Internalization of Civic Culture Among International Students Through Cross-Cultural Engagement at Universities in the Special Region of Yogyakarta

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Abstract : *This study aims to analyze the internalization of civic culture among international students through cross-cultural engagement programs in higher education institutions in the Special Region of Yogyakarta. It employs a qualitative literature review approach using secondary sources, including scholarly journal articles, academic books, proceedings, research reports, and relevant policy documents. The data were analyzed thematically across three focuses: intercultural interaction among international students, cross-cultural engagement as a social learning process, and the internalization of civic culture. The findings indicate that cross-cultural engagement provides opportunities for cultural adaptation, intercultural communication, experience sharing, and understanding diversity. Through social learning, international students observe, interact with, and practice social values and behaviors in multicultural environments. These processes contribute to civic culture development, reflected in tolerance, appreciation of diversity, cooperation, mutual respect, inclusive communication, and social participation. This study contributes to civic education by conceptualizing cross-cultural engagement not merely as a means of cultural adaptation but also as a social learning environment that supports civic culture internalization and fosters multicultural social relations in higher education.*

Keywords : *Civic Culture, International Students, Cross-Cultural Engagement, Social Learning, Civic Education, Multiculturalism*

Abstrak : Penelitian ini bertujuan untuk menganalisis internalisasi budaya kewarganegaraan pada mahasiswa internasional melalui program keterlibatan lintas budaya di perguruan tinggi Daerah Istimewa Yogyakarta. Penelitian ini menggunakan pendekatan tinjauan pustaka kualitatif dengan memanfaatkan sumber sekunder, termasuk artikel jurnal ilmiah, buku akademik, prosiding, laporan penelitian, dan dokumen kebijakan yang relevan. Data dianalisis secara tematik berdasarkan tiga fokus, yaitu interaksi antarbudaya mahasiswa internasional, keterlibatan lintas budaya sebagai proses pembelajaran sosial, dan internalisasi budaya kewarganegaraan. Hasil penelitian menunjukkan bahwa keterlibatan lintas budaya memberikan kesempatan untuk beradaptasi dengan budaya, berkomunikasi lintas budaya, berbagi pengalaman, dan memahami keberagaman. Melalui pembelajaran sosial, mahasiswa internasional mengamati, berinteraksi, serta mempraktikkan nilai dan perilaku sosial

dalam lingkungan multikultural. Proses tersebut berkontribusi terhadap perkembangan budaya kewarganegaraan yang tercermin dalam toleransi, penghargaan terhadap keberagaman, kerja sama, sikap saling menghormati, komunikasi inklusif, dan partisipasi sosial. Penelitian ini berkontribusi pada bidang pendidikan kewarganegaraan dengan memandang keterlibatan lintas budaya bukan hanya sebagai sarana adaptasi budaya, tetapi juga sebagai lingkungan pembelajaran sosial yang mendukung internalisasi budaya kewarganegaraan dan memperkuat hubungan sosial multikultural di perguruan tinggi.

Kata Kunci : Budaya Kewarganegaraan, Mahasiswa Internasional, Keterlibatan Lintas Budaya, Pembelajaran Sosial, Pendidikan Kewarganegaraan, Multikulturalisme

INTRODUCTION

The legal basis underlying cross-cultural and civic culture in Indonesia is set forth in Undang-Undang Republik Indonesia Nomor 12 (2012) on Higher Education, specifically in Article 6, point B, which states: "democratic, just, and non-discriminatory, upholding human rights, religious values, cultural values, diversity, and national unity and integrity." This law states that higher education plays a strategic role in enlightening the nation, advancing science and technology, and fostering the humanities and cultural development. It also notes that, to address globalization, higher education must produce cultured, creative, tolerant, democratic, and resilient intellectuals and professionals. The advancement of globalization has spurred greater cross-border mobility, including in the field of higher education (Shields, 2013). Higher education institutions are no longer merely spaces for academic learning but have also become venues where individuals with diverse linguistic, cultural, and value backgrounds, as well as identities, come together (Salsabila & Andriyanti, 2026). In line with Brilyanti (2025) research, in the Indonesian context, the internationalization of higher education is realized through various forms of international programs, the admission of international students, student mobility, and the development of an increasingly multicultural academic environment. Several studies on this topic at higher education institutions in Indonesia indicate that internationalization and multiculturalism have become integral to these institutions' efforts to expand the global dimension of Indonesian higher education, including in the Special Region of Yogyakarta.

