

JAM

Jurnal Aplikasi Manajemen
Journal of Applied Management
Volume 22 Issue 3
September 2024

22 | 3 | 2024

Received June '24
Revised June '24
Accepted September '24
September '24

**INDEXED IN**

DOAJ - Directory of Open
Access Journals
SINTA - Science and Technology
Index
Dimensions
Google Scholar
ResearchGate
Garuda
IPI - Indonesian Publication
Index
Indonesian ONESearch

CORRESPONDING AUTHOR

Yohanes Yupilustanaji Apgrianto
Guidance and Counseling,
State University of Malang,
Indonesia

EMAIL

yupitanaji@gmail.com

OPEN ACCESS

e ISSN 2302-6332
p ISSN 1693-5241



Copyright (c) 2024 Jurnal Aplikasi Manajemen

EXPLORING THE MEDIATING ROLE OF ATTITUDES IN ENHANCING CULTURAL AWARENESS THROUGH KNOWLEDGE AMONG STUDENTS

Yohanes Yupilustanaji Apgrianto

Guidance and Counseling, State University of Malang, Indonesia

Marthen Pali

Dany M Handarini

Muslihati

Lecturer of Guidance and Counseling, State University of Malang,
Indonesia

Stefan Yudana Jatiperwira

MA Student, University of Erfurt, Germany

Abstract: A phenomenon exists among high school students who lack understanding of their cultural awareness and that of others, failing to appreciate ethnic and cultural differences. Consequently, these disparities often become subjects of ridicule or amusement due to each group's varied modes of speech, styles, and customs. To address this issue, cultural awareness is essential, making it pertinent to investigate the impact of knowledge on cultural awareness mediated by attitudes. This study employs a quantitative methodology described as explanatory research. The study used Simple Random sample methodology, whereas the analysis utilized Structural Equation Modelling (SEM). The sample size was determined using the Raosoft sample size calculator with a 5% sampling error rate, resulting in a sample size of 213 students. The study's results indicated that information affects attitudes and cultural awareness, with attitudes potentially mediating the relationship between knowledge and cultural awareness. This study's conclusions pertain to Resource-Based Theory, suggesting that student behavior concerning cultural awareness can be influenced by cognitive expertise, namely in the areas of knowledge, comprehension, application, analysis, synthesis, and assessment. An elevated degree of knowledge can enhance students' attitudes, as seen by behaviors reflecting tolerance, empathy, openness, and respect within the framework of multicultural education. The recommendations for Twelfth-grade high schools to enhance their educational effectiveness with an emphasis on character development.

Keywords: Knowledge, Attitudes, Cultural Awareness

CITATION

Apgrianto, Y. Y., Pali, M., Handarini, D. M., Muslihati and Jatiperwira, S. Y. 2024. Exploring the Mediating Role of Attitudes in Enhancing Cultural Awareness Through Knowledge Among Students. *Jurnal Aplikasi Manajemen*, Volume 22, Issue 3, Pages 615–625. Malang: Universitas Brawijaya. DOI: <http://dx.doi.org/10.21776/ub.jam.2024.022.03.02>.

INTRODUCTION

The beneficial potential of diversity is the impetus to collaboratively foster life devoid of suspicion and animosity towards one another. This cohesion constitutes the social capital essential for national development. Consequently, this diversity must be preserved within a healthy living network by emphasizing tolerance in actions and conduct. (Hasan and Suwarni, 2012). Diversity may be a threat if inadequately managed and lacking humanitarian consideration. The threat may manifest as a conflict that endangers material resources and human life. This is evident from the facts and events that have arisen globally, including in Indonesia, as demonstrated by conflicts among religious communities, ethnic disputes, and other conflicts (Karea et al., 2019). Observations conducted with guidance and counseling teachers at Senior High School Seminari Mertoyudan, Magelang, reveal that certain students exhibit an insufficient understanding of their cultural awareness as well as that of others. There is a notable lack of respect for ethnic and cultural differences, often leading to ridicule or mockery among students. This behavior stems from the diverse modes of communication, styles, and customs inherent to various ethnic groups. To address this issue, fostering cultural awareness is essential.

