



## RESEARCH ARTICLE

# The ELMIM Effect on the Intercultural Sensitivity and Intercultural Communication Among First-Year Undergraduate Students

Immanuel Adhitya Wulanata Christmastianto<sup>1\*</sup>, I Putu Sriartha<sup>2</sup>, I Nengah Suastika<sup>3</sup>, I Wayan Mudana<sup>4</sup>

1,2,3,4 Ganesha University of Education, Singaraja, Indonesia

**ARTICLE INFO****ABSTRACT**

Received: Aug 23, 2024

Accepted: Oct 19, 2024

**Keywords**

ELMIM

Intercultural Sensitivity

Intercultural

Communication

Undergraduates Student

**\*Corresponding Author**

immanuel@student.undiksha.ac.id

First-year undergraduate students living in dormitories are often faced with challenges of intercultural sensitivity and intercultural communication which significantly affect their ability to adapt to the campus or dormitory environment where they live which has the potential to trigger social conflict. The research aimed to measure the Experiential Learning Model Integrated Mentoring (ELMIM) effect on intercultural sensitivity and intercultural communication among first-year undergraduate students. The research methodology used a mixed-method explanatory sequential design with a quantitative sample size of 49 students in the experimental class and 47 students in the control class and a qualitative sample size of 3 mentors, 5 students in the experimental class, and 5 students in the control class. Quantitative analysis uses the MANOVA test and qualitative analysis uses in-depth interview data. Quantitative analysis shows that ELMIM has a significant effect on the attitude domain of the intercultural sensitivity variable and the cognitive, attitude, and skills domains of the intercultural communication variable referring to the results of the MANOVA test, where  $H_0$  is rejected because of the sig value.  $<0.05$  with the influence value of the independent variable on the dependent variable (R Squared) of 0.907 for the intercultural sensitivity variable and 0.893 for the intercultural communication variable. The results of qualitative analysis of the results of interviews showed that ELMIM was able to have a significant influence related to the realm of knowledge, attitudes, and skills of first-year students in terms of intercultural sensitivity and intercultural communication both in lecture classes, campus environment and their daily life routines in the dormitory environment. It is hoped that the results of this research can contribute to the university and dormitory managers in determining effective learning models and appropriate policies related to first-year students by considering aspects of intercultural sensitivity and intercultural communication.

**INTRODUCTION**

First-year college students living in dormitories often faced with challenges of intercultural sensitivity and intercultural communication that significantly affect their ability to adapt to the campus or dormitory environment where they live. This is partly due to the decline in the sense of security that students previously obtained from their nuclear family or socio-cultural community from which they came to a need that must be conditioned suddenly to build interconnection and self-identity in a new community (Asher & Weeks, 2013). Students are required to be able to adapt to their new environment where they feel the first experience of living in a dormitory and away from parents, taking on new roles and responsibilities for all campus academic and non-academic activities, efforts to relate to new friends and community members, including developing ideas and goals that they used to do in the previous community to find ways to become members in a larger community (Fikrie et al., 2019). This will impact on the level of intercultural sensitivity and intercultural communication of

first-year students, both in the dormitory community, campus environment, and lecture classes, which is characterized by various complaints experienced by these students. The results of the study show that first-year students often have many complaints, such as feelings of unwillingness and inability to do lecture assignments, lack of concentration on learning because they are uncomfortable with the situation and conditions in a new place, difficulty understanding the communication style of lecturers who sometimes use terms using their regional accents and languages, intercultural communication barriers with classmates due to language differences, thus making them reluctant to work together in completing group assignments (Rahayu & Arianti, 2020).

The potential for social conflict in the daily reality of students related to the level of intercultural sensitivity and intercultural communication often begins with miscommunication in collaborative task completion due to different cultural backgrounds in terms of conveying ideas or opinions, communication styles, language used, values believed to reinforce arguments when discussing, or unique ways of completing tasks that are influenced by their habits so far from various ethnicities. Conflicts that arise because of miscommunication can hinder the effective completion of group tasks (Omodan & Skosana, 2023). Based on the results of a preliminary study conducted through interviews with dormitory managers and leaders of one private university in Indonesia, show a variety of student problems related to intercultural sensitivity and intercultural communication, namely due to the different cultural backgrounds of student teachers who come from various ethnic groups (Java, Betawi, Sunda, Madura, Batak, Nias, Ambon, Kupang, Rote, Labuhan Bajo, Dayak, Bali, Papua, Lombok, Sangihe, Manado, and Toraja) often cause social conflicts in the dormitory ranging from small conflicts due to miscommunication to disciplinary violations, such as stealing money from dorm mates or using other people's property without permission (food or drinks in the refrigerator, soap, or other items). This includes about 30-40% of first-year student teachers who come from various regions and often experience communication barriers in group work in lecture classes or when relating in dormitories. Likewise, the relationship between students in the dormitory, where the room is occupied by 12-14 students across ethnicities, often makes the atmosphere of independent study, rest, and other daily activities less conducive, despite the rules in each room made by the dormitory management.