The Special Region of Yogyakarta is known as a hub for students and a center of education in Indonesia because it has a significant concentration of higher education institutions and serves as an educational destination for students from various regions (Pharmacytha & Nayati, 2024). This reputation is not only tied to the presence of various universities but also to the diversity of student backgrounds among those who come to pursue their education in the Special Region of Yogyakarta. The presence of students from various regions of Indonesia and even from abroad makes the Special Region of Yogyakarta a space for social and cultural encounters, bringing together individuals with diverse linguistic backgrounds, values, customs, and cultures. These conditions mean that the higher education environment in the Special Region of Yogyakarta functions not only as an academic space but also as a space for cross-cultural interaction that facilitates adaptation, the exchange of experiences, an understanding of differences, and the development of attitudes toward communal living (Putri & Kiranantika, 2020).

According to Koskiahde (2025), cross-cultural engagement essentially refers to the process of interaction and cooperation carried out by individuals or groups with diverse cultural backgrounds. This concept is not only concerned with recognizing the existence of cultural differences but also encompasses active efforts to understand, appreciate, and respond to these differences constructively. Through this process, individuals can develop a shared understanding of different values, customs, communication patterns, and perspectives, thereby fostering better relationships and achieving common goals. In the context of an increasingly interconnected and multicultural society, cross-

cultural engagement has become increasingly important, as cross-cultural interactions take place not only in business and organizational environments but also in educational settings and social life (Abduh, 2021). Cross-cultural engagement requires a more proactive attitude than mere tolerance, involving reflection on one's own cultural biases and assumptions as well as openness to learning about the perspectives of other cultures. Cross-cultural engagement is also a reciprocal process that requires each party to be willing to adapt, communicate, and find common ground amid differences (Ratzmann, 2019). It can be manifested through adjustments in communication styles, understanding cultural values and customs, and applying different approaches to resolving particular issues.

Civic culture is a concept that describes patterns of orientation, values, attitudes, and behaviors that support individuals' engagement in communal life. This concept was developed by Jasim and Dastan (2022), who view civic culture as a society's orientation toward political life that encompasses cognitive, affective, and evaluative aspects. In its development, the concept of civic culture can be used to understand how individuals construct knowledge, attitudes, and behaviors that support civic life, such as openness, tolerance, respect for diversity, cooperation, and participation in communal life Yonado et al. (2025). In the context of a multicultural higher education setting, civic culture is relevant because students interact with individuals from diverse cultural, linguistic, and value backgrounds and with varied identities. Therefore, the development of civic culture among international students is not only related to an understanding of civic life but also to the ability to build inclusive social relationships, respect differences, and participate in communal life.

In the context of a multicultural university, cross-cultural engagement can serve as a space for social interaction that brings international students together with individuals from diverse cultural, linguistic, and value backgrounds and with varied identities (Koskiahde, 2025). Such engagement provides students with opportunities to gain firsthand experiences through communication, collaboration, the exchange of perspectives, and participation in various shared activities. These cross-cultural experiences can encourage students to understand differences, foster openness, appreciate diversity, and develop the ability to interact inclusively with different individuals and groups. This process is closely linked to the internalization of civic culture, as civic culture is reflected not only in knowledge about communal life but also in attitudes and behaviors that support tolerance, cooperation, respect for diversity, and social participation (Arif, 2017). Thus, cross-cultural engagement can be viewed as a social space that enables international students to internalize civic values, attitudes, and behaviors through the experience of living together in a diverse college environment.

A number of previous studies have examined the experiences of international students in multicultural higher education settings. Studies on cross-cultural communication, such as the research by Pinariya and Sutjipto (2021), indicate that interactions between local and international students can serve as a space for the exchange of different experiences, perspectives, and cultural understandings. Other studies have focused more on the process of cultural adaptation, cross-cultural communication competencies, and the ability of international students to adjust to the social and academic environments in their host countries (Ahmed & Aman, 2024). On the other hand, studies on civic culture in education focus more on the formation of civic values, attitudes, and behaviors in the context of civic education, democratic life, tolerance, and social participation (Hanifah et al., 2026).