Hogan (2013) asserted that cultural awareness constitutes the fundamental basis for acquiring diverse multicultural competencies. This motivates an individual to cultivate open and trusting interactions with others from diverse cultural backgrounds (Mathews et al., 2011; Hogan, 2013; Zelst et al., 2015). Hwang et al. (2010) asserted that cultural knowledge empowers individuals to make autonomous decisions based on cognition. Individuals possessing cultural awareness can adapt their behavior in interpersonal relations, embrace diverse realities, and consistently strive to foster harmony in coexistence (Degni et al., 2012; Hogan, 2013; Zikarge, 2013). This study employs the stages of Hogan's Identity Change theory (2013) as a phase in cultivating cultural awareness, comprising five stages: compliance, resistance, redefinition, new identity, and diversity competency. The efficacy of cultural awareness, attributed to knowledge and implementing introduction and explanation tactics, renders it a viable and effective method for enhancing students' cultural know-

ledge. Educators can utilize this method to impart cultural background knowledge pertinent to the instructional materials, particularly fundamental cultural knowledge that embodies and illustrates the major attributes of the target culture (Wang, 2018). Parks (2020) identifies a significant correlation between cultural awareness and learning. Learning is recognized as a crucial process that encompasses the learning of language and communicative ability, as well as the assimilation of social and cultural values. Teachers must assess students' real and academic needs concerning cultural knowledge, awareness, or the ability to function appropriately when students' cultural awareness is enhanced by integrating their cultural identity with other cultures (Tomalin and Stempleski, 1993).

Twelfth-grade high school students are categorized as adolescents, and in this condition, adolescents have the task of gaining social maturity, including knowing, gaining, and building cultural awareness. Santrock (2011) stated that in social transition, adolescents experience changes in individual relationships with other humans, namely in emotions, personality, and the role of the social context of development so that awareness in appreciating cultural diversity is appropriately given and instilled at this time. This means that twelfth-grade students usually have a level of maturity in critical and analytical thinking to understand and explore cultural issues more deeply. In addition, twelfth-grade students are often more open to various new experiences and perspectives, both from formal education and social interactions, which can enrich their understanding of culture.

Grady et al. (2018) determined that classroom education shifted students' cultural knowledge and sensitivity levels. This demonstrates the expanding literature on effective cultural competency instruction for occupational therapy students. Hultsjö et al. (2019) determined that education provides insufficient possibilities for nursing students to develop cultural awareness. Nursing education can be enhanced by reinforcing theoretical and practical assignments incorporating cultural understanding. Bandarsyah et al. (2023) concluded that enhancing students' cultural awareness can be achieved through history education strategies incorporating a curriculum featuring local history and cultural wisdom, using local resources, and collaboration with the local community. Putri

et al. (2023) concluded that knowledge acquired through informational techniques impacts cultural awareness. Different results were shown by a study conducted by Popovich et al. (2018) that students considered the majority of teaching staff to be sensitive and culturally aware, but teaching staff carried out microaggressions and discrimination against students, this had an impact on weak cultural awareness due to the role of knowledge that was not conveyed properly. Considering various prior research findings about the correlation between knowledge and cultural awareness, which yield divergent outcomes (research gap), there exists an opportunity to reevaluate the impact of knowledge on cultural awareness, with attitude serving as a mediator. The efficacy of knowledge in enhancing cultural awareness is influenced by student attitudes. Knowledge refers to the comprehension or awareness of a subject within the cognitive domain. The acquisition of knowledge occurs through an individual's engagement with their surroundings. Knowledge enables the prediction of outcomes through the identification of patterns. Knowledge necessitates action; without action, the significance of knowledge and understanding is diminished (Suhardin, 2016). The positive or negative disposition of pupils is contingent upon their understanding of their peers (Pramasdani and Kurniawan, 2020; Muliana et al., 2022; Febriani, 2022). The correlation between student attitudes and cultural awareness is significant. Cultural awareness denotes the comprehension, valuation, and reverence of the values, traditions, and conventions of diverse cultures. The attitudes of students towards various cultures indicate their level of cultural awareness. Anakwe et al. (1999) indicated that pupils with heightened cultural awareness exhibit more tolerant attitudes toward peers from diverse cultural origins. They exhibit more acceptance of diversity and demonstrate empathy and respect for various civilizations. Gay (1994) underscored the significance of cultural awareness in education and its potential to transform students' perspectives on cultural diversity. Azzahra (2024) determined that culture-based learning effectively enhances students' intercultural tolerance attitudes. Karea et al. (2019) stated that students' attitudes toward cultural values were positively categorized following an inquiry-based learning model supplemented by an ethnoconstructivism

module.

According to the theory of planned behavior proposed by Ajzen (1991), individual behavior is influenced by the individual's intention to engage in or refrain from a specific action. Consequently, student behavior regarding cultural awareness can be assessed through cognitive knowledge, encompassing the domains of knowledge, comprehension, application, analysis, synthesis, and evaluation. The elevated level of knowledge can enhance students' attitudes, as evidenced by behaviors reflecting tolerance, empathy, openness, and respect within multicultural education. Therefore, it is pertinent to investigate the mediating role of attitude in the relationship between knowledge and cultural awareness, presenting a novel aspect in this empirical study.

