural personality of single sex school adolescents based on the ideal score formula as follows in table 1 bellow.

Table 1. Score Range
Score Range

Excellent Multicultural Personality	40-133
Good Multicultural Personality	134-162
Poor Multicultural Personality	163-200

Based on the range score, furthermore the multicultural personality of single sex school adolescents can be seen in the diagram 1 below.

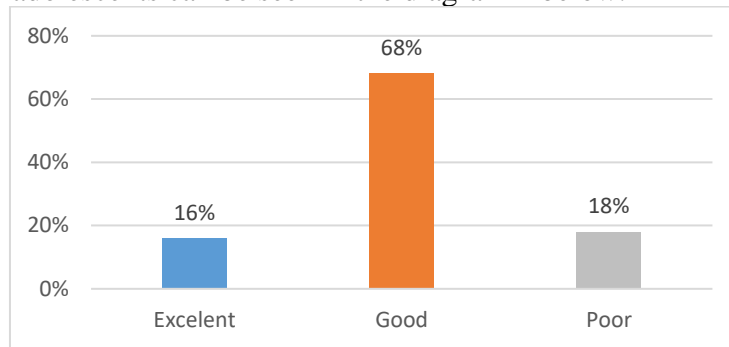


Figure 1. Multicultural Personality of Single Sex School for Girls Adolescent

From the data it can be seen that the average multicultural personality of single sex school adolescents is in the medium category or has a good multicultural personality with percentage 68% or a total of 102 adolescents. Furthermore, with a percentage of 16% with a total of 24 adolescents have an excellent multicultural personality and with a percentage of 18% with a total of 27 adolescents having a poor multicultural personality.

In addition to the general average information, we can also find out the average multicultural personality based on the following aspects below.

Table 2. Multicultural personality based on every aspect

	N	Minimum	Maximum	Mean	Std. Deviation	Persentase
cultural_empathy	150	21	40	33.22	3.922	22,41%
social_initiative	150	18	40	30.37	4.568	20,49%
open_mindness	150	18	38	27.69	4.278	18,68%
emotional_stability	150	18	40	28.40	4.933	19,16%
Flexibility	150	15	38	28.55	4.223	19,26%
Valid N (listwise)	150					

From the results of the research that has been done, it can be seen that the description of the multicultural personality of single sex schools adolescents at SMA Daarut Tauhiid Boarding Schools Putri with the highest aspect is in cultural empathy with a minimum score of 21 and a maximum score of 40, located at an average of 33.22 with a percentage of 22.41%. This shows that learners have skills in empathising (understanding and feeling) with the thoughts and feelings of people who are culturally different. The location of

SMA Daarut Tauhiid Boarding Schools Putri is in the city of Bandung with a strong Sundanese culture, so for learners who come from outside Bandung who come as a minority, to be accepted by friends who are mostly Sundanese, they must remove personal and social barriers by showing respect for local traditions and being willing to engage in various traditional or cultural activities that are different from their own (Rozaimie et al., 2016). Individuals who have a high cultural empathy score allow them to be able to identify themselves easily through the feelings, thoughts and behaviour of individuals and groups who have different cultures (Popescu & Borca, 2014).

The social initiative aspect with a minimum score of 18 and a maximum score of 40, is at an average of 30.37 with a percentage of 20.49%. This shows the tendency of learners to approach social situations in an active way and to initiate cultural interactions in a wide range of contexts. Individuals who score high on the social initiative aspect tend to find it easy to build new networks and lead social activities in multicultural environments (Popescu & Borca, 2014). The personality trait that must be possessed by individuals is social initiative because it implies that a person must carry out various social movements to reduce social tension by closing the social gap faced when he is in a multicultural environment (Rozaimie et al., 2016).

The aspect of open-mindedness with a minimum score of 18 and a maximum score of 38, is at an average of 27.69 with a percentage of 18.68%. This shows that students do not yet have an open and unprejudiced attitude towards different cultural norms and values optimally. Open-mindedness is also the basis for developing tolerance in a multicultural context (Korol et al., 2016). Research conducted by Brown et al., (2006) states that individuals with high levels of racial tolerance are characterised by higher scores of friendliness and openness to experience. Those who score high on the open-mindedness aspect have an open and unprejudiced attitude towards other groups, as well as towards different cultural values and norms, and also they are more open to new ideas. (Popescu & Borca, 2014).

The aspect of emotional stability with a minimum score of 18 and a maximum score of 40, is at an average of 28.40 with a percentage of 19.16%. This refers to unstable mental health and the specific ability to remain calm in a variety of stressful and unfamiliar situations versus the tendency to show strong emotional

reactions under stressful circumstances is still not optimal, emotional stability also leads to the ability to remain calm in the face of a new atmosphere.

The aspect of flexibility with a minimum score of 15 and a maximum score of 38, is at an average of 28.55 with a percentage of 19.26% indicating a person's ability to adjust his behaviour to new and unknown situations, especially in a new cultural environment still needs to be improved, Flexibility refers to the ability to interpret new situations as a positive thing and a challenge that can be adapted to the situation (Supadi et al., 2020).

The results of this study may indicate that when a learner faces a stressful situation, if he or she manages to remain calm and actively tries to deal with the situation, the adjustment process may go more smoothly. Having cultural empathy and being open-minded also contributes to this process. Open-mindedness, a specific component related to willingness to try different activities, intellectual curiosity, and readiness to examine social, political ideologies, and religions, seems to be a valuable prerequisite for adaptation to multicultural environments (Kağnıcı, 2012).

CONCLUSION AND RECOMMENDATION

Based on the results of the research that has been conducted, it can be concluded that on average, single sex schools adolescents at Daarut Tauhiid Boarding Schools Putri High School have a good multicultural personality. While based on the highest aspect is in cultural empathy which is on average 33.22 with a percentage of 22.41%. This shows that students already have skills in empathising (understanding and feeling) with the thoughts and feelings of people who are culturally different. Furthermore, the lowest aspect is in open mindedness which is at an average of 27.69 with a percentage of 18.68%. This shows that learners do not have an open and unprejudiced attitude to the norms and values of different cultures optimally, so multicultural counselling is needed to improve the open-mindedness aspect of learners because individuals with a high level of racial tolerance are characterised by higher friendliness and openness to experience than those who are lacking in this aspect of open-mindedness, it can be the basis for designing multicultural guidance and counselling programs that can be applied in single sex schools.

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