Although these various studies have provided insights into cross-cultural interactions and the development of civic culture, research that specifically links cross-cultural engagement as a social experience for international students to the development of civic culture remains relatively limited. In particular, there is a scarcity of research that frames cross-cultural engagement programs as spaces for social learning through the lens of Social Learning Theory to explain the process of internalizing civic culture among international students in the context of higher education institutions in the Special Region of Yogyakarta. This situation indicates a research gap that needs to be addressed, particularly to understand how experiences of cross-cultural interaction in higher education programs can contribute to the formation of international students' civic values, attitudes, and behaviors.

Based on this research gap, this study positions cross-cultural engagement not as a process of cultural adaptation or communication between students from different cultural backgrounds, but as

a space for social learning that can contribute to the internalization of civic culture among international students. The novelty of this study lies in its effort to integrate cross-cultural engagement programs with the concept of civic culture through the lens of Social Learning Theory within the context of higher education in Indonesia. This perspective is used to understand how international students' experiences of observing, interacting, collaborating, and participating in a diverse environment can serve as a social learning process related to the development of civic values, attitudes, and behaviors. Thus, this study aims to analyze the internalization of civic culture among international students through cross-cultural engagement programs at Indonesian universities. Theoretically, this study is expected to expand the body of research in Civic Education and the Social Sciences, particularly regarding the internalization of civic culture within a multicultural higher education environment. Practically, this study is expected to provide insight into the role of cross-cultural engagement programs in creating interactive experiences that foster openness, tolerance, respect for diversity, cooperation, and student participation in communal life.

METHODS

This study employs a literature review method with a qualitative approach; according to A'yun et al. (2025), this method is used to identify, examine, compare, and synthesize various relevant research findings. This study focuses on the internalization of civic culture among international students through cross-cultural engagement at Special Region of Yogyakarta universities. The research data consists of secondary data sourced from scientific journal articles, academic books, conference proceedings, research reports, as well as academic and policy documents relevant to the research topic. The data topology in this study consists of literature addressing three main focuses, namely: (1) cross-cultural engagement and cross-cultural interactions among international students; (2) cross-cultural engagement as a social learning process; and (3) the internalization of civic culture among international students. The literature was obtained through searches of scientific databases from various journal portals. The keywords used include "Cross-Cultural Engagement; Civic Culture; International Students; Social Learning; Higher Education."

According to Snyder (2019), data collection can be conducted through systematic documentation and literature review techniques; the literature identified is then selected based on its relevance to the research focus, the credibility of the source, its suitability for the higher education context, and the recency of the publication. Literature not directly related to the research focus or lacking sufficient information regarding the variables and concepts under study is not used in the analysis. The selected literature is then critically reviewed and documented based on the source's identity, research objectives, methods, key findings, and its relevance to cross-cultural engagement and civic culture. Data analysis was conducted using thematic content analysis; the analysis stages included identifying relevant information, grouping findings by theme, comparing research results, interpreting relationships between themes, and synthesizing findings (Braun & Clarke, 2006). The themes analyzed included forms of cross-cultural engagement, international students' interaction experiences, the social learning process, openness to differences, tolerance, appreciation of diversity, cooperation, and social participation as aspects related to the internalization of civic culture. The results of various studies were compared to identify patterns, similarities, differences, and research gaps that could strengthen the position of this study.

Data visualization was presented in the form of a literature review matrix and a conceptual diagram. The matrix was used to present the research identity, focus of the study, methods, key findings, and their relevance to the research (Murniarti & Nainggolan, 2018). Furthermore, the conceptual diagram was used to illustrate the relationship between cross-cultural engagement, the social learning process, and the internalization of civic culture. Based on the literature synthesis, these relationships are constructed through a sequence of cross-cultural interactions, social observations and experiences, social learning, the development of civic values and attitudes, and the development of civic culture.

RESULT AND DISCUSSION

The results of this literature review indicate that cross-cultural engagement among international students at universities in the Special Region of Yogyakarta is a process closely linked to students' ability to adapt, interact, communicate, and develop an understanding of cultural diversity. A number of previous studies have shown that international students' experiences are not only related to the challenges of culture shock and adjusting to a new environment but also encompass the process of building social relationships with students and communities from different cultural backgrounds. In this context, cross-cultural interaction serves as a space for social learning that enables students to develop intercultural sensitivity, multicultural competence, and the ability to understand and appreciate differences. To illustrate the current state of research and identify areas for further study, the results of previous studies are presented in the form of a literature review matrix. This matrix includes the study's title, research focus, methods used, key findings, and its relevance to research on the development of civic culture among international students through cross-cultural engagement programs at Indonesian universities.