LITERATURE REVIEW

Cultural Awareness

Cultural awareness is one of the four essential multicultural competencies that any individual residing in a culturally diverse society must possess. Hogan (2013) asserted that Cultural Awareness serves as the fundamental basis for acquiring diverse multicultural competencies. This motivates an individual to cultivate open and trusting interactions with others from diverse cultural backgrounds (Mathews et al., 2011; Zelst et al., 2015; Hogan, 2013). Hwang et al. (2010) asserted that Cultural Awareness enables individuals to make independent decisions based on personal processing, free from the effect of negative stereotypes. Individuals with Cultural Awareness will exhibit adaptability in interpersonal interactions, embrace the diversity of existence, and consistently strive to foster harmony in coexistence (Degni et al., 2012; Hogan, 2013; Zikarge, 2013). This research employs the stages of Hogan's (2013) Identity Change theory, which has five phases: (1) Conformity, (2) Resistance, (3) Redefinition, (4) New Identity, and (5) Diversity Competence, as a component in the development of Cultural Awareness.

Knowledge

Knowledge is an individual's capacity that affects decisions. Knowledge is not just derived from formal education but can also be acquired through past experiences. However, the extent of

one's education influences the ease with which an individual assimilates and comprehends information (Engin et al., 2024). Rudincki (2018) posits that knowledge constitutes consciousness within the cognitive domain. Engin et al. (2024) delineate six stages of knowledge within the cognitive domain: knowledge, understanding, application, analysis, synthesis, and evaluation.

Attitude

Goyal et al. (2020) elucidates that attitude constitutes an individual's perspective towards an object. Attitude can also be defined as an individual's conviction in their capacity to attain anticipated outcomes through their behaviors and values. Attitudes towards behavior include individual views of the inclination to act and are influenced by cognitive beliefs, which comprise two sub-components: a firm conviction that behavior yields specified outcomes and an assessment of those outcomes. Ilie (2019) asserted that the markers of attitude in intercultural education include tolerance, empathy, openness, and respect.

HYPOTHESIS DEVELOPMENT

Hogan (2013) asserted that cultural awareness constitutes the fundamental basis for acquiring diverse multicultural competencies. This motivates an individual to cultivate open and trusting interactions with others from diverse cultural backgrounds (Mathews et al., 2011; Hogan, 2013; Zelst et al., 2015). Parks (2020) identifies a significant correlation between cultural awareness and foreign language acquisition. The process of foreign language learning is recognized as significant, encompassing the development of linguistic and communicative skills, as well as the assimilation of social and cultural values. Teachers must

assess students' real and academic needs concerning cultural knowledge, awareness, or the ability to function appropriately when students' cultural awareness is enhanced by integrating their cultural identity with other cultures (Tomalin and Stempleski, 1993). Grady et al. (2018) determined that classroom education resulted in a modification of students' cultural awareness and sensitivity levels. This demonstrates the expanding literature about successful cultural competence teaching for occupational therapy students. Hultsjö et al. (2019) determined that education provides restricted possibilities for nursing students to attain cultural awareness. Nursing education can be enhanced by reinforcing theoretical and practical assignments that incorporate cultural understanding. Bandarsyah et al. (2023) concluded that enhancing students' cultural awareness can be achieved through history education strategies that incorporate a curriculum featuring local history and cultural wisdom, the use of local resources, and collaboration with the local community. Putri et al. (2023) stated that knowledge acquired through information techniques influences cultural awareness.

H1: Knowledge has a significant influence on cultural awareness.

Knowledge generally enables the prediction of outcomes through pattern recognition. Knowledge necessitates action; without action, the significance of knowledge and understanding is diminished (Suhardin, 2016). The attitude of pupils, whether positive or negative, is contingent upon their understanding of their peers (Muliana et al., 2022; Pramasdani and Kurniawan, 2020; Febriani, 2022).

H2: Knowledge has a significant effect on attitude.