Intercultural Sensitivity (IS) research conducted by Chen & Hu (2023) focused on the level of differences in intercultural sensitivity of 375 students in terms of gender, courses, grades, IS programs, overseas experience, and foreign language proficiency where the results showed that the level of intercultural sensitivity was relatively high among these students with research limitations in terms of generalization of results, the IS scale used did not reflect the characteristics of IS among students and used limited qualitative methods presented in the form of surveys (Chen & Hu, 2023). Another research on intercultural sensitivity has been conducted by Uyun (2022) on 1,800 prospective teachers with a research focus to determine the level of intercultural sensitivity that occurs in students of UIN Raden Fatah Palembang and IAIN Curup using an explanatory mixed-method design, where the results show that the level of intercultural sensitivity of students in both institutions is at a high level, however, in the study no intervention has been carried out in classroom learning practices to confirm the suitability between the level of intercultural sensitivity and the pedagogical approach taken (Uyun, 2022). Research on intercultural communication was proposed by Sahadevan & Sumangala (2021) with a research focus on how to communicate effectively in cross-cultural organizations through exchanging ideas based on mutual understanding, respect, and credibility where the results of the literature review show that effective communication with others from different cultural backgrounds can be done by empathizing and being sensitive to the feelings of others, of course, the literature research conducted still needs to be deepened with quantitative research to examine the effects or influence of effective communication through appropriate instruments (Sahadevan & Sumangala, 2021).

The Association of Experiential Education (2012) states that experiential learning is a teaching philosophy that encourages the engagement of learners to learn through direct experience and focuses on reflection to increase knowledge, clarify values, and develop one's skills and capacities to contribute actively to their community (Gavillet, 2018). Kolb (2005) explains that experiential learning theory is rooted in the experiential work of Dewey, Lewin, and Piaget that incorporates learners' experiences, perceptions, cognition, and learning behaviors that are influenced by personality type, educational specialization, career choice, expected roles and tasks, and cultural influences (Mccarthy, 2016). Research conducted by Li & Longpradit (2022) affirmed that learners'

intercultural sensitivity and intercultural competence, including attitudes, skills, and knowledge can be enhanced through experiential learning (Li & Longpradit, 2022).

Mentoring is an activity related to providing advice, information, or guidance carried out by one person to another to develop professional and personality competencies (Wulansari & Fauzi, 2023). Mentoring activities are carried out through continuous and dynamic feedback between the two parties to build relationships and double learning that focuses on professional and personality development and provides support to individuals so that they can overcome the problems faced to achieve a better level of independence and make autonomous and appropriate decisions (Rifaid, 2023). Mentoring is synonymous with the process of knowledge transfer, experience exchange, and efforts to build long-term relationships between mentors and mentees to provide significant benefits in the form of personal advice, support, and guidance (Scholz et al., 2023).

Based on experiential learning and mentoring explanation above, in this research will combine the two models into The Experiential Learning Model Integrated Mentoring (ELMIM) has the following syntax that can be described in detail as follows:

1. Concrete experience, students fully involve themselves in new experiences (based on the context of problems or obstacles or challenges experienced when relating to other people from different cultural backgrounds) adjusted to the topics being studied in cross-cultural communication lecture classes in their daily routines in the campus environment and dormitories accompanied by their respective mentors according to the division of their groups.
2. Reflective observation, mentors in their respective groups facilitate first-year students to tell and reflect on the results of new experiences they have experienced or the results of their observations of problems or obstacles or challenges when in the campus and dormitory environment according to the topics studied in cross-cultural communication lecture classes related to intercultural sensitivity, cultural adaptation, and intercultural communication. Then each student makes minutes of the results of their meetings with mentors in their respective groups.
3. Abstract conceptualization, students integrate the new experiences they get with theories or concepts they have learned in lecture classes, then design appropriate and contextual problem-solving according to the form of problems or obstacles or challenges experienced or encountered in the campus environment and dormitories in everyday life. Furthermore, students are allowed to present the new experience in question along with the solution to the problem experienced or encountered in the lecture class to get feedback from lecturers and other students.
4. Active experimentation, students implement the abstract conceptualization that has been presented and are given feedback to respond to the problems experienced or encountered outside the lecture class, then write a report on the results of active experiments that have been carried out to researchers for analysis of the results of increasing intercultural sensitivity, cultural adaptation, and intercultural communication.

