

Effectiveness of Harmony in Differences: increasing in universal difference orientation, sensitivity intercultural, thinking flexibility and prejudice.

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Abstract— This research has been started by testing the values of important batak culture and supporting variables of cultural learning process such as openness, and cognitive flexibility towards increasing intercultural sensitivity among Batak students (Batak Toba, Batak Mandailing, Batak Karo, and Batak Simalungun) in the city of Medan. The results of the study found that simultaneously all the variables play a positive and significant role in increasing the sensitivity between cultures to increase cultural sensitivity in Batak students. The results have also found that good Batak values are taught through family study in daily life, the need for courage to behave, express opinions, and adaptability also become an important value in aspects of intercultural sensitivity. This second year research is a follow-up study consisting of several stages. The study involved four research groups, the first group of 28 students consisting of 50% of students involved in FGD in the first study and 50% of general students. The second group of 28 students of the Faculty of Psychology, University of Nommensen. The third group of 35 students of the Faculty of Psychology UMA and the fourth group of 38 students of the Faculty of Psychology USU. Through the experimental field, the four groups were randomized for the experimental and control groups using the four ultech measurements to test the effectiveness of the 'harmony module training in difference': universal diverse orientation, intercultural sensitivity, thinking flexibility and prejudice. The first stage is an experimental design to test the training module and its effectiveness. The results showed an increase in universal diverse orientation after the training was conducted. Feedback obtained in module improvement by exploring the cultural values of each group in the discussion stage. Based on the improvement, the Phase two experimental design field in 3 different experimental groups for the three groups. The results show the resulting training module is able to increase intercultural sensitivity, also shows an increasing result on universal variables of diverse orientation, flexibility of thinking and prejudice. The implications of the results of this study are also discussed for direct socialization to the dekanat party to be utilized for the acceptance of new students. Discussed also to analyze the measuring tool based on Item Response Theory for the validity of the results.

Keywords— *local wisdom; culture; and law*

INTRODUCTION

Pedersen (1994) reveals that the attachment a person possesses to the value of his ethnic culture is the initial capital that can be used to develop intercultural sensitivity behaviors. It is therefore, not surprising that Thomas (1999) suggested that a person first learned the culture before interacting with other cultures.

In addition, there is also a need to adapt flexibly to ambiguous situations caused by cultural differences. Panggabean (2004) defines this ability as intercultural sensitivity. Naully and Dewimerdeka (2015) found that there was a role of contact and self-construal to intercultural sensitivity to students from several universities in Medan. This research is the basis for seeing the intercultural sensitivity linkage with humanizing values and cultural learning process.

This research will focus on Batak ethnic community (Batak Toba, Batak Simalungun, Batak Karo, Batak Mandailing, etc.). The famous Batak tribe highly uphold the culture they profess. Many of the values of the Batak tribe that is still applied by the Batak people in living his life. Batak tribe also has a value or belief that is still held firm by most people or families of Batak background.

Predictive variables for this study are the cultural values of Batak and Openness as well as flexibility. The results from the research in phase I found that the mean values of intercultural sensitivity were in the middle category, as well as on average Batak culture values, Cognitive Flexibility and Openness in the participants were in the central category. The results showed that the cultural values of Batak, Openness and Flexibility have a role together in establishing intercultural sensitivity in the students of this study sample. It, Furthermore, found Batak values are summarized from the four sub-tribes of Batak in this study namely the Batak Toba, Karo, Mandailing and Simalungun. These values are taught through daily family study in terms of the need for courage to behave and express opinions and be able to adapt to others, as the form of good Batak people.

This research has been formulated in the form of an intercultural sensitivity training module based on values rooted in the local culture. Training modules are organized on the dimensions of this sensitivity, multicultural, group harmony, implicit communication, consensus deliberation, initial consciousness and conflict avoidance.

Formulation of the problem: Will the "harmony in diversity" module improve the intercultural sensitivity of students in the Faculty of Psychology? And to what extent can be the effectiveness of the module "harmony in diversity" be made to improve intercultural sensitivity to students in the Faculty of Psychology? METHOD

A. Participant and Instrument

The study involved four research groups, the first group of 28 students consisting of 50% of students involved in FGD in the first study and 50% of general students. The second group of 28 students of the Faculty of Psychology, University of Nommensen. The third group of 35 students of the Faculty of Psychology UMA and the fourth group of 38 students of the Faculty of Psychology USU. Instrument yang digunakan untuk pengujian modul adalah (1) sensitivity intercultural scale (2) thinking flexibility scale (3) universal diverse orientation (4) prejudice scale.

In phase II studies, the module is tested at an early stage through research laboratory (experimental design) at the Faculty of Psychology, USU. These results serve as a source of input for improving training effectiveness. We then will do further research into the wider setting, so it is similar to the real environment. Setting this research is another Faculty of Psychology in Medan, with the aim of improving module accuracy. This advanced research utilizes experimental design field for wider circles with the aim of consolidating the function of harmony in difference module among students. The next stage will be a seminar and or discussion related to the results from this research for policy makers at the Faculty level through a series of new student enrollment activity's experimental design in the form of combined results and module testing. The experimental design was conducted on 15-16 September for two days with 12-hour effective time, in the lab room of Faculty of Psychology USU. The number of participants was 28 students, consisting of 50% of participants who had previously attended FGD

in the first phase and 50% more students generally, who have never followed similar activities. The 28 students who were present and willing to participate in the activity (by signing informed consent) were divided into 2 randomly to determine the students in the trial and student groups within the control group. Then the students who entered the experimental group participated in the training activities for module testing. The control group was not given any treatment as a regulating function.

