

GROWING CULTURAL INTELLIGENCE IN HIGH SCHOOL STUDENTS THROUGH INFOGRAPHIC MEDIA ON THE HISTORY OF NYADAR TRADITIONAL CEREMONIES

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Abstract. The Nyadar Traditional Ceremony is part of the history of the birth of Salt farming in Pinggir Papas village, Sumenep. Students need to know more about this ceremony as part of the local culture of the area where they live. To explore Nyadar Traditional Ceremonies today where everything is based on digitalization, history teachers need to develop digital learning media to foster students' Cultural Intelligence such as infographics. Therefore the purpose of writing this article is 1 To find out how much high school students in Sumenep know about Nyadar Traditional Ceremonies, 2) To find out the effectiveness of historical infographics about the Nyadar Traditional Ceremony in learning, 3) To find out how much the development of Historical Infographics about Nyadar Traditional Ceremonies increases students' Cultural Intelligence. The writing of this article uses the research and development method makes it easier to interpret data and the ADDIE development model as a reference for media development. The results of this study indicate that 1) Students' lack of knowledge about the existence of the Nyadhar Traditional Ceremony, based on data obtained from interviews, 2) History infographics are effective because there is an increase in results from conventional learning carried out previously, 3) Historical Infographic Media succeeded in increasing students' Cultural Intelligence through the results of a questionnaire distributed to 70 respondents at SMAN 2 Sumenep. The conclusion is that developing the Nyadar Traditional Ceremony History Infographic is the right decision to increase students' Cultural Intelligence.

Keywords: Cultural Intelligence, Digital Media, Infographic, Nyadhar

INTRODUCTION

The ability to learn new skills, accept new approaches, and face ongoing social change is important in the Industrial Revolution 4.0. (Gleason, 2018). It is in line with the government's aim to build the "Indonesian Golden Generation 2045" by equipping students with 21st-century skills (Kemendikbud, 2016)—namely, character, citizenship, critical thinking, creativity, collaboration, and communication. Learning in class no longer only emphasizes mastery of the material but also focuses on humanist aspects that focus on values and character (Kemendikbud, 2022).

To find out the students' initial level of Cultural Intelligence abilities and the need for learning media, researchers distributed research questionnaires. Interviews were also conducted to determine media use at SMA Negeri 2 Sumenep. The results of the initial media needs questionnaire distributed to students found that out of 20 respondents, 40% of students were in a low category. Namely, teachers rarely used learning media. On the other hand, in the third point, around 73% of students stated that they were happy when teachers used media, which shows that students are very enthusiastic about using learning media. Then, in the third aspect, namely learning methods, 73% were produced in the Medium category, namely that the learning methods used so far were lectured and were teacher-centered. Furthermore, the third aspect related to students' needs for learning shows that 75% of students need more interesting learning media and technology-based learning media. Meanwhile, the results of the Cultural Intelligence questionnaire showed an average total of 57%, which is still relatively low. It can be concluded that students really need learning media, namely infographics, to improve their cultural intelligence attitudes.

According to Djoko Suryo (in Aman, 2011), history learning is intended to encourage students to think critically and analytically, build intellectual abilities to understand changes in life and the consequences of these changes and increase awareness of changes in society over time. However, the reality is that there are still obstacles in the transferring knowledge process, which is very unfortunate. (Prasetya, 2022) explains that one of the very common problems faced by history teachers is the problem of using conventional learning approaches, which causes history lessons to become monotonous and boring. This represents teachers' low pedagogical competence (Rasto, 2013). Therefore, there is a need for innovation and renewal of learning both in terms of learning materials and tools.

The flow of globalization has brought very rapid development of Science and Technology (*Ilmu Pengetahuan dan Teknologi, IPTEK*), not only in the field of education but almost every aspect of human life is directly related to the development of science and technology. In the world of education, digital technology is used to support the implementation of learning, namely as a conveyor of information or as a support for teaching and learning activities (Selwyn, 2011). Since the 1970s, developments in computer technology have caused digital devices to become increasingly smaller, faster, cheaper, and more interconnected. In line with these developments, the production and consumption of digital learning media (learning ebooks, infographics, applications, etc.) is increasing (McLean & Kulo, 2013). Based on this explanation, the development of science and technology is an important means for progress in education.

