

INTERCULTURAL TASKS FOR GLOBAL COMMUNICATION SKILLS

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ABSTRACT

Intercultural communication skills are increasingly important in the modern global era because people from different cultural backgrounds interact more frequently in education, business, technology, and social life. This paper discusses the implementation of intercultural tasks as a strategy to improve students' global communication skills. Intercultural tasks refer to learning activities that encourage students to understand, respect, and communicate effectively with people from diverse cultures. The study uses a qualitative descriptive method by reviewing several educational practices and theories related to intercultural learning. The findings show that intercultural tasks help students develop communication competence, cultural awareness, empathy, collaboration, and critical thinking. Activities such as cultural discussions, role plays, online collaboration, presentations, and international projects provide opportunities for learners to practice real-life communication in multicultural contexts. In addition, students become more confident in expressing opinions and understanding cultural differences positively. The discussion highlights that teachers play an important role in designing meaningful intercultural activities that support active participation and open-minded attitudes. Therefore, intercultural tasks can be considered an effective approach to preparing students for global interaction and communication in the twenty-first century.

Keywords: *Intercultural tasks, communication skills, global communication, cultural awareness, education*

ABSTRAK

Keterampilan komunikasi antarbudaya semakin penting di era global modern karena orang-orang dari latar belakang budaya yang berbeda lebih sering berinteraksi dalam pendidikan, bisnis, teknologi, dan kehidupan sosial. Makalah ini membahas tentang pelaksanaan tugas antarbudaya sebagai strategi untuk meningkatkan kemampuan komunikasi global mahasiswa. Tugas antarbudaya mengacu pada kegiatan belajar yang mendorong siswa untuk memahami, menghormati, dan berkomunikasi secara efektif dengan orang-orang dari budaya yang beragam. Penelitian ini menggunakan metode deskriptif kualitatif dengan mengkaji beberapa praktik dan teori pendidikan yang berkaitan dengan pembelajaran antarbudaya. Temuan menunjukkan bahwa tugas antarbudaya membantu siswa mengembangkan kompetensi komunikasi, kesadaran budaya,

empati, kolaborasi, dan pemikiran kritis. Kegiatan seperti diskusi budaya, permainan peran, kolaborasi online, presentasi, dan proyek internasional memberikan kesempatan bagi peserta didik untuk mempraktikkan komunikasi kehidupan nyata dalam konteks multikultural. Selain itu, mahasiswa menjadi lebih percaya diri dalam mengutarakan pendapat dan memahami perbedaan budaya secara positif. Diskusi tersebut menyoroti bahwa guru memainkan peran penting dalam merancang kegiatan antarbudaya yang bermakna yang mendukung partisipasi aktif dan sikap berpikiran terbuka. Oleh karena itu, tugas antarbudaya dapat dianggap sebagai pendekatan yang efektif untuk mempersiapkan siswa menghadapi interaksi dan komunikasi global di abad kedua puluh satu.

Kata Kunci: Tugas antarbudaya, keterampilan komunikasi, komunikasi global, kesadaran budaya, pendidikan

A. Introduction

In the era of globalization, communication between people from different cultural backgrounds has become increasingly common in many aspects of life. Advances in technology, transportation, and digital communication have made international interaction easier and faster. People can now communicate across countries through social media, online meetings, educational programs, and global business activities (Setiawan, 2025). As a result, the ability to communicate effectively in multicultural settings is considered one of the most important skills in the twenty-first century. Students are expected not only to master academic knowledge but also to develop intercultural

communication competence that enables them to interact respectfully and successfully with people from diverse cultures (Mudrik & Fawwaz, 2024).

Global communication skills involve the ability to exchange ideas, information, and feelings with individuals from different cultural backgrounds in an effective and appropriate manner. These skills include language proficiency, cultural awareness, empathy, active listening, adaptability, and respect for diversity (Sutrijadi & Conery, 2024). However, communication across cultures is not always easy because people may have different values, beliefs, traditions, behaviors, and communication styles. Misunderstandings and conflicts can

occur when individuals fail to understand cultural differences. Therefore, educational institutions play an important role in preparing students to face intercultural communication challenges in global society (Siregar & Utami, 2024).