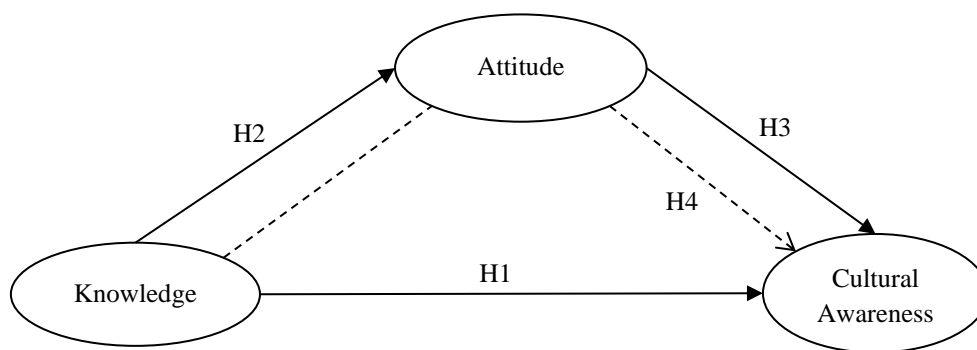


Figure 1 Conceptual Framework Model

Anakwe et al. (1999) indicated that students with elevated cultural awareness exhibit more tolerant attitudes towards classmates from diverse cultural origins. They exhibit more acceptance of diversity and demonstrate empathy and respect for various civilizations. Gay (1994) underscores the significance of cultural awareness in education and its potential to transform students' perspectives on cultural diversity. Azzahra (2024) determined that culture-based learning effectively enhances students' intercultural tolerance attitudes. Kareia et al. (2019) stated that students' attitudes toward cultural values were positively categorized following the implementation of an inquiry-based learning model supplemented by an ethnoconstructivism module.

H3: Attitude has a significant influence on cultural awareness.

A student's attitude, whether positive or negative, is contingent upon their knowledge (Muliiana et al., 2022; Febriani, 2022; Pramadani and Kurniawan, 2020). Anakwe et al. (1999) concluded that students with heightened cultural awareness are more likely to exhibit inclusive attitudes toward peers from diverse cultural backgrounds. They exhibit more acceptance of diversity and demonstrate empathy and respect for various civilizations. Gay (1994) underscored the significance of cultural awareness in education and its potential to transform students' perspectives on cultural diversity. Hultsjö et al. (2019) determined that education provides insufficient possibilities for nursing students to develop cultural awareness. Nursing education can be enhanced by reinforcing theoretical and practical assignments that incorporate cultural understanding.

H4: Attitude mediates the influence of knowledge

on cultural awareness.

METHOD

This study employs a quantitative methodology characterized by explanatory research. The study population consisted of twelfth-grade high school students. Pendowo Catholic High School, Indonesian Christian High School, Pangudi Luhur Van Lith High School, and Pius X Vocational School Seminari Mertoyu, which has 475 students, were included in the study. The sample size was determined using the Raosoft sample size calculator with a sampling error rate of 5%, resulting in a sample size of 213 students. The specifics of the population and sample are as in Table 1. Sampling employs the probability sampling approach, utilizing a Simple Random Sampling strategy that selects sample members from the population randomly, disregarding the strata within the population. The operational definitions of the variables employed in this study are outlined in Table 2.

In this study, responses to the questionnaire were assigned scores as follows: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. The study included data analysis through Structural Equation Modelling (SEM). Various fit indices assess the extent of compatibility between the proposed model and the supplied data to evaluate the model's viability. Once the model satisfies the requirements, hypothesis testing must be conducted using the critical ratio (CR) assessed against a probability value (p). A p -value less than 0.05 signifies a significant effect, whereas a p -value greater than 0.05 denotes insignificance. Simultaneously, an assessment will be conducted utilizing the Sobel test methodology to determine if a variable can function as a mediating variable.

Table 1. Distribution of Population and Research Sample

No.	School Name	Population Size	Number of Samples
1	Pendowo Catholic High School	87	39
2	Indonesian Christian High School	46	21
3	Pangudi Luhur Van Lith High School	194	87
4	Pius X Vocational School	77	34
5	Mertoyu Seminary High School	71	32
Total		475	213

Table 2. Operational Matrix of Research Variables

Variables	Indicator	Source
Knowledge	Know	Engin et al. (2024)
	Comprehension	
	Application	
	Analysis	
	Synthesis	
	Evaluation	
Attitude	Tolerance	Ilie (2019)
	Empathy	
	Openness	
	Respect	
Cultural Awareness	Conformity	Hogan (2013)
	Resistance	
	Redefinition	
	New Identity	
	Diversity Competence	

RESULTS

Instrument Testing

Before being utilized for research, the instrument must initially be tested on multiple designated respondents. The research instruments were tested using a sample of 30 respondents. The va-

lidity and reliability test results indicate that all questioned items are valid and reliable, as they meet the validity criteria of Pearson's product-moment correlation coefficient (r) of 0.3 and the reliability criterion of Cronbach's alpha value of 0.6 or higher.