However, with all the flashes of development, practicality, and fast-paced processes that are produced, if they are not used properly or are unbalanced, they will lead to national integration. The development of science and technology has influenced the process of managing diversity in all countries, which has led to social conflicts and horizontal conflicts that threaten national integration. As a result, attitudes of dependency have increased, causing society to devalue the country's work and cultural riches increasingly. The nation's ability to handle diversity, which is an objective characteristic of the Indonesian nation, is another factor that causes nationalism to decline (Suharli, 2018). Therefore, students are required to have the skills set out in the Independent Curriculum. This can be realized through cultivating Cultural Intelligence (CQ) because this skill will make it easier for individuals when facing conditions characterized by cultural diversity (Earley & Mosakowski, 2004).

Cultural Intelligence (CQ) skills cover most of the established 6Cs. CQ is a specific form of intelligence that focuses on the ability to understand, reason, and act well in situations that exhibit cultural diversity (Ang et al., 2007). These skills include acceptance of some degree of cross-cultural difficulty (Earley & Peterson, 2004), suspension of judgment regarding cultural values (Earley & Mosakowski, 2004), and a desire to understand cultural differences (Brislin et al., 2006). Cultural intelligence is considered a breakthrough in the medium-sized clashes that are prone to occur due to globalization (Dayne & Tan, 2011). Based on the explanation above, if students have cultural intelligence skills, then the tendency for national integration caused by the negative impact of the unbalanced use of science and technology will be overcome. Efforts to develop CQ skills can be realized through implementing classroom learning. One effort to shape students' attitudes is to source material from around the students (Hasan, 2019). This skill will be obtained if students are directly imagined with conditions related to the locality, namely through internalizing local historical content into learning. Based on the Learning Outcomes in the independent curriculum, which is analyzing and broadcasting historical events within a local, national and global scope as stipulated in the material scope of Phase E of X class because direct contact with local historical heritage will help students develop their knowledge about historical events (Winarti, 2012).

To create a balance between the use of technology and Cultural Intelligence skills, in the field of education, it is very important to utilize the development of learning media that will help students in their learning process. The significant development of technology and information forces people to change styles and techniques in teaching and learning (Senjaya et al., 2019). According to (Rosida & Jalmo, 2007), learning media is part of the classroom that can motivate students to learn. Research shows that humans can remember hundreds to thousands of images even if they only look at them for a few seconds (Dunlap & Lowenthal, 2016). Media is said to be a tool to motivate students to start the learning process. In this research, researchers developed infographic media. Infographics is an approach to presenting information in visual and graphic form (Hadiprawiro, 2015). Infographics help visualize complex data and information to make it easy to read and

understand, especially with long text information, important images, and important numerical data (Ozdamli et al., 2016). Based on the opinions above, it can be ascertained that infographics are the right media to be developed and used in students' history learning. The ability to learn new skills, accept new approaches, and face ongoing social change is important in the Industrial Revolution 4.0. (Gleason, 2018). It is in line with the government's aim to build the "Indonesian Golden Generation 2045" by equipping students with 21st-century skills (Kemendikbud, 2016)—namely, character, citizenship, critical thinking, creativity, collaboration, and communication. Learning in class no longer only emphasizes mastery of the material but also focuses on humanist aspects that focus on values and character (Kemendikbud, 2022).

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RESEARCH METHOD

The type of research used in this research is Research and Development (R&D) research using the ADDIE development research model flow (Molenda, 2003) that explains the ADDIE development model already has its initial structure based on the acronym ADDIE, which means (Analysis, Design, Development, Implementation, Evaluation). The following is a chart of the steps for the ADDIE development model:

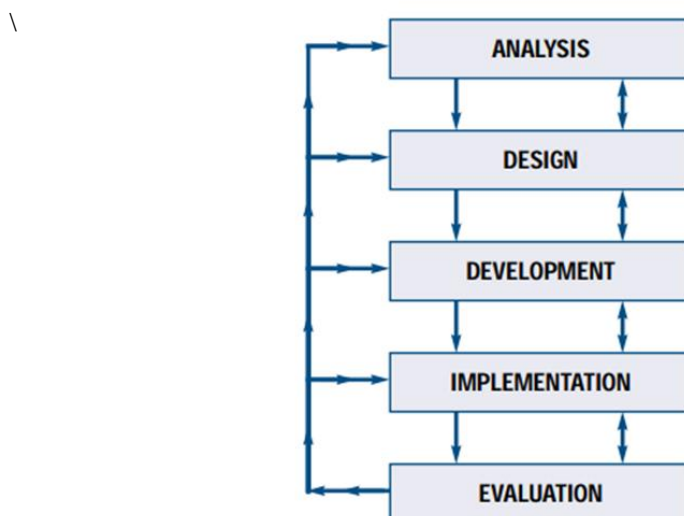


Fig. 1. (Molenda, 2003) An ISD Model Featuring the ADDIE Processes.

The data that will be collected consists of two types, namely qualitative data and quantitative data, and analysis will be carried out according to the data type. Qualitative data consists of initial observations, interview results, and literature data relevant to this research. Meanwhile, for quantitative data in the form of answers to a questionnaire regarding students' needs for learning media, the condition of the Cultural Intelligence attitudes of students who need SPSS 25 assistance to see whether there is a difference in the average Cultural Intelligence scores of students before and after being given treatment in the form of Infographic Media in history learning at SMAN 2 Sumenep.

Table 1. Table of activities at each stage of ADDIE

Steps	Activities
Analysis	Adjusting Learning Achievements to the material that will be used in the Media includes Grade Point Average (GPA), Flow of Learning Objectives Flow (<i>Alur tujuan Pembelajaran, ATP</i>), Determining the Learning Model that will be used during implementation, and Determining the appropriate media that suits the needs of students. Identification of materials and ingredients for Media based on literature and field studies.
Design	Design is the first stage before developing a product. The design includes all the tools needed in development, starting from objectives, products, and evaluation instruments in the form of product validation sheets and readability sheets for testing.
Development	Development is carried out on product design, evaluation instruments, effectiveness test instruments, product readability tests, and validation of experts or specialists. Likewise, the materials that will be used and the media that have been developed. So that the quality of development is tested and suitable for use.
Implementation	In this implementation stage, developers can use control and experimental classes. The control class is a class that does not use development products, and an experimental class that uses development products. This is an effective way to determine which is more effective between the two groups. In this procedure, what is meant by effectiveness testing is the extent to which the development product can achieve the expected goals and competencies, in addition to the extent of the contribution of the resulting development product to the field of science.
Evaluation	At this evaluation stage, researchers distributed post-test questions to measure students' level of Cultural Intelligence. This aims to assess whether the product developed is successful and effective in improving the Cultural Intelligence attitudes of students at SMAN 2 Sumenep.

RESULT AND ANALYSIS

1.1 Learning Media Currently Used at SMAN 2 Sumenep

Based on the results of observations made by researchers at SMAN 2 Sumenep regarding the use of learning media. Media is a technology that carries learning messages. The media used so far is limited to Microsoft PowerPoint, developed independently by each teacher to support learning. Limited time and teacher understanding regarding media development is one of the obstacles.

The limitations of developing learning media were explained by SW as a class X history teacher at SMAN 2 Sumenep, as follow:

"So far, I have only used PowerPoint, but only occasionally. I am used to using the lecture method; maybe that is one of the reasons why media development still feels unfamiliar. "Actually, it would be good if media was developed specifically by teachers for students here, it would stimulate students' motivation and desire to learn, especially now that students are technologically literate, so they will be enthusiastic about this kind of thing"

RW also gave similar information as a class X history teacher at SMAN 2 Sumenep.

He said: *"Usually, I adopt learning media developed by other people, such as websites and applications developed by one of the teachers in Sumenep. However, sometimes students complain because the application is too heavy to install on their device, even though the website can still do it. I did not develop it myself because of limited time, and my knowledge about it is still lacking, so I present what is available."*

Microsoft PowerPoint contains local history material but is limited to material about regional museums related to other local history, such as implementing the Nyadhar traditional ceremony, which is completely absent. In fact, "Nyadhar" is evidence of the beginning of salt farming in Sumenep. The fact that the Nyadhar traditional ceremony has existed for a long time can only be explained through traditional practices and relics in the Sheikh Anggasuto burial complex. For students, especially those from Sumenep Regency, local history material will be easier to understand because it is one of the real examples in the surrounding area.