Table. 1 Literature Review

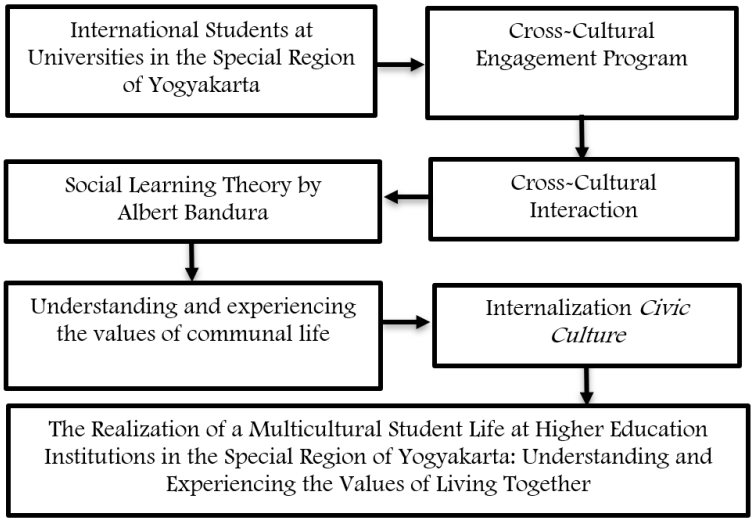
No.	Article	Authors and Year	Description
1.	The Impact of Cross-Cultural Adjustment and Intercultural Sensitivity on Intergroup Bias in Migrant Students	Soedarmadi and Nurjaman (2026)	This study examines the relationship between cross-cultural adaptation, intercultural sensitivity, and intergroup bias among students from outside the region in the Special Region of Yogyakarta. The study involved 96 students from diverse ethnic backgrounds and employed a quantitative approach using multiple regression analysis. This study is relevant to research on the internalization of civic culture because it examines the relationship between cross-cultural adaptation and intercultural sensitivity on in-group bias. However, while that research focused on the relationships among these variables.
2.	Social and Cultural Adaptation of Foreign Students in Indonesia : The Effect of Javanese Culture in Indonesian Language Programs for Foreign Speakers (BIPA)	Saddhono et al. (2025)	This study examines the social and cultural adaptation of international students in the Indonesian Language for Foreign Speakers (BIPA) program, with a focus on the influence of Javanese culture. This study employs a qualitative ethnographic approach in Central Java, East Java, and the Special Region of Yogyakarta. This study is relevant to research on the internalization of civic culture because it examines the processes of adaptation and interaction among international students in different cultural environments. However, while that research focused on social and cultural adaptation.

No.	Article	Authors and Year	Description
3.	Resilience of Internasional Students at Yogyakarta State University: A Phenomenology Study	Rahajeng et al. (2024)	This study examines the experiences and resilience of international students at Yogyakarta State University as they navigate cultural and language differences and adapt to a new environment. The study employs a phenomenological approach involving four international students from Yogyakarta State University's Darmasiswa and Developing Countries Partnership programs. This study is relevant to research on the internalization of civic culture because it discusses international students' experiences of adaptation in a cross-cultural environment. However, while that study focused on experiences and resilience.
4.	Multicultural Competence Awareness Among International Students In Yogyakarta State University	Galindo and Andriyanti (2021)	This study examines the awareness of multicultural competence among seven international graduate students at Yogyakarta State University. The study aims to describe and interpret the students' understanding of multicultural competence. Using a phenomenological qualitative approach, this study is relevant for understanding the experiences of international students in a multicultural environment. However, while that study focused on awareness of multicultural competence.
5.	Cross-Cultural Communication Among International Students at Islamic Universities in Mitigating Culture Shock in Yogyakarta	Giry et al. (2026)	This study examines cross-cultural communication and experiences of culture shock among international students at Islamic universities in Yogyakarta. The study employs a qualitative descriptive approach through interviews, observation, data analysis using the Miles and Huberman method, and source triangulation. Data were collected from students at the Islamic University of Indonesia, Muhammadiyah University of Yogyakarta, and Ahmad Dahlan University. This study is relevant to research on the internalization of civic culture because it addresses cross-cultural communication and interaction within a university setting. However, while that research focused on cross-cultural communication as a means of reducing culture shock.