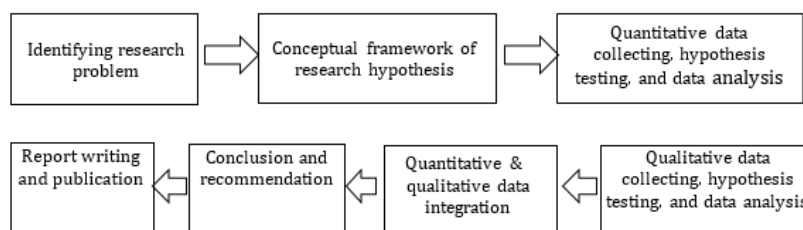
This research aimed to measure the ELMIM effect on intercultural sensitivity and intercultural communication in first-year undergraduate students. The research problem formulations are: 1) How does the ELMIM affect intercultural sensitivity in first-year undergraduate students? 2) How does ELMIM affect intercultural communication in first-year undergraduate students? 3) How does the ELMIM simultaneously affect intercultural sensitivity and intercultural communication in first-year undergraduate students? It is hoped that this research can contribute to enhancing intercultural sensitivity and intercultural communication through the right learning model for first-year undergraduate students so that they can complete their studies well and on time.

## **METHODOLOGY**

The research design used is a mixed method in the form of an explanatory sequential design, where the results of quantitative data analysis will be followed up with a study of qualitative data. In connection with the mixed methods research design, Creswell & Clark (2018) lists several aspects that

must be studied by researchers when designing their research design, namely: a) The order of collecting quantitative data as the main data which is supported by qualitative data; b) Procedures for collecting and analyzing quantitative and qualitative data; c) Stages of collecting quantitative and qualitative data to be integrated and conclude (Zhang & Ramos, 2023). The research stages using explanatory sequential design begin with conducting a study of the research paradigm used, namely positivism (quantitative) and pragmatism (qualitative), determining the type of data and data collection process, analyzing and presenting the results of quantitative data findings, followed up by collecting and analyzing qualitative data as well as integrating the two types of data obtained and then compiling a research results report (Toyon, 2021). The quantitative data collection stage was carried out in one experimental class with a sample size of 49 first-year students and 1 control class with a sample size of 47 first-year students determined based on a class equality test using the T-test. Quantitative data was collected using questionnaires (attitudes), pre-test-post-test questions (cognitive), role-play rubrics, and games (skills).

Quantitative analysis focuses on the attitude domain for the intercultural sensitivity variable and the knowledge, attitude, and skills domain for the intercultural communication variable. The sample used for quantitative data collection was carried out using a purposive sampling technique, by dividing students based on regional origin into different groups, so that one group consisted of students from various regions and ethnicities (heterogeneous) in the experimental and control classes. The final stage of quantitative research is carried out through the process of a) Tabulation of measurement data; b) Hypothesis testing; c) Interpretation and presentation of research data; and d) analysis of the influence between variables using MANOVA. Before quantitative data analysis is carried out, descriptive analysis is first carried out and analysis requirements are tested for the multicollinearity test, normality test, variance-covariance matrix homogeneity test (Box's-M), and variance homogeneity test. Qualitative data was collected through interviews with three mentors and ten selected sample respondents, namely five students from the experimental class and five students from the control class which were presented descriptively to support the results of the analysis of quantitative data. The following is a chart of the explanatory sequential design of ELMIM:



**Figure 1: The explanatory sequential design of ELMIM**

## FINDING, DISCUSSION, AND CONCLUSION

### 4.1. Pre-requisite test analysis of MANOVA

The multicollinearity test is used in MANOVA analysis as a classic assumption test to examine whether or not there is a significant relationship between independent variables (Payadnya & Jayantika, 2018). If there is a significant relationship between the independent variables, then this indicates that it is not appropriate to use it to test the influence of the independent variable (learning model) simultaneously on the dependent variable (intercultural sensitivity, cultural adaptation, and intercultural communication). Things that need to be considered are related to concluding the results of the multicollinearity test, namely the requirement for the VIF value to be less than 10 and the value in the tolerance column to be more than 0.1 for each independent variable. Based on the results of the multicollinearity test, shows that there is no significant relationship between the independent variables simultaneously and the dependent variable, where the VIF value = 1 or < 10 and the tolerance value is 1 or > 0.1 so it can be concluded that there is no multicollinearity. Below are attached the results of the multicollinearity test in question:

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	102.956	.881		116.889	.000		
Learning_Model	-16.935	.561	-.952	-30.210	.000	1.000	1.000

a. Dependent Variable: Intercultural Sensitivity

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.000	.812		.000	1.000		
Learning_Model	.000	.517	.000	.000	1.000	1.000	1.000

a. Dependent Variable: Intercultural Communication

**Figure 2: Multicollinearity test**

The normality test is a prerequisite test for analysis used in experimental research. Concluding the test results is carried out by observing the sig. value in the one-sample Kolmogorov-Smirnov test column, if the exact sig value. > 0.05 means the data comes from a normally distributed population, and vice versa if the exact sig. < 0.05 then the data does not come from a normally distributed population. Based on the results of the normality test, the calculation results show that the data comes from a normally distributed population where the exact sig. Intercultural sensitivity of 0.092 and exact sig. Intercultural communication of 0.056 or both variables have an exact sig. > 0.05.

**One-Sample Kolmogorov-Smirnov Test**

		Intercultural Sensitivity	Intercultural Communication
N		96	96
Normal Parameters <sup>a,b</sup>	Mean	.0000	.0000
	Std. Deviation	2.73118	2.51715
Most Extreme Differences	Absolute	.125	.135
	Positive	.125	.135
	Negative	-.085	-.081
Test Statistic		.125	.135
Asymp. Sig. (2-tailed)		.001 <sup>c</sup>	.000 <sup>c</sup>
Exact Sig. (2-tailed)		.092	.056
Point Probability		.000	.000

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

**Figure 3: Normality test**

Based on the results of the box's test of equality of covariance matrices as a test of equality between dependent variables and independent variables, the Box-M value is F = 2.122 with a sig value. 0.095 or > 0.05. This indicates that the dependent variable does not have the same variance-covariance matrix as the independent variable. The following are attached the results of the homogeneity test of the variance-covariance matrix in question:

**Box's Test of Equality of Covariance Matrices<sup>a</sup>**

Box's M	6.516
F	2.122
df1	3
df2	1686225
Sig.	.095

**Figure 4: Homogeneity Matrix covariance variance (Box's M)**

The variance homogeneity test is carried out to determine whether a set of data has homogeneous or similar variants. Based on the results of Levene's test of equality of error variances, it shows that there is equality of variance values in the variables of intercultural sensitivity (sig. 0.535) and intercultural communication (sig. 0.474) or two variables have sig. > 0.05. Below are the results of the homogeneity test of the variants in figure 6:

**Levene's Test of Equality of Error Variances<sup>a</sup>**

	F	df1	df2	Sig.
Intercultural Sensitivity	.388	1	94	.535
Intercultural Communication	.516	1	94	.474

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Learning\_Model

**Figure 5: Homogeneity variance**

**4.2. ELMIM effect on intercultural sensitivity and intercultural communication using MANOVA**

After all the analysis prerequisite tests have been fulfilled, the next stage is to carry out the MANOVA test which is presented in Figures 7 and 8 to answer the research hypothesis as follows:

- H<sub>0</sub> : There is no significant effect between ELMIM to intercultural sensitivity.
- H<sub>1</sub> : There is a significant effect between ELMIM to intercultural sensitivity.
- H<sub>0</sub> : There is no significant effect between ELMIM to intercultural communication.
- H<sub>1</sub> : There is a significant between ELMIM to intercultural communication.
- H<sub>0</sub> : There is no significant simultaneous effect between ELMIM to intercultural sensitivity and intercultural communication.
- H<sub>1</sub> : There is a significant simultaneous effect between ELMIM to intercultural sensitivity and intercultural communication.