The learning materials and resources used by history teachers come from the internet and textbooks. The teaching material used is a History textbook for SMA/MA Classes. Share the link with students and then access it using their respective gadgets. Resources and teaching materials available on the internet are related to local history. However, these two sources do not explicitly discuss the history of Nyadhar traditional ceremonies, so they require teaching materials that systematically discuss the local history of Nyadhar traditional ceremonies and implement them in learning.

As the history teacher for the class, LA has explained information about the sources and teaching materials used:

"For class X, I used a printed book published by Erlangga or Kemendikbud. Then, YouTube was used as the learning source, using the material related to the discussed theme. Other than that, there are none, although MGMP has made plans regarding the development of teaching materials, but only in theory. Until now, teachers teach using methods, teaching materials, and resources determined by themselves, following the Independent Curriculum"

Based on observations, it is true that the use of learning media in schools is limited to Microsoft PowerPoint and occasionally adopts media developed by others, even though it is not completely optimal. Apart from that, the teaching materials and sources do not discuss local history/local traditions, such as the Nyadhar Traditional Ceremony. These teaching materials only discuss preliterate life in Java and are not accompanied by local traditions in a particular area. Media in the form of Microsoft PowerPoint in learning will limit students' opportunities to understand local historical events around them. The material is presented as essential points and explained with long narratives. It focuses on the teacher so that students' opportunities to participate in learning are minimal, and teaching and learning only end up as a transfer of knowledge.

1.2 Analysis of Students' Needs for Infographic Media at SMAN 2 Sumenep

At this stage, researchers begin to collect various information and data based on product development needs. The development of this product will likely be a solution to existing problems in history learning. The teaching materials used so far have experienced problems because they only focus on textbooks. In terms of material content, it is explained that these textbooks present very

little about local history and focus more on narrative, while learning will attract students' attention more if the presentation involves audio, pictures, and videos. Apart from that, the condition of students' low cultural intelligence results in the conclusion that local history is not discussed enough in classroom learning, especially the Local History of the Nyadhar Traditional Ceremony as content in student learning materials. This stage uses data collection techniques through questionnaires to students and in-depth interviews with history teachers to meet data needs that will be used as considerations in developing research products.

Based on a preliminary study regarding the current level of students' needs for Local History Infographics on Nyadhar Traditional Ceremonies, it was found that 40% of students were in the low category or teachers rarely used learning media. On the other hand, in the third point, around 71% of students stated that they were happy when teachers used media, which shows that students are very enthusiastic about using learning media. Then, in the third aspect, namely learning methods, 71% were produced in the Medium category, namely that the learning methods used so far are lectures and are teacher-centered. Furthermore, the third aspect related to students' learning needs shows that a percentage of 76% each shows that students need technology-based learning media. It can be concluded that students really need learning media, namely infographic media, in learning.

1.2.1 Learning Methods

Based on observations made by researchers, it was found that the learning method used so far at SMAN 2 Sumenep is the conventional method or lecture method, namely the teacher center. Learning is teacher-centered, so students tend to feel bored and fed up. The reason given is that history learning must be delivered thoroughly, but interesting and enjoyable learning will provide many benefits rather than just transferring knowledge. Therefore, it is necessary to change the learning methods used so that learning will become more meaningful.

1.2.2 Learning Materials

Based on the results of observations, interviews, and distribution of questionnaires, the media is still limited to the use of Microsoft PowerPoint and learning support tools such as LCD projectors. The explanation from the teacher was that the use of learning media had so far only been limited to Microsoft PowerPoint. However, project assignments given to students would produce learning media such as mind mapping, but the results of the project assignments were not technology-based. The teaching material currently used by teachers is the History textbook for SMA/MA classes, which also utilizes videos as learning resources on YouTube and websites that discuss material related to learning.