Table 3. Factors Loading (λ) Measurement

Variables and Indicators	FL
Knowledge -> Know	0.969
Knowledge -> Comprehension	0.963
Knowledge -> Application	0.731
Knowledge -> Analysis	0.746
Knowledge -> Synthesis	0.710
Knowledge -> Evaluation	0.623
Attitude -> Tolerance	0.638
Attitude -> Empathy	0.638
Attitude -> Openness	0.749
Attitude -> Respect	0.699
Cultural Awareness -> Conformity	0.773
Cultural Awareness -> Resistance	0.677
Cultural Awareness -> Redefinition	0.734
Cultural Awareness -> New Identity	0.763
Cultural Awareness -> Diversity Competence	0.682

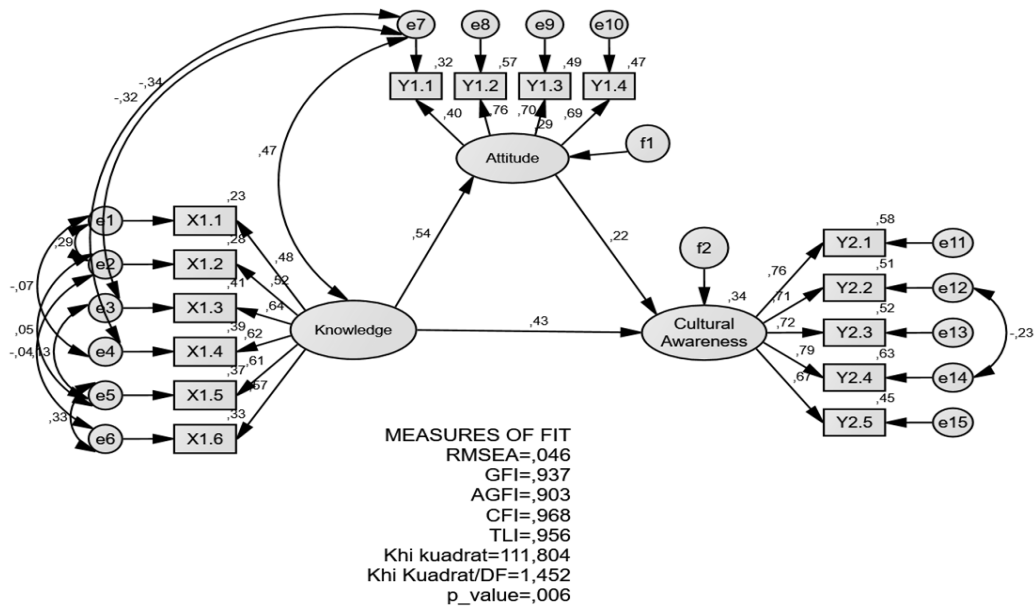


Figure 2. Test Results with Structural Equation Modeling

Confirmatory Factor Analysis Results

Measurement outcomes relative to markers of knowledge, attitude, and cultural awareness are predicated on the factor loading value. Summary of CFA test findings on signs of the knowledge variable, specifically awareness, as presented in Table 3. Table 3 elucidates that all these variables are essential dimensions in the development of knowledge, attitudes, and cultural awareness. Moreover, an analysis of the loading factor values of each indicator reveals which indicator is deemed to have the most significant contribution to knowledge formation. The primary indication influencing attitude formation is openness, while the foremost indicator contributing to cultural awareness is new identity.

SEM Analysis Results

Figure 2 presents test results with Structural

Equation Modeling (SEM). The results of the model test presented in Figure 2 are evaluated based on the goodness of fit indices criteria. The evaluation of the proposed model shows that the evaluation of the model against the overall construct has produced a value above critical. Therefore, the model can be categorized as suitable and feasible to use so that interpretation can be carried out for further discussion.

Hypothesis Testing Results

The results of the hypothesis testing are presented in Table 4. The hypothesis testing findings for each variable's influence path indicate a p-value below 5%, signifying that knowledge affects cultural awareness and attitudes, while attitudes also impact cultural awareness. The mediation test results indicate that attitudes can mediate the impact of knowledge on cultural awareness

Table 4. Results of Regression Weight Analysis

Influence Between Variables	Cr	p-value	Information
Knowledge -> Cultural Awareness	3,853	0,000	Significant
Knowledge -> Attitude	3,764	0,000	Significant
Attitude -> Cultural Awareness	2,054	0.040	Significant
Knowledge -> Attitude -> Cultural Awareness	2,692	0.007	Significant