The first hypothesis obtained a sig value. 0.000 or < 0.05; Fcount = 912.665; adjusted R squared = 90.6%, thus H<sub>0</sub> is rejected, meaning that there is a difference in the level of intercultural sensitivity between respondents in the experimental class and respondents in the control class, so it can be concluded that there is a significant influence between the experience-based learning model integrated with mentoring on intercultural sensitivity. The second hypothesis obtained a sig value. 0.000 or < 0.05; Fcount = 783.173; adjusted R squared = 89.2%, thus H<sub>0</sub> is rejected, meaning that there is a difference in the level of intercultural communication between respondents in the experimental class and respondents in the control class, so it can be concluded that there is a significant influence between the integrated mentoring experience-based learning model on intercultural communication. In the third hypothesis, by calculating Wilks' lambda, a sig value is obtained. 0.000 or < 0.05; Fcount = 688.551, thus H<sub>0</sub> is rejected, meaning that there is a difference in the level of intercultural sensitivity and intercultural communication simultaneous between respondents in the experimental class and respondents in the control class, so it can be concluded that there is a significant influence between the

experience-based learning model integrated with simultaneous mentoring towards intercultural sensitivity and intercultural communication.

**Tests of Between-Subjects Effects**

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Intercultural Sensitivity	6880.32 <sup>a</sup>	1	6880.319	912.665	.000	.907
	Intercultural Communication	6231.33 <sup>b</sup>	1	6231.327	783.173	.000	.893
Intercept	Intercultural Sensitivity	577134.7	1	577134.7	76556.11	.000	.999
	Intercultural Communication	507121.6	1	507121.6	63736.66	.000	.999
Learning_Model	Intercultural Sensitivity	6880.319	1	6880.319	912.665	.000	.907
	Intercultural Communication	6231.327	1	6231.327	783.173	.000	.893
Error	Intercultural Sensitivity	708.639	94	7.539			
	Intercultural Communication	747.912	94	7.957			
Total	Intercultural Sensitivity	587604.0	96				
	Intercultural Communication	516667.0	96				
Corrected Total	Intercultural Sensitivity	7588.958	95				
	Intercultural Communication	6979.240	95				

a. R Squared = .907 (Adjusted R Squared = .906)  
 b. R Squared = .893 (Adjusted R Squared = .892)

**Figure 6: Multivariate tests**

**Multivariate Tests<sup>a</sup>**

Effect		Value	F	Hypothesis is df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.999	56982.4 <sup>b</sup>	2.000	93.000	.000	.999
	Wilks' Lambda	.001	56982.4 <sup>b</sup>	2.000	93.000	.000	.999
	Hotelling's Trace	1225.429	56982.4 <sup>b</sup>	2.000	93.000	.000	.999
	Roy's Largest Root	1225.429	56982.4 <sup>b</sup>	2.000	93.000	.000	.999
Learning_Model	Pillai's Trace	.937	688.551 <sup>b</sup>	2.000	93.000	.000	.937
	Wilks' Lambda	.063	688.551 <sup>b</sup>	2.000	93.000	.000	.937
	Hotelling's Trace	14.808	688.551 <sup>b</sup>	2.000	93.000	.000	.937
	Roy's Largest Root	14.808	688.551 <sup>b</sup>	2.000	93.000	.000	.937

a. Design: Intercept + Learning\_Model  
 b. Exact statistic

**Figure 7: Tests of Between-Subjects Effects**

### 4.3. ELMIM effect in qualitative analysis

The results of in-depth interviews conducted with three Mentors (M1, M2, M3) and ten students related to the influence of ELMIM on intercultural sensitivity and intercultural communication as a follow-up to the one-way MANOVA analysis. The first mentor (M1) stated that several first-year students he supervised (mentee) had experienced difficulties in intercultural communication due to different cultural backgrounds including their language accents, but after participating in ELMIM in class and outside lectures, students from the experimental class were able to communicate well. The second mentor (M2) also stated something that was not much different, ELMIM encourages students from different cultural backgrounds to be more active in expressing constructive opinions or thoughts during mentoring discussions, including when relating to other students in dormitory life and the lecture hall. This is demonstrated by the establishment of communication between mentor and mentee and being able to observe the surrounding environment related to intercultural sensitivity and intercultural communication which is written in the mentoring worksheet. Likewise, the third mentor (M3) stated that students from the experimental class who implemented ELMIM had been able to demonstrate better intercultural sensitivity and intercultural communication, where ELMIM increased their social interaction skills towards other people from different cultural backgrounds. ELMIM is also able to open their minds to better appreciate the views or thoughts of other people from different cultural

backgrounds when they discuss or express positive responses when interacting with other people around them.

