

**PENGARUH MODEL PEMBELAJARAN BERBASIS PENGALAMAN
TERINTEGRASI MENTORING TERHADAP SENSITIVITAS
ANTARBUDAYA, ADAPTASI BUDAYA, DAN KOMUNIKASI
ANTARBUDAYA PADA MAHASISWA TAHUN PERTAMA
DI UPH TANGERANG**

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ABSTRAK

Penelitian ini bertujuan mengkaji pengaruh model pembelajaran berbasis pengalaman terintegrasi mentoring terhadap sensitivitas antarbudaya, adaptasi budaya, dan komunikasi antarbudaya pada mahasiswa tahun pertama di UPH Tangerang. Penelitian *explanatory sequential design* ini dilaksanakan pada mahasiswa tahun pertama di Fakultas Ilmu Pendidikan UPH Tangerang menggunakan metode eksperimen kuasi dengan *pretest-posttest non-equivalent control group design*. Kelas eksperimen adalah 23IMS1 dan 23IND1 serta kelas kontrol adalah 23IAK1 dan 23ID1 dengan jumlah 96 mahasiswa yang dipilih secara random sederhana setelah dilakukan uji kesetaraan kelas. Data kuantitatif dianalisis menggunakan MANOVA satu jalur dengan taraf signifikansi 5%. Temuan data kuantitatif dilengkapi dengan analisis deskriptif menggunakan triangulasi sumber. Hasil uji MANOVA satu jalur menunjukkan bahwa model pembelajaran berbasis pengalaman terintegrasi mentoring efektif meningkatkan sensitivitas antarbudaya, adaptasi budaya, dan komunikasi antarbudaya pada mahasiswa tahun pertama, baik secara parsial maupun simultan. Demikian halnya dengan hasil analisis deskriptif menyatakan bahwa model pembelajaran berbasis pengalaman terintegrasi mentoring berpengaruh signifikan terhadap sensitivitas antarbudaya, adaptasi budaya, dan komunikasi antarbudaya pada ranah sikap dan keterampilan. Dapat disimpulkan bahwa model pembelajaran berbasis pengalaman terintegrasi mentoring berpengaruh signifikan terhadap sensitivitas antarbudaya, adaptasi budaya, dan komunikasi antarbudaya pada mahasiswa tahun pertama di UPH Tangerang dalam mata kuliah komunikasi lintas budaya.

Kata-kata kunci: *sensitivitas antarbudaya, adaptasi budaya, komunikasi antarbudaya, model pembelajaran, mentoring*

**THE EFFECT OF AN EXPERIENTIAL LEARNING MODEL
INTEGRATED WITH MENTORING ON INTERCULTURAL
SENSITIVITY, CULTURAL ADAPTATION, AND INTERCULTURAL
COMMUNICATION AMONG FIRST-YEAR STUDENTS
AT UPH TANGERANG**

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ABSTRACT

This study aims to examine the effect of an experiential learning model integrated with mentoring on intercultural sensitivity, cultural adaptation, and intercultural communication among first-year students at UPH Tangerang. This explanatory sequential design research was conducted among first-year students at the Faculty of Education, UPH Tangerang, using a quasi-experimental method with a non-equivalent control group pretest-posttest design. The experimental classes were 23IMS1 and 23IND1, while the control classes were 23IAK1 and 23ID1, with a total of 96 students selected randomly after a class equivalence test. The quantitative data were analyzed using one-way MANOVA with a significance level of 5%. The quantitative data findings were complemented by descriptive analysis using source triangulation. The results of the one-way MANOVA test showed that an experiential learning model integrated with mentoring was effective to enhance intercultural sensitivity, cultural adaptation, and intercultural communication among first-year students, both partially and simultaneously. Similarly, the descriptive analysis results stated that an experiential learning model integrated with mentoring significantly affected intercultural sensitivity, cultural adaptation, and intercultural communication in the domains of attitudes and skills. It can be concluded that an experiential learning model integrated mentoring significantly influences intercultural sensitivity, cultural adaptation, and intercultural communication among first-year students at UPH Tangerang in the cross-cultural communication course.

Keywords: *intercultural sensitivity, cultural adaptation, intercultural communication, learning model, mentoring*