

ABSTRACT

This study examines the understanding of university teachers who have studied abroad in relation to the concept, factors and implementation of cultural intelligence, with a focus on the question of how the experiences that teachers have had while studying abroad are able to shape their cultural intelligence. Through this study, we analyze the factors that determine the formation of cultural intelligence, especially for lecturers who have experience studying abroad, which includes understanding the concept, examples of behaviors that reflect cultural adjustment, their stories about enjoying cultural challenges abroad to language ability factors and personality forms. In uncovering what shapes the cultural intelligence of teachers, Heidegger's (1962) hermeneutic phenomenological approach is used to understand the meanings that emerge based on the experiences of the research participants.

The results of the study revealed the existence of other constructs of cultural intelligence according to university teachers who had studied abroad. Such as self-initiated and patronage, furthermore, most of the informants revealed that the concept of cultural intelligence is in line with the theory of cultural intelligence from previous research (Earley & Ang, 2003). However, informants revealed that the determinants of cultural intelligence can arise from within the individual as well as from external factors when faced with an unfamiliar environment. Recent literature on the discourse of cultural intelligence has arrived at the disclosure of language ability as a dimension, this is agreed by most informants that when individuals can have good language skills it will make it easier for them to face cultural challenges. The implications and limitations of the findings are discussed in this study.

Keyword: *Cultural Intelligence, Determinants of Cultural Intelligence, Study Abroad, Heidegger's Hermeneutic Phenomenology, Cultural Adjustment*

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