Both groups were given a questionnaire before and after the training was conducted. The questionnaire used also added universal diverse orientation, flexibility of thinking and scale of prejudice. This tool is used with consideration, some recent research within the field of multicultural shows the close relationship between intercultural sensitivity variables with related variables (Minville, 1999; Idhamsyah, 2012).

The training uses the draft modules that have been designed in the first study, and improved after the tryout is implemented.

RESULT

TABLE I: Test results try out module

Intercultural Sensitivity					
	Md	SDd	score t	df	p
Experiment	0,118	0,321	1,189	26	0,245
Control	-0,022	0,159			

Flexibility of Thinking					
	Md	SDd	score t	df	p
Eksperiment	0,0179	0,330	0,929	26	0,181
Kontrol	-0,077	0,195			

UDO					
	Md	SDd	score t	df	p
Eksperiment	0,189	0,391	2,765	26	0,005
Control	-0,146	0,232			

	Score				
Prejudice	Md	SDd	t	df	p
Eksperiment	0,121	0,173	2,122	26	0,022
Control	0,0824	0,313			

Tabel 1. Experimental design try out module

The prejudice variable also reflects a difference between the experimental group and the control group. It means the module can decrease the prejudice ($t = 2, 122$; $df = 26$; $p =$

0.022). While for intercultural sensitivity variables and thinking flexibility did not show significant results.

During the process, members enthusiastically participated in the role-play sessions. As they began to showcase varied aspects that illustrate inter-ethnic sensitivity, the willingness to be empathetic to others, able to find similarities between differences and begin to realize their prejudices. The results undertake to question and revealed matters related to their prejudices in the effort to reduce prejudice.

Improving the undertaken to obtain an integrative model of intercultural sensitivity enhancement efforts is: (1) Addition of topics related to the culture and values possessed by the participant, the implicit dimension of communication as well as the dimensions of the harmony group who then trained in discussions and role play. (2) It needed emphasis on learning from the cultural values held by the participants in terms of creating harmony in diversity

b. Result from field experimental

TABLE 2: Experimental Design Field Results In Nommensen

Intercultural Sensitivity					
	Md	SDd	Score t	df	P
Eksperiment	0,0556	0,4642	0,416	32	0,123
Control	0,00	0,155			
Flexibility of Thinking					
	Md	SDd	Score t	df	P
Eksperiment	0,1019	0,4048	3,744	32	0,001
Control	0,0128	0,180			
UDO					
	Md	SDd	Score t	df	P
Eksperiment	0,0889	0,24632	2,196	32	0,022
Control	-0,173	0,2429			
Prejudice					
	Md	SDd	Score t	df	P
Eksperiment	0,1538	0,1992	1,451	32	0,0875
Control	0,0414	0,2256			

Tabel 2. Field experimen Nommensen Setting

Based on the above table it appears that there is significant influence of module harmony in difference to a variable of Universal Difference Orientation ($t = 2,196$; $df = 32$; $p = 0,022$). Similarly, there is an increase in the flexible thinking variable ($t = 3.744$; $df = 32$; $p = 0.001$).

In the research in the setting of the Faculty of Psychology of the University of Nommensen, the results showed no significant effect on inter-cultural sensitivity variables and prejudice variables

TABLE 3: Experimental design field results in Nommensen
Intercultural Sensitivity

	Md	SDd	Score t	df	P
Eksperiment	0,181	0,319	0,469	33	0,321
Control	0,057	0,231			

Flexibility of Thinking

	Md	SDd	Score t	df	P
Eksperiment	0,237	0,27396	2,051	33	0,024
Control	-0,133	0,2496			

UDO

	Md	SDd	Score t	df	p
Eksperiment	0,17692	0,24632	2,743	33	0,005
Control	-0,03	0,1953			

Prejudice

	Md	SDd	Score t	df	p
Eksperiment	0,08876	0,34235	1,589	33	0,061
Control	-0,0667	0,21925			

Tabel 3. Field Experimental design setting UMA

Based on the above table it appears that there is significant influence of module harmony to increase Universal Difference Orientation ($t = 2,743$; $df = 33$; $p = 0,005$). There is an increase in the flexible thinking variable ($t = 2.051$; $df = 33$; $p = 0.024$) effect by this module.

In the research in the setting of Faculty of Psychology, University of Medan Area, the results showed insignificant influence on inter-cultural sensitivity variable and prejudice variable from this module.

CONCLUSION AND RECOMMENDATION

1. This module harmony of difference can increase universal difference orientation, thinking flexibility and decreased prejudice based on try out module.

2. The resulting show that training module is sufficient to raise intercultural sensitivity. It is the same with universal diverse orientation, flexibility of thinking and prejudice. These results were obtained from the comparative statistical analysis of experimental and control groups.
3. It takes a script that can be applied to be socialized to the relatives to be used in the new student enrollment period.
4. The next step is to conduct training for trainers for students to be able to conduct this module.

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