The next interview was conducted with five first-year students from experimental classes (S1, S2, S3, S4, S5) who expressed their experiences when taking ELMIM in their lecture classes. The first student (S1) stated that before joining ELMIM they were not interested in interacting with other people from different cultural backgrounds and found it difficult to express their opinions in front of other people and even felt inferior when interacting with other people from different backgrounds. After participating in ELMIM, M1 felt that he had better social interaction skills with other people from different cultural backgrounds. The second student (M2) after participating in ELMIM became more motivated to respect other people and not look down on other people's cultures or think their own culture was better. M2 also felt that he was increasingly able to control his emotions when interacting with other people from different cultural backgrounds after participating in ELMIM. The third student (S3) stated that he showed increasing sensitivity to the implicit meanings conveyed by other people from different cultural backgrounds after participating in ELMIM, where previously he had no intention of accepting the opinions of other people from different cultural backgrounds. Likewise, the fourth student (S4) stated that before participating in ELMIM, he felt uncomfortable and frustrated when dealing with other people from different cultural backgrounds, which resulted in communication problems with other people from different cultural backgrounds when doing assignments. Lecture with his group. However, after participating in ELMIM in the experimental class, he felt more comfortable working with other people and this encouraged him to involve other people in the decision-making process related to completing group assignments. The fifth student (S5) revealed that after participating in ELMIM he became more active in participating in group discussions with other people from different cultural backgrounds. He is also increasingly encouraged to develop a pleasant mood when collaborating with other people from different cultural backgrounds, where previously he found it difficult to build good cooperation with other people from different cultural backgrounds.

Furthermore, interviews were conducted with five first-year students (S6, S7, S8, S9, S10) from the control class who applied the conventional learning model as a comparison to the ELMIM applied in the experimental class. The sixth student (S6) still feels unable to increase his self-confidence when interacting with other people from different cultural backgrounds, even though he has studied the topic of intercultural sensitivity in the control class. The seventh student (S7) stated that even though he had studied the topic of intercultural sensitivity and cultural adaptation in the control class, he had not been able to increase his self-confidence when interacting with other people from different cultural backgrounds and had not been able to show a positive response to other people from different cultural backgrounds. Different cultures in daily activities in the dormitory, especially when there are differences of opinion in doing group assignments. Likewise, the eighth student (S8) expressed his feelings that he was still hampered by associating with other people from different cultural backgrounds and still thought that his own culture was better than other people's culture in daily reality in the dormitory and lecture classes. The ninth student (S9) also stated that related to intercultural communication, he felt uncomfortable when dealing with other people from different cultural backgrounds and still had difficulty in building good cooperation with other people from different cultural backgrounds when working on group assignments or when connecting with friends in the dormitory. The tenth student (S10) also experiences the same problem where he still feels frustrated when relating to other people from different cultural backgrounds and often experiences problems in interpreting the meaning of conversation when communicating with other people from different cultural backgrounds when doing group assignments. Referring to the results of the interview above as part of the qualitative analysis, it shows that ELMIM is proven to be able to have a significant influence on the development of intercultural sensitivity and intercultural communication of first-year students when they study and relate in the campus and dormitory environment.

The quantitative findings show that ELMIM has a significant effect on the attitude domain of the intercultural sensitivity variable and the cognitive, attitude, and skills domain of the intercultural communication variable referring to the MANOVA test results, where  $H_0$  is rejected because of the sig value.  $< 0.05$  with an influence value of the independent variable on the dependent variable (R Squared) of 0.907 or 90.7% for the intercultural sensitivity variable and 0.893 or 89.3% for the intercultural communication variable. Likewise, qualitative findings from interviews with three mentors, five students in the experimental class, and five students in the control class show that ELMIM



can provide a significant influence related to the knowledge, attitudes, and skills of first-year students in terms of intercultural sensitivity and intercultural communication in lecture classes, campus environments, and in their daily life routines in the dormitory environment. To develop further research, ELMIM can be implemented in content courses as well as in general education courses or can be developed on research subjects for first-year teachers in schools with a mixed-method research design.