The absence of Sumenep local history content in textbooks makes it difficult for teachers to teach values that can be emulated from local history. This was explained in an interview with one of the history teachers at SMAN 2 Sumenep, who explained that, in this independent curriculum, the teacher inserted local history content into historical research projects. In this project, the teacher will divide students into several small groups, and each group will be given the freedom to choose one local history in the Sumenep area to carry out small research. The teacher believes that through this activity, students will at least become closer to the local history of the area where they live or at least know about its existence. In line with this research, namely to improve Cultural Intelligence attitudes, one of the efforts that can be made to shape students' attitudes is to source material from around the students (Hasan, 2019), for example, teaching material on the local history of the Nyadhar Traditional Ceremony.

Integrating local history into academic history will greatly benefit educators, students, relevant colleges, and universities. Local history is interesting because it is about us (Mumford, 1927), the lives of the next generations depend greatly on where they live (Permana, 2020). Therefore, it is very important to teach local history material, especially because it is directly related to where students live. Local history must be conveyed well so that students do not adopt misinformation about what they are learning.

1.3 Cultural Intelligence Condition of Students at SMAN 2 Sumenep

Based on the observations made, it produces a picture of students' Cultural Intelligence attitudes, which are still very limited. Researchers used a questionnaire to obtain initial data about the condition of students' Cultural Intelligence attitudes with 4 aspects, namely: Metacognitive CQ,

Cognitive CQ, Motivational CQ, and Behavioral CQ. Each aspect was developed into indicators so that they became questions presented in the research appendix. The following are the overall results obtained by each school:

Researchers collected data by distributing a 20-item questionnaire with 4 aspects related to students' Cultural Intelligence and produced the following data:

Table 2. Table of results for initial conditions for students' Cultural Intelligence attitudes

No	Name	Gender	Class	Total
1.	Anisa	F	X.5	55
2.	Anton	M	X.5	60
3.	Basri	M	X.5	66
4.	Bella	F	X.5	59
5.	Deva	F	X.5	64
6.	Dimas Adit	M	X.5	66
7.	Dimas	M	X.5	58
8.	Dyxta	M	X.5	61
9.	Faqih	M	X.5	50
10.	Flowrensia	F	X.5	61
11.	Jamil	M	X.6	50
12.	Mafruhatusun	F	X.6	59
13.	M.Faiqur	M	X.6	59
14.	M.Rifqi	M	X.6	52
15.	M.Maulid	M	X.6	58
16.	M.Rayhan	M	X.6	58
17.	M.Akbar	M	X.6	56
18.	M.Dandi	M	X.6	57
19.	Nafil	M	X.6	57
20.	Navila	F	X.6	58
Total Score				1164
Average				57%
Category				Satisfactory

Table 3. Criteria for Interpretation of Students' Cultural Intelligence Scores

Penilaian %	Kategori Skor
$81 \leq \text{skor} \leq 100$	Sangat Baik
$61 \leq \text{skor} < 81$	Baik
$41 \leq \text{skor} < 61$	Cukup Baik
$21 \leq \text{skor} < 41$	Kurang Baik
$0 \leq \text{skor} < 21$	Sangat Kurang Baik

Presentation of the resulting data analysis based on the overall total, 20 respondents gave a score of 1164, and produced an average score of 57%, placing it in the assessment rubric in the "satisfactory" category. Researchers assume that students' Cultural Intelligence abilities need to be improved further.

1.4 Product Testing

1.4.1 Material and Media Validation Test

The initial product that has been developed must be validated by experts who are experts in that field. Researchers conducted material and media validation tests to measure the suitability of digital teaching materials, both in the form of displays such as covers, images, videos, language, text, and the content of the material in the local history infographic of the Nyadhar Traditional Ceremony. The purpose of this validation test is to ensure that the product being developed is close to ideal. The following are the results of experts who tested the validity:

1) Material Expert Validation

Material expert validation is carried out to provide suggestions and input regarding the suitability of the product material being developed, namely Infographics. Dr HP, M.A., is a lecturer at the Postgraduate History Education at Sebelas Maret University (UNS) and a material expert in this research. The assessed aspects are content suitability, presentation, linguistic, implementation, and usefulness. As for the results of material expert measurements, based on 17 statement items, validation results using a Likert scale assessment show that the average score is 96%, which places it in the assessment rubric in the "very good" category. The conclusion is that this infographic is suitable to use for trials in learning.

