

# Assessing the Teaching of Local Chinese Culture among International Students in China: The Views of Teachers and Students in Convergence

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**Abstract:** This study aimed to assess the teaching of local Chinese culture among international students in China from the perspectives of both teachers and students. Specifically, it sought to determine the respondents' assessment of Chinese culture teaching in terms of cultural relevance and adaptation, engagement and accessibility, curriculum content, assessment and feedback, and support and resources. It also explored the impact of this teaching on the cognitive, affective, and psychomotor learning domains of international students. Furthermore, the study examined the challenges faced by teachers in teaching Chinese culture and the issues faced by international students in learning it. Lastly, the study proposed an enhanced faculty training program based on the findings.

**Keywords:** Chinese Culture, International Students, Cultural Adaptation, Mixed-Method Research, Faculty Training Program.

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## 1. Introduction

The presence of international students in China has grown remarkably over the past few decades, positioning the country as one of the leading destinations for global education. This increase in student mobility is supported by China's well-established educational infrastructure, generous scholarship programs, and the unique cultural appeal of experiencing one of the world's oldest and most dynamic civilizations. According to the Ministry of Education of the People's Republic of China (2019), there were 492,185 international students from 196 countries and regions studying in 1,004 higher education institutions across 31 provinces, autonomous regions, and municipalities in 2018. This represented a slight increase from the previous year, signaling China's growing role as an educational hub. The influx of students is expected to continue, driven by China's rising global influence, and expanding educational opportunities.

International students in China come from diverse backgrounds, with the majority originating from Asian countries, followed by African, European, and American students. Fields of study such as medicine, engineering, economics, and management are among the most popular, reflecting the broad academic interests of these students (Wu et al., 2020). However, a significant aspect of their education lies not only in their academic pursuits but also in their ability to integrate into Chinese society. This is where cultural education becomes essential. Teaching local Chinese culture to international students aids in their smoother integration into the host society, reduces cultural misunderstandings, and promotes intercultural competence, which is a valuable skill

in today's interconnected world. Cultural education can enhance students' understanding of Chinese traditions and social norms, ultimately supporting their academic success and social integration.

There are legal foundations supporting this effort. China's Ministry of Education has long recognized the need to integrate international students into Chinese culture and society. The "Implementation Plan for the Establishment of 'Double First-Class' Universities" (2017) highlights the importance of promoting Chinese cultural education in higher education. This policy aligns with other governmental initiatives aimed at fostering cultural exchange and ensuring that international students have the necessary tools to navigate Chinese society effectively.

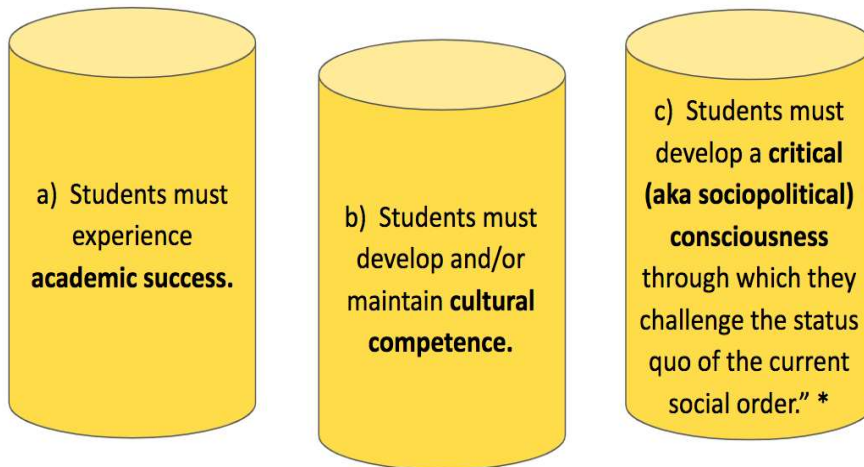
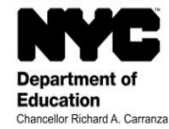
The novelty of this study lies in its attempt to bridge the gap between teachers' and students' perspectives on the teaching of local Chinese culture. Moreover, this study addresses the need for more targeted faculty training programs that focus on teaching Chinese culture to international students, ensuring that teachers are better equipped to address the specific needs of these students.