No.	Article	Authors and Year	Description
6.	Cultural Shocks: Understanding the impact on international students' academic journey at Yogyakarta, Indonesia	Ahmed and Shahzeb (2024)	This study examines the experiences of culture shock among international students in the Special Region of Yogyakarta using a qualitative approach. Data were collected through semi-structured telephone interviews with 20 international students and analyzed using NVivo through thematic coding. This study is relevant because it addresses the cross-cultural challenges and adaptation processes faced by international students. However, the study focuses on culture shock and its impact on academic progress.

Source: By writer

The conceptual framework of this study describes the relationship between cross-cultural engagement programs, the social learning process, and the internalization of civic culture among international students at universities in the Special Region of Yogyakarta. Cross-cultural engagement programs serve as spaces for cross-cultural interactions and experiences that enable students to learn through observation, interaction, and social experiences. This process is further explained through Albert Bandura's Social Learning Theory, leading to the formation of values and behaviors that reflect civic culture in a multicultural setting. Based on the results of the literature review, previous research can be categorized into several main trends, namely sociocultural adaptation, cross-cultural interaction and communication, multicultural competence, and intergroup relations. This mapping indicates that research on international students in the Special Region of Yogyakarta has evolved from discussions of adaptation issues to studies that position cross-cultural interaction as part of the learning process and the development of students' social capacities. However, studies that specifically link cross-cultural engagement to the development of civic culture among international students remain relatively limited.



Figures 1. The Conceptual Framework

The conceptual framework of this study describes the process by which international students internalize civic culture through cross-cultural engagement programs at universities in the Special

Region of Yogyakarta. The presence of international students in a multicultural university environment fosters engagement through cross-cultural engagement programs. These programs provide a space for students to engage in cross-cultural interactions and gain experience in understanding differences in values, norms, customs, and social lifestyles. This interaction process was analyzed using Albert Bandura's Social Learning Theory, which posits that learning occurs through observation, interaction, and experience within a social environment. Through this process, students gain an understanding of and experience with the values of communal life, which they can then internalize as civic culture. This internalization ultimately supports the development of a multicultural student life within the higher education environment of the Special Region of Yogyakarta.

Cross-Cultural Engagement And Cross-Cultural Interaction Among International Students

Cross-cultural engagement among international students can be understood as students' participation in the process of interaction, communication, and exchange of experiences with individuals from different cultural backgrounds. This engagement takes place not only in academic activities but also through social interactions on campus and in the community. In this context, differences in language, norms, values, customs, religion, and communication styles become part of international students' experiences as they enter a new cultural environment. Research by Ahmed and Shahzeb (2024) shows that international students in the Special Region of Yogyakarta face various forms of cultural differences that affect their academic experiences and adjustment processes. This indicates that the presence of international students in higher education settings creates a space for encounters that facilitate cross-cultural learning and adjustment.

Cross-cultural interaction in cross-cultural engagement is not only related to students' ability to adapt but also to their ability to understand and respond positively to diversity. Research by Saddhono et al. (2025) shows that international students undergo a process of social and cultural adaptation through interactions with the local cultural environment. Meanwhile, research by Galindo and Andriyanti (2021) emphasizes the importance of awareness of multicultural competence among international students. These findings show that interactions with individuals from different cultural backgrounds can be experiences that encourage students to recognize differences, understand other cultural perspectives, and develop the ability to interact in multicultural environments. Thus, cross-cultural engagement does not stop at interpersonal contact but encompasses the process of actively engaging in understanding and responding to cultural differences.

Communication is also a crucial aspect of cross-cultural interactions among international students. Research by Giry et al. (2026) shows that cross-cultural communication among international students in the university setting in Yogyakarta is related to the process of coping with cultural differences and reducing culture shock. Such interactions require the ability to understand different languages, norms, customs, and communication patterns. On the other hand, research by Soedarmadi and Nurjaman (2026) identifies intercultural sensitivity as a crucial aspect in students' relationships with groups from different backgrounds. This suggests that cross-cultural engagement requires not only opportunities for interaction but also sensitivity and openness in navigating diversity. Based on a synthesis of previous research, the cross-cultural engagement of international students can be observed in several forms, namely social interaction, cross-cultural communication, sociocultural adaptation, multicultural awareness, intercultural sensitivity, and the exchange of experiences. This process demonstrates that universities can serve as social spaces where international students not only gain academic experiences but also learn to understand diversity and build relationships with individuals from different cultural backgrounds.