## REFERENCE

- Achmad, Z. A. (2020). Anatomi Teori Strukturasi Dan Ideologi Jalan Ketiga Anthony Giddens. *Translitera: Jurnal Kajian Komunikasi Dan Studi Media*, 9(2), 45–62. <https://doi.org/10.35457/translitera.v9i2.989>
- Asher, S. R., & Weeks, M. S. (2013). Loneliness and Belongingness in the College Years. *The Handbook of Solitude: Psychological Perspectives on Social Isolation, Social Withdrawal, and Being Alone*, 283–301. <https://doi.org/10.1002/9781118427378.ch16>
- Chen, H., & Hu, B. (2023). On the intercultural sensitivity of university students in multicultural regions: A case study in Macao. *Frontiers in Psychology*, 14(February), 1–11. <https://doi.org/10.3389/fpsyg.2023.1090775>
- Chiu, S. K., & Lee, J. (2019). Innovative experiential learning experience : Pedagogical adopting Kolb ' s learning cycle at higher education in Hong Kong. *Cogent Education*, 6(1), 1–16. <https://doi.org/10.1080/2331186X.2019.1644720>
- El, Y., Allame, K. El, Elghazali, O., Khotbi, T., & Zakaria, O. (2020). Intercultural Competence Models: a Comparative Study. *International Journal of Creative and Innovative Research in All Studies*, 3(7), 23–31.
- Fikrie, Ariani, L., & Hermina, C. (2019). Perbedaan Kesepian pada Mahasiswa Tahun Pertama dan Kedua. *Naskah Prosiding Temilnas XI IPPI, September*, 20–21.
- Gavillet, R. (2018). Experiential Learning and Its Impact on College Students. *Texas Education Review*, 7(1), 140–149. [http://dx.doi.org/10.26153/tsw/21\\_\\_\\_\\_\\_](http://dx.doi.org/10.26153/tsw/21_____)
- Gross, Z., & Rutland, S. D. (2017). Experiential Learning in Informal Educational Settings. In *Journal International Review of Education* (Vol. 63, Issue 1). Springer Netherlands. <https://doi.org/10.1007/s11159-017-9625-6>
- Gupta, A. (2013). The Role of “Mimicry” in Colonial and Postcolonial Discourse with Special Reference to Homi Bhabha’s Of Mimicry and Man: The Ambivalence of Colonial Discourse. *The Indian Review of World Literature in English*, 9(II), 1–6. <http://worldltonline.net/Archana-Gupta.pdf>
- Gut, D. M., Beam, P. C., Henning, J. E., Cochran, D. C., & Knight, R. T. (2014). Teachers’ Perceptions of their Mentoring Role in Three Different Clinical Settings: Student Teaching, Early Field Experiences, and Entry Year Teaching. *Mentoring and Tutoring: Partnership in Learning*, 22(3), 240–263. <https://doi.org/10.1080/13611267.2014.926664>
- Iqbal, T. (2021). Importance of Intercultural Sensitivity. *MAP Education and Humanities*, 1(2), 1–6. <https://doi.org/https://doi.org/10.53880/2744-2373.2021.1.2.1>
- Kong, Y. (2021). The Role of Experiential Learning on Students’ Motivation and Classroom Engagement. *Journal of Frontiers in Psychology*, 12(1), 1–4. <https://doi.org/10.3389/fpsyg.2021.771272>
- Li, X., & Longpradit, P. (2022). The effectiveness of guideline to improve intercultural sensitivity in cross-cultural management. *International Journal of Chinese Education*, 11(1), 1–18. <https://doi.org/10.1177/22125868211072932>
- Ma, X., & Liu, M. (2023). An Investigation of the Intercultural Communication Competence of Chinese Employees in International Organizations. *SHS Web of Conferences*, 157(1), 1–12. <https://doi.org/10.1051/shsconf/202315704018>
- Mccarthy, M. (2016). Experiential Learning Theory: From Theory To Practice. *Journal of Business & Economics Research-Third Quarter*, 14(3), 91–100.
- Mullen, C. A., & Klimaitis, C. C. (2021). Defining mentoring: a literature review of issues, types, and applications. *Annals of the New York Academy of Sciences*, 1483(1), 19–35. <https://doi.org/10.1111/nyas.14176>
- Naumchuk, V. (2021). Formation of cross-cultural communication skills of future service specialists. *Applied Linguistics Research Journal, October*. <https://doi.org/10.14744/alrj.2021.15428>
- Neupane, N. (2021). Cross-cultural communication of concepts in Modiaian. *Indonesian Journal of Applied Linguistics*, 11(1), 104–113. <https://doi.org/10.17509/ijal.v11i1.34623>
- Omodan, B. I., & Skosana, C. (2023). Addressing Potential Conflict among University Students during