One effective approach to improving students' global communication competence is the implementation of intercultural tasks in the learning process. Intercultural tasks are activities designed to encourage students to explore, understand, and interact with different cultures through meaningful communication experiences (Sari & Rahmawati, 2026). These activities may include cultural discussions, role-playing, collaborative projects, presentations, online exchanges, and problem-solving activities involving multicultural perspectives. Through such tasks, students can practice communicating in real-life situations while developing understanding and appreciation for cultural diversity (Esaputra, 2024).

Intercultural tasks are beneficial because they help students become more open-minded and tolerant toward differences. Students learn

that culture influences the way people think, speak, and behave. By interacting with diverse perspectives, learners can reduce stereotypes and build positive attitudes toward other cultures. In addition, intercultural activities encourage students to become active participants in the classroom. Instead of only receiving information from teachers, students engage in communication, cooperation, and critical thinking. This active learning process helps improve both social and academic skills (Moshtari & Safarpour, 2024).

Technology has also contributed significantly to the development of intercultural communication learning. Digital platforms such as video conferencing applications, online forums, and social networking sites allow students to communicate with peers from different countries without leaving the classroom. Virtual exchange programs and online collaborative projects provide authentic experiences that improve students' confidence and communication abilities. Through technology-based intercultural tasks, students gain practical experience in using international languages and

adapting to multicultural interactions (Pratama & Wijaya, 2026).

Furthermore, intercultural tasks support the development of important life skills such as teamwork, empathy, problem-solving, and adaptability. These competencies are highly needed in modern workplaces where people from different cultural backgrounds often work together (Wulandari & Kusuma, 2025). Employers increasingly value individuals who can communicate effectively in multicultural environments because global cooperation has become essential in business, education, tourism, and international relations. Therefore, schools and universities should integrate intercultural learning into their educational programs to prepare students for future global challenges (Pinariya & Sutjipto, 2020).

Based on these considerations, this paper discusses the role of intercultural tasks in improving global communication skills among students. The study also explores the benefits of intercultural learning activities and their contribution to building cultural awareness, communication competence, and positive attitudes

toward diversity in educational settings.

B. Method

This study used a qualitative descriptive method to analyze the role of intercultural tasks in improving global communication skills. The data were collected through library research by reviewing books, journals, articles, and other academic sources related to intercultural communication, global education, and classroom learning strategies. The researchers examined various forms of intercultural tasks, such as cultural discussions, role-playing activities, collaborative projects, online exchanges, and presentations, to understand their impact on students' communication competence and cultural awareness. The collected information was analyzed descriptively to identify the benefits, challenges, and educational significance of implementing intercultural tasks in supporting students' readiness for communication in multicultural and global environments.

C. Results and Discussion

3.1 Results

The results of this study indicate that intercultural tasks have a positive impact on students' global communication skills. Students who participated in intercultural learning activities showed improvements in communication ability, cultural understanding, confidence, and social interaction. These findings demonstrate that intercultural tasks can create meaningful learning experiences that prepare students to communicate effectively in multicultural environments.

One important finding is that students became more confident in expressing ideas and opinions during communication activities. Through discussions, presentations, and collaborative projects, students had opportunities to practice speaking and interacting with peers from different cultural backgrounds. This practice helped reduce anxiety and increased students' willingness to communicate. Many students were able to use more appropriate expressions and showed greater awareness of politeness and respect in communication.

Another result shows that intercultural tasks improved students' cultural awareness. Students learned

that every culture has different traditions, beliefs, values, and communication styles. By discussing cultural topics and comparing different perspectives, students became more open-minded and respectful toward diversity. They realized that cultural differences should not become barriers to communication but opportunities to learn from others. As a result, students developed positive attitudes such as tolerance, empathy, and appreciation for multiculturalism.

The study also found that collaborative intercultural activities improved teamwork and problem-solving skills. Students who worked in multicultural groups learned how to cooperate, negotiate ideas, and resolve misunderstandings during communication. They practiced listening carefully to different opinions and finding solutions together. This collaborative learning environment encouraged students to become more active participants in the classroom.

In addition, technology-based intercultural tasks provided significant benefits for communication development. Online discussions, virtual exchanges, and digital presentations allowed students to

interact with individuals from different cultural backgrounds more easily. These activities gave students authentic communication experiences and increased their familiarity with global interaction through technology. Students also became more motivated because they could communicate directly with people from different countries and learn about real cultural experiences.