DISCUSSION

The Influence of Knowledge on Cultural Awareness

Based on the results of the analysis, it is proven that knowledge influences cultural awareness. This result can be explained by the fact that knowledge plays a very important role in shaping a person's cultural awareness because knowledge about other cultures can increase appreciation for diversity. This helps individuals see the beauty and value in differences and reduces negative prejudice and stereotypes towards other cultural groups. Educators can utilize this method to impart cultural background knowledge pertinent to the instructional materials, particularly fundamental cultural insights that embody and mirror the key attributes of the target culture (Wang, 2018). Parks (2020) identifies a significant correlation between cultural awareness and foreign language acquisition. The process of foreign language learning is recognized as significant, encompassing the attainment of linguistic and communicative proficiency, as well as the assimilation of social and cultural values. When students' cultural awareness is enhanced by exposing their cultural identity to different cultures, educators must assess students' real and academic requirements for cultural knowledge, awareness, or the capacity to operate appropriately (Tomalin and Stempleski, 1993). Grady et al. (2018) observed a modification in students' cultural knowledge and sensitivity following classroom instruction. This demonstrates the expanding knowledge of successful cultural competence teaching for occupational therapy students. Hultsjo et al. (2019) determined that education provides insufficient possibilities for nursing students to attain cultural awareness. Bandarsyah et al. (2023) concluded that enhancing students' cultural awareness can be achieved through history education strategies that incorporate a curriculum featuring local history and cultural wisdom, the use of local resources, and collaboration with the local community. Putri et al. (2023) stated that knowledge acquired through informational techniques influences cultural awareness.

The Influence of Knowledge on Attitudes

The investigation demonstrates that knowledge affects attitudes. The results indicate that fresh knowledge can alter existing beliefs while

understanding others' experiences and perspectives can enhance empathy and tolerance. Knowledge of diverse cultures or religions can enhance appreciation for differences and diminish prejudice. Knowledge can forecast outcomes by identifying patterns. Knowledge necessitates action; without action, the essence of knowledge and understanding is diminished (Suhardin, 2016). The positive or negative disposition of pupils is contingent upon their understanding of their peers (Muliana et al., 2022; Pramasdani and Kurniawan, 2020; Febriani, 2022).

The Influence of Attitudes on Cultural Awareness

The analysis demonstrates that attitudes significantly affect cultural awareness, indicating that pupils with positive attitudes will exhibit heightened cultural awareness. Anakwe et al. (1999) indicated that adolescents with elevated cultural awareness exhibit more tolerant attitudes toward peers from diverse cultural origins. They exhibit more acceptance of diversity and typically demonstrate empathy and tolerance for various cultures. Gay (1994) underscored the significance of cultural awareness in education and its potential to transform students' perspectives on cultural diversity. Azzahra (2024) determined that culture-based learning effectively enhances students' intercultural tolerance attitudes. Karea et al. (2019) stated that students' attitudes toward cultural values were positively categorized following the implementation of an inquiry-based learning model supplemented by an ethno-constructivism module.

Attitudes Mediate the Influence of Knowledge on Cultural Awareness

The results of the study prove that attitude can mediate the influence of knowledge on cultural awareness. This result means that knowledge about a particular culture can change a person's attitude from indifference to acceptance and understanding. A positive attitude towards the culture will increase awareness and appreciation of existing cultural values. When a person has more knowledge about various cultures, their attitude towards diversity tends to be more positive. This attitude, in turn, increases cultural awareness by encouraging individuals to be more open and appreciate cultural differences. Whether a student's attitude is

good or bad depends on the student's knowledge (Muliana et al., 2022; Pramasdani and Kurniawan, 2020; Febriani, 2022; Anakwe et al., 1999) concluded that students who have high cultural awareness tend to have more inclusive attitudes towards their peers from different cultural backgrounds. They are more accepting of differences and tend to show empathy and respect for other cultures. Gay (1994) emphasized the importance of cultural awareness in teaching and how it can change students' attitudes toward cultural diversity.

IMPLICATIONS

This study aims to enhance cultural awareness by employing Ajzen's (1991) theory of planned behavior, which posits that attitudes toward behavior are critical predictors of actions. However, it is essential to evaluate an individual's attitude about subjective norms and to assess their perceived behavioral control. A positive attitude, support from one's social circle, and a perception of ease due to the absence of obstacles will enhance an individual's intention to act (Ajzen, 2005). The implications of this study are related to Resource-Based Theory, and it can be explained that students' behavior regarding cultural awareness can be determined through knowledge included in cognition, namely knowledge, comprehension, application, analysis, synthesis, and evaluation. High levels of knowledge can improve students' attitudes, as indicated by attitudes toward behavior manifested in tolerance, empathy, openness, and respect as part of multicultural education.