## 2. METHODOLOGY

### 2.1. Research Ideas

This study is anchored on the culturally relevant pedagogy (CRP) as proposed by Gloria Ladson-Billings. CRP aims to make learning more relevant and effective by connecting educational content to students' cultural experiences and knowledge.

CRSE's 3 pillars: Dr. Gloria Ladson Billings (1994)



Dr. Gloria Ladson-Billings is known for her groundbreaking work in the fields of Culturally Relevant Pedagogy and Critical Race Theory.

\* "We can't make students aware of painful truths and just move on. We need to help them turn awareness into power."

—Khalilah Brann of CREED



Figure 1. Culturally Relevant Pedagogy

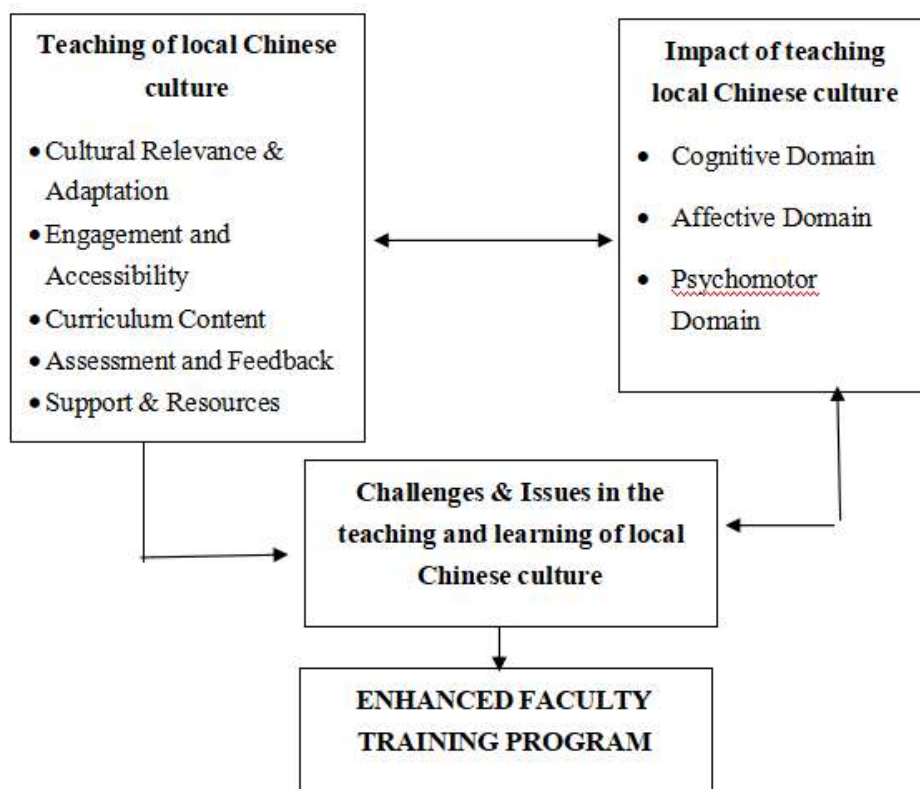


Figure 2. Conceptual Framework of the Study depth insights. (Bedenlier et al., 2020).

The conceptual framework presented explore the teaching of local Chinese culture to international students in China.

2.2. Research Design

This study utilized a mixed research design, this design deals with Quantitative and qualitative. The combination of quantitative surveys and qualitative interviews allowed for a broad understanding of the issues and the collection of in-

2.3. Respondents of the Study

The study targeted 200 international students across the three universities. The study also included 30 teachers who were involved in teaching Chinese culture to international students. Out of the 200 students surveyed, 10 international students were randomly selected for in-depth interviews. Similarly, 10 teachers were randomly selected from the 30

who participated in the survey for in-depth interviews.