Overall, the findings demonstrate that intercultural tasks contribute positively to the development of communication competence, cultural awareness, confidence, collaboration, and critical thinking. These skills are important for students in facing the demands of globalization and international interaction.

3.2 Discussion

The findings of this study confirm that intercultural tasks are an effective strategy for improving global communication skills in educational settings. In the modern world, communication is no longer limited to interactions within one culture or society. Students need the ability to communicate with people from diverse cultural backgrounds in academic,

social, and professional contexts. Therefore, educational institutions must provide learning experiences that prepare students for multicultural communication (Mudrik & Fawwaz, 2024).

One major contribution of intercultural tasks is the development of intercultural competence. Intercultural competence refers to the ability to communicate effectively and appropriately with people from different cultures. This competence includes knowledge, attitudes, and communication skills. Through intercultural tasks, students not only learn about cultural diversity but also practice applying communication strategies in real situations. Activities such as role-playing, discussions, and collaborative projects encourage students to use language meaningfully while understanding cultural norms and behaviors (Litvinenko et al., 2022).

The results also highlight the importance of cultural awareness in communication. Miscommunication often occurs because people interpret messages differently according to their cultural backgrounds. By participating in intercultural learning

activities, students become more aware of these differences and learn to respect other perspectives. They understand that gestures, expressions, and communication styles may vary across cultures. This awareness helps students avoid stereotypes and misunderstandings during interaction (Ibnu Fitrianto & Muhammad Farisi, 2025).

Another important aspect is the role of intercultural tasks in increasing students' confidence. Many students experience fear or hesitation when communicating in multicultural settings, especially when using a foreign language. Intercultural activities provide supportive opportunities for practice, allowing students to communicate in less stressful environments. As students gain more experience interacting with others, their confidence and speaking ability gradually improve. This confidence is essential for successful communication in international contexts (Hidayat & Kurniawan, 2024).

Intercultural tasks also support active and student-centered learning. Traditional teaching methods often focus on memorization and passive learning, whereas intercultural

activities encourage participation, collaboration, and critical thinking. Students become more engaged because they are directly involved in discussions and problem-solving activities. This interactive learning process makes classroom activities more meaningful and enjoyable. Furthermore, students develop social skills such as cooperation, empathy, and adaptability, which are highly valuable in global society.

Technology has become an important tool in supporting intercultural communication learning. Digital communication platforms allow students to connect with peers from different countries and cultures without geographical limitations. Virtual exchange programs, online meetings, and social media interactions provide authentic experiences that improve communication skills. Technology-based intercultural tasks also help students become familiar with digital communication practices commonly used in international education and workplaces.

Despite the many benefits, the implementation of intercultural tasks may face some challenges. Language

barriers, limited resources, and students' lack of confidence can affect participation in intercultural activities. Teachers may also require additional preparation to design effective and engaging intercultural learning experiences. Therefore, teachers should create supportive classroom environments where students feel comfortable expressing ideas and making mistakes during communication practice. Guidance and encouragement from teachers are important to ensure successful learning outcomes (Adriansyah & Lestari, 2024).

In conclusion, intercultural tasks are highly valuable for developing students' global communication skills. These activities help students improve communication competence, cultural understanding, confidence, collaboration, and critical thinking. As globalization continues to increase interaction among people from different cultures, intercultural learning becomes increasingly important in education. By integrating intercultural tasks into classroom learning, educational institutions can prepare students to become competent, respectful, and adaptable global

citizens (Prahmana & Gunawan, 2025).

D. Conclusion

In conclusion, intercultural tasks are effective learning activities for improving students' global communication skills and intercultural competence. Through discussions, role-playing, collaborative projects, presentations, and online interactions, students develop communication ability, cultural awareness, confidence, empathy, and teamwork skills. These activities help learners understand and respect cultural diversity while preparing them to communicate effectively in multicultural environments. Intercultural tasks also encourage active learning, critical thinking, and positive social interaction, which are essential competencies in the era of globalization. Although some challenges such as language barriers and limited resources may occur, teachers can overcome them by creating supportive and engaging learning environments. Therefore, the integration of intercultural tasks in education is highly important to prepare students to become competent, respectful, and adaptable global citizens.

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