RECOMMENDATIONS

Based on the research findings highlighting the importance of knowledge in enhancing cultural awareness among students, several recommendations can be made for educational institutions, particularly Pendowo Catholic High School, Indonesian Christian High School, Pangudi Luhur Van Lith High School, and Pius X Vocational School Seminari Mertoyu. First, schools should design a curriculum that integrates cultural education and diversity, including materials related to ethnicity, culture, and multicultural values. Teachers should also receive training on the significance of cultural awareness and effective teaching methods to foster positive attitudes toward diversity. Additionally, schools can organize extracurricular activities

that focus on intercultural interactions, such as cultural festivals and community service projects, to help students learn about different cultures while developing tolerance and empathy. It is also essential to conduct awareness campaigns to educate students on the importance of respecting differences. Regular evaluations of implemented programs should be conducted to assess their impact on students' cultural awareness through methods like surveys and interviews. Lastly, collaborating with local communities and cultural organizations can facilitate events that promote cultural awareness, providing students with opportunities to engage with diverse cultures beyond the classroom. By implementing these recommendations, schools can create a better learning environment, enhance students' cultural awareness, and foster character development that appreciates diversity, ultimately contributing positively to both individual students and the broader community in promoting social harmony. For future researchers, it is suggested that the long-term effects of these educational initiatives on students' cultural awareness be explored, and a broader range of schools should be included to understand diverse contexts and impacts. The limitation of this research is that it is only based on survey data, which only presents an analysis of the relationship in one time period (cross-section) on Pendowo Catholic High School, Indonesian Christian High School, Pangudi Luhur Van Lith High School, Pius X Vocational School and Mertoyu Seminary High School, Magelang, Indonesia, so the results of this study cannot be generalized to other high school students.

CONCLUSIONS

Knowledge affects attitudes, and attitudes can moderate the connection between knowledge and cultural awareness. In light of the research findings, recommendations are proposed for the field of science. The results of this study can enhance the corpus of knowledge about Ajzen's theory of planned behavior, which posits that behavior is influenced by an individual's inclination to engage in or refrain from a specific action. Catholic High School, Indonesian Christian High School, Pangudi Luhur Van Lith High School, Pius X Vocational School, and Mertoyu Seminary High School in Magelang, Indonesia, require enhancement of their educational methodologies with an emphasis

on attitude development.