## 2.4. Instruments

For the researcher to find answers to the research questions, researcher-made instruments such as survey questionnaires and interview guide questions were employed with both international student respondents and teacher respondents from University A, University B, and University C (Cao et al.,2023).The survey questionnaire (include English version and Chinese version), designed to capture both quantitative data, was distributed to international students and teachers.

## 3. The Level of Assessment of the Respondents on the Teaching of Local Chinese Culture

### 3.1. Cultural Relevance and Adaptation

Table 1 presents the level of assessment by students and teachers on the teaching of local Chinese culture in terms of cultural relevance and adaptation. Overall, students rated the cultural teaching with a mean of 3.27 and a standard deviation of 0.817, which indicates that they feel the cultural teaching is effective to "some extent" (SE). In contrast, teachers rated it higher with an overall mean of 3.90 and a standard deviation of 0.104, indicating a "great extent" (GE) of effectiveness.

**Table 1.** The Level of Assessment of the Respondents on the Teaching of Local Chinese Culture in terms of Cultural Relevance and Adaptation

INDICATORS	STUDENTS			TEACHERS			TOTAL		
	MEAN	STD. DEV.	V.I.	MEAN	STD. DEV.	V.I.	MEAN	STD. DEV.	V.I.
I enjoy Chinese cultural customs and heritage.	3.32	0.944	SE	4.00	0.000	GE	3.41	0.910	SE
I enjoy the language, scenery, cuisine, and architecture.	3.31	0.979	SE	4.00	0.000	GE	3.40	0.942	SE
I can adapt to the local cultural environment.	3.34	0.939	SE	3.67	0.479	GE	3.37	0.900	SE
I can communicate in different cultural settings in China.	3.22	0.956	SE	3.90	0.305	GE	3.30	0.927	SE
I understand different local Chinese cultures.	3.19	0.987	SE	3.83	0.379	GE	3.27	0.947	SE
I respect cultural differences in different regions of China.	3.29	0.949	SE	4.00	0.000	GE	3.38	0.916	SE
<b>OVERALL</b>	<b>3.27</b>	<b>0.817</b>	<b>SE</b>	<b>3.90</b>	<b>0.104</b>	<b>GE</b>	<b>3.36</b>	<b>0.791</b>	<b>SE</b>

LEGEND: GE – Great Extent (3.50- 4.00); SE – Some Extent (2.50-3.49);

LE – Little Extent (1.50-2.49); NE – No Extent (1.00 – 1.49)

### 3.2. Engagement and Accessibility

Table 2 assesses the level of assessment by students and teachers on the teaching of local Chinese culture in terms of engagement and accessibility. Students rated the overall engagement and accessibility with a mean of 3.26 and a

standard deviation of 0.839, indicating that they find the cultural teaching effective to "some extent" (SE). Conversely, teachers rated it higher with an overall mean of 3.90 and a standard deviation of 0.094, signifying a "great extent" (GE) of effectiveness.

**Table 2.** The Level of Assessment of the Respondents on the Teaching of Local Chinese Culture in terms of Engagement and Accessibility

INDICATORS	STUDENTS			TEACHERS			TOTAL		
	MEAN	STD. DEV.	V.I.	MEAN	STD. DEV.	V.I.	MEAN	STD. DEV.	V.I.
I participate in Chinese culture courses.	3.27	0.954	SE	4.00	0.000	GE	3.36	0.923	SE
I join local cultural practice activities.	3.24	0.972	SE	4.00	0.000	GE	3.33	0.942	SE
My hobbies help me connect with locals.	3.23	0.959	SE	4.00	0.000	GE	3.33	0.931	SE
I am satisfied with local social services and facilities.	3.25	1.010	SE	3.40	0.563	GE	3.27	0.964	SE
Participating in cultural activities is meaningful.	3.26	0.992	SE	4.00	0.000	GE	3.35	0.959	SE
My open mindset helps me engage with local culture.	3.31	0.926	SE	4.00	0.000	GE	3.40	0.894	SE
<b>OVERALL</b>	<b>3.26</b>	<b>0.839</b>	<b>SE</b>	<b>3.90</b>	<b>0.094</b>	<b>GE</b>	<b>3.34</b>	<b>0.812</b>	<b>SE</b>