- Collaborative Tasks. *Education Sciences*, 13(12). <https://doi.org/10.3390/educsci13121245>
- Payadnya, I Putu Ade Andre; Jayantika, I. G. A. N. T. (2018). *Panduan Penelitian Eksperimen Beserta Analisis Statistik dengan SPSS*. Yogyakarta: DEE PUBLISH.
- Pipit Puspitowati. (2019). Penerapan Model Pembelajaran Berbasis Pengalaman (Experiential Learning) dengan Menggunakan Media Gambar dalam Pembelajaran Menulis Karangan Deskripsi pada Siswa Kelas IV MI RiyadlatulUql. *Linguista: Jurnal Ilmiah Bahasa, Sastra, Dan Pembelajarannya*, 3(2), 120–132. <http://doi.org/10.25273/linguista.v3i2.5734>
- Rahayu, M. N. M., & Arianti, R. (2020). Penyesuaian Mahasiswa Tahun Pertama Di Perguruan Tinggi: Studi Pada Mahasiswa Fakultas Psikologi Uksw. *Journal of Psychological Science and Profession*, 4(2), 73. <https://doi.org/10.24198/jpsp.v4i2.26681>
- Rifaid, R. (2023). Penerapan Kegiatan Mentoring untuk Meningkatkan Kemampuan Guru dalam Merancang dan Menggunakan Media Pembelajaran di SMPN 2 Bolo Tahun Pelajaran 2022/2023. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 3(1), 40–56. <https://doi.org/10.53299/jppi.v3i1.289>
- Rodríguez, D. C., Jessani, N. S., Ardila-gómez, S., Muwanguzi, P. A., & Nasuuna, E. (2021). *Experiential Learning and Mentorship in Global Health Leadership Programs: Capturing Lessons from Across the Globe*. 87(1), 1–18. <https://doi.org/10.5334/aogh.3194>
- Sahadevan, P., & Sumangala, M. (2021). Effective Cross-Cultural Communication For International Business. *Shanlax International Journal Of Management*, 8(4), 24–33.
- Saranya, C., Dhuli, R., & Guduru, R. (2022). The Role Of A Mentor In Students' Personal Growth, Academic Success, And Professional Development. *London Journals Of Research In Humanities And Social Studies*, 22(17), 35–46.
- Scholz, A., Gehres, V., Schrimpf, A., Bleckwenn, M., Deutsch, T., & Geier, A. . (2023). Long-Term Mentoring Relationships In Undergraduate Longitudinal General Practice Tracks – A Qualitative Study On The Perspective Of Students And General Practitioners. *Journal Medical Education*, 28(1), 1–15.
- Segura-Robles, A., & Parra-González, M. E. (2019). Analysis of teachers' intercultural sensitivity levels in multicultural contexts. *Sustainability (Switzerland)*, 11(11), 1–12. <https://doi.org/10.3390/su11113137>
- Silvia, I. A., Beck, K., Duong, J., Herling, D., Houge, M., Laudenschach, J., & Tano, B. (2023). Learning the Importance of Export Readiness Through Experiential Learning. *Journal for Global Business and Community*, 14(1), 1–10. <https://doi.org/10.56020/001c.71489>
- Toyon, M. A. S. (2021). Explanatory sequential design of mixed methods research: Phases and challenges. *International Journal of Research in Business and Social Science (2147- 4478)*, 10(5), 253–260. <https://doi.org/10.20525/ijrbs.v10i5.1262>
- Uyun, M. (2022). Prospective Teachers' Intercultural Sensitivity as the Effort to Actualize the Multicultural Education. *AL-ISHLAH: Jurnal Pendidikan*, 14(3), 2917–2934. <https://doi.org/10.35445/alishlah.v14i3.1923>
- Van Melle, J., & Ferreira, M. M. (2023). An Essay about Intercultural Sensitivity and Competence in Higher Education. *European Journal of Education and Pedagogy*, 4(2), 149–155. <https://doi.org/10.24018/ejedu.2023.4.2.624>
- Wu, J.-F. (2015). Examining Chen and Starosta's Model of Intercultural Sensitivity in the Taiwanese Cultural Context. *International Journal of Modern Education and Computer Science*, 7(6), 1–8. <https://doi.org/10.5815/ijmecs.2015.06.01>
- Wulansari, F., & Fauzi, A. (2023). Pengaruh Coaching Dan Mentoring Terhadap Kinerja Pegawai. *Jurnal Akuntansi Dan Manajemen Bisnis*, 3(1), 121–126. <https://doi.org/10.56127/jaman.v3i1.670>
- Zhang, Z., & Ramos, L. (2023). The Exploratory Sequential Design With Generalized Linear Models for the Learning Strategy Analysis. *Journal of Education and Development*, 7(2), 1. <https://doi.org/10.20849/jed.v7i2.1341>