REFERENCES

- Anakwe, U. P., Kessler, E. H., and Christensen, E. W. 1999. Distance Learning and Cultural Diversity: Potential Users' Perspective. *The International Journal of Organizational Analysis*, 7(3), pp. 224-243.
- Ajzen, I. 1991. The Theory of Planned Behavior. *Organizational Behavior and Human Decision Processes*, 50, 179-211.
- Ajzen, I. 2005. *Attitudes, personality, and behavior*. McGraw-Hill Education (UK).
- Azzahra, L. 2024. Pengaruh Pembelajaran IPS Berbasis Budaya Terhadap Sikap Toleransi Antarbudaya Siswa Sekolah Menengah Pertama. *SOSIAL:Jurnal Ilmiah Pendidikan IPS*, 2(3), pp. 16-25.
- Bandarsyah, D., Andi and Sulaeman.2023. Penguatan Kesadaran Budaya Berbasis Kearifan Lokal Melalui Pembelajaran Sejarah. *Chronologia*, 5(1), pp. 16-27.
- Degni, F., Suominen, S., Essen, B., Ansari, W. E., and Vehvilainen-Julkunen, K. 2012. Communication and Cultural Issues in Providing Reproductive Health Care to Immigrant Women: Health Care Providers' Experiences in Meeting Somali Women Living in Finland. *J Immigrant Minority Health*, 14, 330-343.
- Engin, M Çagr., Gan. B. Gencdo, and Engin, A. Osman. 2024. A Taxonomic Approach on Learning Areas. *European Journal of Education and Pedagogy*, 5(3).
- Febriani, V. 2022. Hubungan Pengetahuan Lingkungan terhadap Sikap Peduli Lingkungan Siswa SD Muhammadiyah 6 Pekanbaru. *Jurnal Kiprah Pendidikan*, 1(2), 43-51.
- Goyal A, Narula H, Gupta PK, Sharma A, Bhadoria AS, Gupta P. 2020. Evaluation of existing knowledge, attitude, perception and compliance of hand hygiene among health care workers in a Tertiary care center in Uttarakhnad. *J Family Med Prim Care*, 9, 1620-1627.
- Gay, G. 1994. *A Synthesis of Scholarship in Multicultural Education*. Washington, NCREL's Urban Education Program.
- Grady, S., Brungardt, K., and Doll, J. 2018. The Impact of Classroom Instruction on Cultural Awareness and Sensitivity in Occupational Therapy Students. *Journal of Occupational Therapy Education*, 2(2). <https://doi.org/10.26681/jote.2018.020201>.
- Hultsjö, S., Lindström, M. Bachrach, Safipour, J and Hadziabdic, Hadziabdic, E. 2019. Cultural awareness requires more than theoretical education. Nursing students' experiences. *Nurse Education in Practice*, 39, pp. 73-79.
- Hogan, M. 2013. *Four Skills: Cultural Of Diversity Competence*. California: Brooks/Cole Cengage Learning
- Hwang K.-K. 2010. Way to capture theory of indigenous psychology. *Psychological Studies*, 55(2), 96-100.
- Ilie, O. Antonia. 2019. The Intercultural Competence. Developing Effective Intercultural Communication Skills. *International Conference Knowledge-Based Organization*, XXV(2).
- Mathews, J. L., Parkhill, A. L., Schlehofer, D. A., Starr, M. J., and Barnett, S. 2011. Role-Reversal Exercise with Deaf Strong Hospital to Teach Communication Competency and Cultural Awareness. *American Journal of Pharmaceutical Education*, 75(3), 1-10.
- Muliana, M., Basri, M., and Ristiana, E. 2022. Integrasi Pendidikan Karakter pada Pembelajaran IPS Terpadu dalam berperilaku siswa kelas IV SD Inpres Padang Lampe. *Klasikal: Journal of Education, Language Teaching and Science*, 4(2), 249-258.
- Parks, E. 2020. *Developing critical cultural awareness in modern languages: A comparative study of higher education in North America and the United Kingdom*. Routledge.
- Popovich, N. G., Okorie-Awe, C., Crawford, S. Y., Baleazar, F. E., Vellurattil, R. P., Moore, T. W., and Schriever, A. E. 2018. Assessing Students' Impressions of the Cultural Awareness of Pharmacy Faculty and Students. *American Journal of Pharmaceutical Education*, 82(1), pp. 28-40.
- Pramasdani, G. A. and Kurniawan, E. 2020. Pengaruh Tingkat Pengetahuan Terhadap Sikap Siswa dalam Mengelola Sampah di SMP Negeri 5 Pematang. *Edu Geography*, 8(3), 182-188.
- Putri, M. E., Rahmi, A., Yarni, L., and Putra, D. P.

2023. Pengaruh Strategi Informasi Terhadap Cultural Awareness Pada Siswa di SMPN 1 Pasaman. *Jurnal Pendidikan dan Konseling*, 5(4), pp. 879-886.
- Rudincki, A. 2018. *What is the benefit of using Bloom's taxonomy? Classroom*. <https://classroom.synonym.com/benefit-using-blooms-taxonomy-6749935.html>.
- Santrock, J. W. 2011. *Life span development*. New York: McGraw-Hill.
- Suhardin, S. 2016. Pengaruh Perbedaan Jenis Kelamin Dan Pengetahuan Tentang Konsep Dasar Ekologi Terhadap Kepedulian Lingkungan. *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 14(1), 117–132.
- Karea, S., Asrial, Kurniawan, D. A., Nugroho, P., Septiasari, R., Pratama, R. A., and Perdana, R. 2019. Increased Behavior of Students' Attitudes to Cultural Values Using the Inquiry Learning Model Assisted Ethno constructivism. *Journal of Educational Science and Technology (EST)*, 5(2), pp. 166-175.
- Tomalin, B. and Stempleski, S. 1993. *Cultural Awareness*. Oxford: Oxford University Press.
- Wang, G. 2018. On the Strategies of Enhancing Students' Cultural Awareness in College English Teaching. *English Language Teaching*, 11(12).
- Zelst, C., Nierop, M., Dam, D., Velthuis, A.A., and Delespaul, P. 2015. Association between Stereotypes Awareness, Childhood Trauma and Psychopathology: A Study in People with Psychosis, Their Siblings and Controls, *PLOS ONE*, 10(2), 1-15.
- Zikarge, M. H. 2013. The Impacts of Ethnocentrism and Stereotype on Inter-Cultural Relations of Ethiopian Higher Education Students. *Online Journal of Communication and Media Technologies*, 3(4), 126-148.