2) Media Expert Validation

Media expert validation was carried out to provide suggestions and input on the initial design of the product being developed, namely the Digital Book. Dr. Dr. DTA S.Sn., Dipl. Art. is a lecturer at the Graduate School of Educational Technology at Sebelas Maret University (UNS) and is also a media expert in this research. The assessed aspects are linguistic, presentation, teaching material, and appearance. As for the media expert's measurement results, namely, based on a total of 20 statement items, validation results using a Likert scale assessment show that the average score is 100%, which places it in the assessment rubric in the "satisfactory" category. So the conclusion is that this Digital Book is suitable to use in trials of learning.

1.4.2 Normality and Homogeneity Test

a) Normality Test

The normality test results using the Kolmogorov-Smirnov technique are because the data (df) amounts to more than 50 with a significance level of 0.05. Below are presented the results of the normality test as a prerequisite test, as follows:

Table 4. Hasil Uji Prasyarat Normalitas SMAN 2 Sumenep

Tests of Normality							
	Kelompok	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Cultural Intelligence	Pre Test Eksperimen (DB)	.105	35	.200 [*]	.943	35	.067
	Post Test Eksperimen (DB)	.111	35	.200 [*]	.961	35	.240
	Pre Test Kontrol (Konvensional)	.145	35	.060	.960	35	.232
	Post Test Kontrol (Konvensional)	.180	35	.156	.941	35	.059

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results above are all data from the control and experimental groups with 35 respondents each, and the final data is 70 students. In the pre-test value of the experimental class with a total of $n = 35$, the resulting value at a significance level of 0.067 is greater than 0.05. Then, the post-test value of the experimental class with a total of $n = 35$, the resulting value at a significance level of 0.240 is also greater than 0.05. As for the pre-test value of the control class with a total of $n = 35$, the resulting value at a significance level of 0.232 is greater than 0.05. Meanwhile, the post-test value for the control class was $n = 35$, the resulting value at a significance level of 0.059 was greater than 0.05. So it can be concluded that the data is normally distributed.

b) Homogeneity Test

Hasil uji homogenitas sebagai uji prasyarat, disajikan dalam tabel sebagai berikut:

Table 5. Results of the Homogeneity Prerequisite Test at SMAN 2 Sumenep

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Hasil Pre Test Eksperimen dan Kontrol	Based on Mean	.502	1	68	.481
	Based on Median	.573	1	68	.452
	Based on Median and with adjusted df	.573	1	62.112	.452
	Based on trimmed mean	.563	1	68	.456

Based on the output above, the Sig value was found. Based on the mean for the post-test value for the experimental class and control class, it is 0.481. Because of the Sig value. $0.481 > 0.05$, so it can be concluded that the variance of the post-test value data for the experimental and control classes is homogeneous.

1.4.3 T-test (Independent Sampel t-Test)

Based on the "Group Statistics" output table above, it is known that the number of CQ post-test data for the experimental group was 35, while for the control group, it was 35 students. The average value of student learning outcomes or mean for the experimental group was 84.97, while for the control group, it was 81.17. Thus, descriptive statistics can be concluded that there is a difference in the average student learning outcomes between the experimental group and the control group. Based on the Independent Samples Test output table in the Equal variances assumed section, it is known that the Sig. (2-tailed) is $0.000 < 0.05$, so as is the basis for decision-making in the independent sample t-test, it can be concluded that H_0 is rejected and H_1 is accepted. Thus, there is a significant difference between the average post-test CQ of students in the experimental and control groups. Thus, it can be concluded that there is a significant difference between the average post-test CQ of students in the experimental group and the control group, proving that Infographic Media is effective in increasing students' Cultural Intelligence.

1.5 The importance of Growing Students' Cultural Intelligence Attitudes Amidst The Development of Science and Technology.