LEGEND: GE – Great Extent (3.50- 4.00); SE – Some Extent (2.50-3.49);

LE – Little Extent (1.50-2.49); NE – No Extent (1.00 – 1.49)

### 3.3. Curriculum Content

Table 3 evaluates the respondents' assessments of the teaching of local Chinese culture in terms of curriculum content. Students rated the curriculum content with an overall mean of 3.25 and a standard deviation of 0.809, indicating

that they perceive the curriculum to be effective to "some extent" (SE). In contrast, teachers rated the curriculum content significantly higher, with an overall mean of 3.92 and a standard deviation of 0.095, reflecting a perception of effectiveness to a "great extent" (GE).

**Table 3.** The Level of Assessment of the Respondents on the Teaching of Local Chinese Culture in terms of Curriculum Content

INDICATORS	STUDENTS			TEACHERS			TOTAL		
	MEAN	STD. DEV.	V.I.	MEAN	STD. DEV.	V.I.	MEAN	STD. DEV.	V.I.
Courses combine theory and practice effectively.	3.25	0.950	SE	3.77	0.430	GE	3.32	0.915	SE
Courses include interactive and experiential learning.	3.30	0.912	SE	4.00	0.000	GE	3.39	0.883	SE
Courses cover a wide range of topics and activities.	3.21	0.937	SE	4.00	0.000	GE	3.31	0.913	SE
Courses prioritize student needs and foster love for learning.	3.22	0.971	SE	4.00	0.000	GE	3.32	0.943	SE
Students can form groups for collaborative learning.	3.27	0.960	SE	3.97	0.183	GE	3.36	0.928	SE
Curriculum allows flexibility in choosing electives.	3.28	0.936	SE	3.80	0.407	GE	3.35	0.902	SE
<b>OVERALL</b>	<b>3.25</b>	<b>0.809</b>	<b>SE</b>	<b>3.92</b>	<b>0.095</b>	<b>GE</b>	<b>3.34</b>	<b>0.788</b>	<b>SE</b>

LEGEND: GE – Great Extent (3.50- 4.00); SE – Some Extent (2.50-3.49);  
LE – Little Extent (1.50-2.49); NE – No Extent (1.00 – 1.49)

### 3.4. Assessment and Feedback

Table 4 compares the assessments of students and teachers regarding the teaching of local Chinese culture in terms of assessment and feedback. Students gave an overall mean of 3.29 with a standard deviation of 0.817, indicating that they

perceive the assessment and feedback to be effective to "some extent" (SE). Teachers, however, rated this dimension higher, with an overall mean of 3.86 and a standard deviation of 0.124, indicating a perception of effectiveness to a "great extent" (GE).

**Table 4.** The Level of Assessment of the Respondents on the Teaching of Local Chinese Culture in terms of Assessment and Feedback

INDICATORS	STUDENTS			TEACHERS			TOTAL		
	MEAN	STD. DEV.	V.I.	MEAN	STD. DEV.	V.I.	MEAN	STD. DEV.	V.I.
I felt confused about local culture initially.	3.33	0.940	SE	3.73	0.450	GE	3.38	0.901	SE
I gradually became interested and involved in local culture.	3.25	0.990	SE	3.83	0.379	GE	3.32	0.935	SE
My willingness to learn Chinese helps me adapt.	3.26	0.942	SE	3.90	0.305	GE	3.34	0.911	SE
I enjoy language courses and cultural activities.	3.26	0.935	SE	4.00	0.000	GE	3.35	0.907	SE
I handle cultural shocks and value cross-cultural communication.	3.30	0.950	SE	3.70	0.466	GE	3.35	0.911	SE
I cherish friendships with international students.	3.43	0.953	SE	4.00	0.000	GE	3.42	0.916	SE
<b>OVERALL</b>	<b>3.29</b>	<b>0.817</b>	<b>SE</b>	<b>3.86</b>	<b>0.124</b>	<b>GE</b>	<b>3.36</b>	<b>0.787</b>	<b>SE</b>