Cross-Cultural Engagement As A Process Of Social Learning

Cross-cultural engagement can be understood as a process of social learning because international students' involvement in cross-cultural interactions provides them with opportunities to observe, understand, and respond to various behaviors and social values in different cultural environments. Albert Bandura's Social Learning Theory explains that learning can occur through observation of others' behavior, modeling, reproduction of behavior, and the consequences that follow such behavior. Bandura views the processes of observation and social interaction as crucial components in the formation of behavior, thereby making the social environment a space where individuals can acquire and develop new behavioral patterns. In the context of international students

in the Special Region of Yogyakarta, this process is evident in their experiences when confronted with differences in language, norms, customs, behavior, religion, and culture. Research by Ahmed and Shahzeb (2024) shows that international students in the Special Region of Yogyakarta experience culture shock related to these various differences. However, the adjustment process occurs through communication with the local community, interaction with Indonesian students, and engagement with local culture. These findings indicate that cross-cultural interactions provide social experiences that can serve as a source of learning for international students in understanding their new cultural environment.

These findings are supported by Saddhono et al. (2025), who show that international students enrolled in BIPA programs in the Special Region of Yogyakarta and several regions of Java undergo social and cultural changes through the process of adapting to Javanese culture. Engagement with the local cultural environment helps students better understand the Indonesian language and culture. From a social learning perspective, this experience can be understood as a process through which students acquire knowledge and behavioral patterns through direct engagement with their surrounding social and cultural environment. The social learning process is also linked to the development of awareness of diversity. Research by Galindo and Andriyanti (2021) found evidence of multicultural competence among international students at Yogyakarta State University. Being in an environment where various cultures converge requires students to understand multicultural situations and develop the competence to interact with differences. This finding is relevant to Bandura's concept of observational learning because students gain social experience through engagement with environments and individuals from different cultural backgrounds.

Meanwhile, Rahajeng et al. (2024) show that international students at Yogyakarta State University encounter diverse social and cultural experiences while pursuing their education in Indonesia. These experiences are related to the students' ability to navigate a new environment and adapt to different situations. Research by Giry et al. (2026) also shows that cross-cultural communication plays a crucial role in the adaptation process of international students at the Islamic University of Indonesia, Muhammadiyah University of Yogyakarta, and Ahmad Dahlan University in the Special Region of Yogyakarta. These social interactions are linked to students' experiences of culture shock and their adjustment to a new sociocultural environment. Furthermore, Soedarmadi and Nurjaman (2026) found that cross-cultural adjustment and intercultural sensitivity are associated with intergroup bias among non-local students in the Special Region of Yogyakarta. A study of 96 students from diverse ethnic and cultural backgrounds showed that these two variables together accounted for 46.5% of the variation in intergroup bias. These findings indicate that experiences with cross-cultural adjustment and sensitivity to differences are linked to how individuals perceive other groups.

Based on this synthesis of research, cross-cultural engagement can be viewed as a social environment that provides learning experiences for international students. The process can be explained through the mechanism of social learning, whereby students observe behaviors and values that emerge in a cross-cultural environment, understand and internalize those experiences, and then reproduce or adapt their behaviors in subsequent interactions. Repeated interactive experiences can strengthen understanding of tolerance, appreciation for diversity, cooperation, mutual respect, and social responsibility. Thus, previous research provides an empirical basis that interaction, adaptation, communication, and multicultural awareness are important experiences that can be further analyzed as a social learning process leading to the internalization of civic culture among international students at universities in the Special Region of Yogyakarta.