Cultural Intelligence was initiated at the turn of the 21st century, namely by Soon Ang, amid a world experiencing various cultural conflicts, where the process of globalization, ideological conflicts and hatred between individuals from different cultures always cause major problems and occur everywhere. In broad outline, Cultural Intelligence is an individual's ability to function effectively in situations characterized by cultural diversity (Earley & Ang, 2003). In the midst of implementing the Independent Curriculum, which has many goals in improving student's individual skills, this CQ attitude can be built through learning that is directly related to local culture or locality. This is in line with the opinion of Earley and Mosakowski (2004), who believe that most cultural intelligence can be learned, then produced and promoted through learning and education.

Many factors influence students' lack of Cultural Intelligence attitudes, including the development of science and technology, which has impacted the process of managing diversity in all countries and has caused social and horizontal conflicts that threaten national integration. As a result, attitudes of dependency have increased, causing society to increasingly not appreciate the country's work and cultural riches (Suharli, 2018). Apart from that, there is also a lack of integration of values closely related to cultural elements in education and teaching at school. This is, of course, related to the existence of history teaching in schools; material related to cultural values and local wisdom can be taught through local history content in the learning area. However, this is certainly not limited to providing learning that contains local history. This teaching must use appropriate learning models, media and teaching materials so that the values expected to be embedded in students can be conveyed well. Meanwhile, as a result of distributing questionnaires and interviews

with history teachers at these two high schools, information was obtained that the methods used were still conventional and the media used were also limited. This is a factor in students' distance from Cultural Intelligence attitudes so that the development of the Nyadhar Traditional Ceremony History Infographic product is an appropriate solution.

The results of this research are also in accordance with previous research, which shows that the use of technology in teaching history has received many positive responses, following research by Puji Utami (2020), Hanifah (2022), and Andayani (2023). Technology-based interactive media during history learning in the classroom significantly impacts students' abilities, especially in teaching the local history of the area where they live. Apart from that, it is in line with the opinion of (Sargeant, 2015) regarding the importance of using infographics. Due to increasingly rapid changes in this era, various media features and interactive functions are needed to design teaching materials or digital books. Infographics help visualize complex data and information to make it easy to read and understand, especially for information with long text, important images, and important numerical data (Ozdamli et al., 2016). Moreover, research from Suharli (2018), Iskhakova, M (2018) and Bucker & Hubert (2015) shows the importance of this Cultural Intelligence attitude in the present and future because human activities cannot be separated from intercultural encounters. Hence, it suits students and teachers in education, work and life as citizens. This attitude will be constructive in preventing external conflicts due to friction between cultural differences in society. Not only that (Ang et al., 2007) stated that individuals/students with Cultural Intelligence will be able to interact effectively and professionally and continue to show improved performance.

CONCLUSION

As time passes, the attitude of Cultural Intelligence is considered very important. Apart from being a provision for students for life in the future, at this time, it is essential to apply little by little in everyday life because it can help students adapt to conditions of cultural diversity. Students must know their cultural values not to become victims of technological developments but instead use these developments as an opportunity to increase knowledge of local cultural conditions and strengthen collective memory of the local history of their region.

The factor that most influences the low attitude of Cultural Intelligence is the lack of integration of values closely related to cultural elements in education and teaching at school. This is undoubtedly related to the existence of history teaching in schools; material related to cultural values and local wisdom can be taught through local history content of the local area learning; apart from that, the minimal use of media, the use of conventional methods in teaching is also the reason.

The development of infographic media uses the ADDIE development stage, which consists of 5 stages, namely (Analysis, Design, Development, Implementation, and Evaluation). The researcher carried out step by step sequentially and produced infographic learning media that was effective for use in learning and for growing students' Cultural Intelligence attitudes at SMAN 2 Sumenep. Proven from the t-test (Independent t-test) results, namely the Sig. (2-tailed) value of $0.000 < 0.05$, then as is the basis for decision-making in the independent sample t-test, it can be concluded that H_0 is rejected and H_1 is accepted. Thus, it can be concluded that there is a significant difference between the average post-test CQ of students in the experimental group and the control group. Thus, it can be concluded that there is a significant difference between the average post-test CQ of students in the experimental group and the control group, proving that Infographic Media effectively increases students' Cultural Intelligence.

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