LEGEND: GE – Great Extent (3.50- 4.00); SE – Some Extent (2.50-3.49);  
LE – Little Extent (1.50-2.49); NE – No Extent (1.00 – 1.49)

### 3.5. Support and Resources

Table 5 illustrates the level of assessment of students and teachers regarding the support and resources for teaching local Chinese culture. The overall mean for students is 3.26 with a standard deviation of 0.806, indicating that students

perceive support and resources to be effective to "some extent" (SE). Teachers, however, rated the support and resources higher, with an overall mean of 3.76 and a standard deviation of 0.194, reflecting a perception of effectiveness to a "great extent" (GE).

**Table 5.** The Level of Assessment of the Respondents on the Teaching of Local Chinese Culture in terms of Support and Resources

INDICATORS	STUDENTS			TEACHERS			TOTAL		
	MEAN	STD. DEV.	V.I.	MEAN	STD. DEV.	V.I.	MEAN	STD. DEV.	V.I.
The school provides adequate cultural teaching materials.	3.36	0.874	SE	3.47	0.629	SE	3.37	0.849	SE
The administrative team supports cultural education.	3.31	0.920	SE	3.80	0.407	GE	3.37	0.866	SE
I know where to seek support for cultural teaching.	3.16	0.983	SE	3.83	0.379	GE	3.24	0.954	SE
Practical activities are key resources for cultural education.	3.28	0.913	SE	3.73	0.450	GE	3.33	0.880	SE
I have time and opportunities to share my cultural experiences.	3.22	0.947	SE	3.77	0.504	GE	3.29	0.919	SE
I can easily get support from Chinese language teachers.	3.25	0.960	SE	3.93	0.254	GE	3.34	0.929	SE
<b>OVERALL</b>	<b>3.26</b>	<b>0.806</b>	<b>SE</b>	<b>3.76</b>	<b>0.194</b>	<b>GE</b>	<b>3.33</b>	<b>0.773</b>	<b>SE</b>

LEGEND: GE – Great Extent (3.50- 4.00); SE – Some Extent (2.50-3.49);  
LE – Little Extent (1.50-2.49); NE – No Extent (1.00 – 1.49)

## 4. The Level of Impact of the Teaching of Local Chinese Culture of International Students as Viewed by the Respondents

### 4.1. Cognitive Domain

Table 6 presents the level of impact of the teaching of local

Chinese culture on the cognitive domain of international students as assessed by both students and teachers. For students, the overall mean is 3.25 with a standard deviation of 0.865, indicating that the impact is perceived to some extent (SE). Teachers, however, rate the impact higher with an overall mean of 3.82 and a standard deviation of 0.169, indicating a perception of a great extent (GE).

**Table 6.** The Level of impact of the teaching of local Chinese culture on Cognitive Domain of international students as viewed by the respondents