Internalization Of Civic Culture Among International Students

The internalization of civic culture among international students can be understood as the process by which values, attitudes, and behaviors acquired through social experiences begin to be understood, accepted, and embodied in communal life. In the context of a multicultural university, civic culture is not only related to knowledge about citizenship but is also reflected in students' ability to respect differences, foster open communication, collaborate, and demonstrate tolerance toward individuals from diverse cultural backgrounds. Therefore, international students' experiences interacting with the social environment on campus play a crucial role in shaping and reinforcing these

values. The findings of a study by Galindo and Andriyanti (2021) on international students' awareness of multicultural competence at Yogyakarta State University indicate that the experience of being in a multicultural environment is associated with the development of students' awareness of cultural diversity. This awareness serves as an important foundation for building social relationships that respect differences. In line with this, Soedarmadi and Nurjaman (2026) demonstrated a correlation between intercultural sensitivity and cross-cultural adjustment and intergroup bias among incoming students in the Special Region of Yogyakarta. These findings indicate that the ability to understand and adapt to cultural differences is relevant to how individuals build relationships with different groups.

The process of internalization can also be observed through experiences of adaptation and cross-cultural communication. Research by Saddhono et al. (2025) shows that international students undergo a process of social and cultural adaptation through their engagement with Javanese culture and the social environment in Indonesia. Meanwhile, gound that cross-cultural communication is part of the process by which international students cope with and mitigate culture shock in the university environment of the Special Region of Yogyakarta. Both findings demonstrate that engagement in a new cultural environment provides experiences that enable students to learn communication patterns, norms, customs, and ways of building social relationships with different groups. When viewed through the lens of Bandura's Social Learning Theory, these experiences can become a process of internalization as social behaviors observed in cross-cultural settings are understood, practiced, and reinforced through repeated interactions. International students not only gain a conceptual understanding of the values of tolerance and respect for diversity but also have the opportunity to put them into practice through collaboration, communication, conflict resolution, and engagement in campus social life. Thus, cross-cultural engagement can serve as a social learning environment that helps transform cross-cultural interaction experiences into patterns of attitudes and behaviors that support civic culture.

Based on this synthesis, the internalization of civic culture among international students can be observed in several forms, namely tolerance for differences, appreciation for diversity, the ability to collaborate, mutual respect, inclusive communication, and social participation. These values develop not only through formal learning but also through real-life experiences as students interact with individuals from different cultural backgrounds. Thus, the internalization of civic culture in this study is viewed as a process that unfolds through cross-cultural engagement, social learning, and the practice of values within the multicultural environment of higher education institutions in the Special Region of Yogyakarta.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of a literature review, cross-cultural engagement among international students at universities in the Special Region of Yogyakarta is a process of interaction that provides students with opportunities to recognize, understand, and respond to cultural differences within a diverse social environment. This engagement takes place through cross-cultural communication, social and cultural adaptation, the exchange of experiences, and interactions with local students and the surrounding community. Thus, cross-cultural engagement not only plays a role in supporting international students' adjustment to a new environment but also serves as a space for social learning. Bandura's Social Learning Theory suggests that experiences in cross-cultural engagement can constitute a learning process through observation, modeling, social interaction, and behavioral reinforcement. International students have the opportunity to observe and practice social behaviors that develop in a multicultural environment, such as tolerance, appreciation of differences, cooperation, open communication, and mutual respect. Repeated experiences can shape understandings and behavioral patterns that support living together in diversity.

Thus, the internalization of civic culture among international students can be understood as a process that develops through experiences of cross-cultural interaction and social learning. Cross-cultural engagement provides the social environment, Social Learning Theory explains the learning mechanisms, while civic culture constitutes the internalized values and behaviors. The findings of this study confirm that cross-cultural engagement programs at universities in the Special Region of Yogyakarta are relevant to fostering multicultural citizenship experiences by strengthening tolerance,

appreciation for diversity, cooperation, mutual respect, and social participation among international students. Based on these conclusions, higher education institutions in the Special Region of Yogyakarta are advised to develop more structured and sustainable cross-cultural engagement programs through collaborative activities involving international students, local students, and the surrounding community. Such programs can be realized through cross-cultural discussions, social activities, academic collaboration, and participation in community activities that encourage direct interaction and the exchange of experiences. In addition, universities need to integrate the cultural values of citizenship such as tolerance, appreciation for diversity, cooperation, mutual respect, and social participation into both learning activities and student life. For future researchers, it is recommended to conduct empirical research through interviews, observations, or case studies to thoroughly examine the process of internalizing a culture of citizenship among international students, as well as the factors that support and hinder it. Thus, future research can provide a more comprehensive understanding of the role of cross-cultural engagement in strengthening civic culture and building an inclusive and multicultural higher education environment.

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