INDICATORS	STUDENTS			TEACHERS			TOTAL		
	MEAN	STD. DEV.	V.I.	MEAN	STD. DEV.	V.I.	MEAN	STD. DEV.	V.I.
I understand local culture, history, geography, and art.	3.19	1.034	SE	3.83	0.379	GE	3.27	0.997	SE
I am interested in studying local Chinese culture.	3.24	0.994	SE	3.93	0.254	GE	3.33	0.960	SE
My Chinese language proficiency has improved.	3.31	1.024	SE	3.87	0.346	GE	3.38	0.981	SE
My critical thinking and problem-solving skills have improved.	3.27	0.948	SE	3.73	0.450	GE	3.33	0.912	SE
I am more adaptable to cross-cultural environments.	3.23	0.986	SE	3.70	0.535	GE	3.29	0.952	SE
I understand and respect different cultural values.	3.27	1.011	SE	3.87	0.346	GE	3.35	0.972	SE
<b>OVERALL</b>	<b>3.25</b>	<b>0.865</b>	<b>SE</b>	<b>3.82</b>	<b>0.169</b>	<b>GE</b>	<b>3.33</b>	<b>0.831</b>	<b>SE</b>

LEGEND: GE – Great Extent (3.50- 4.00); SE – Some Extent (2.50-3.49);

LE – Little Extent (1.50-2.49); NE – No Extent (1.00 – 1.49)

### 4.2. Affective Domain

Table 7 evaluates the level of impact of the teaching of local Chinese culture on the affective domain of international students as assessed by both students and teachers. For

students, the overall mean is 3.27 with a standard deviation of 0.863, indicating that the impact is perceived to some extent (SE). Teachers rate the impact higher with an overall mean of 3.79 and a standard deviation of 0.163, indicating a perception of a great extent (GE).

**Table 7.** The Level of impact of the teaching of local Chinese culture on Affective Domain of international students as viewed by the respondents

INDICATORS	STUDENTS			TEACHERS			TOTAL		
	MEAN	STD. DEV.	V.I.	MEAN	STD. DEV.	V.I.	MEAN	STD. DEV.	V.I.
I identify with the diversity and richness of local culture.	3.25	1.026	SE	3.83	0.379	GE	3.33	0.986	SE
I have improved cross-cultural understanding and communication.	3.29	0.959	SE	3.77	0.430	GE	3.35	0.922	SE
I have positive emotions towards China and Chinese culture.	3.28	0.972	SE	3.80	0.407	GE	3.34	0.934	SE
Local values influence my own values and critical thinking.	3.27	0.954	SE	3.73	0.450	GE	3.33	0.917	SE
I enjoy participating in local cultural activities.	3.30	0.950	SE	3.83	0.379	GE	3.37	0.914	SE
I have better connections and friendships with locals.	3.25	1.011	SE	3.77	0.430	GE	3.32	0.971	SE
<b>OVERALL</b>	<b>3.27</b>	<b>0.863</b>	<b>SE</b>	<b>3.79</b>	<b>0.163</b>	<b>GE</b>	<b>3.34</b>	<b>0.825</b>	<b>SE</b>

LEGEND: GE – Great Extent (3.50- 4.00); SE – Some Extent (2.50-3.49);

LE – Little Extent (1.50-2.49); NE – No Extent (1.00 – 1.49)

### 4.3. Psychomotor Domain

Table 8 presents the level of impact of teaching local Chinese culture on the psychomotor domain of international students as perceived by both students and teachers. The

overall mean for students is 3.23 with a standard deviation of 0.815, while the overall mean for teachers is 3.69 with a standard deviation of 0.215. These results indicate that students perceive the impact to some extent (SE), whereas teachers believe the impact is to a great extent (GE).

**Table 8.** The Level of Impact of the Teaching of Local Chinese Culture on Psychomotor Domain of International Students as Viewed by the Respondents

INDICATORS	STUDENTS			TEACHERS			TOTAL		
	MEAN	STD. DEV.	V.I.	MEAN	STD. DEV.	V.I.	MEAN	STD. DEV.	V.I.
I improve physical coordination through traditional activities.	3.25	0.943	SE	3.73	0.450	GE	3.31	0.909	SE
Hand-eye coordination improves through calligraphy and crafts.	3.20	1.010	SE	3.73	0.450	GE	3.28	0.972	SE
I gain confidence and self-efficacy from new physical skills.	3.21	0.926	SE	3.73	0.450	GE	3.27	0.896	SE
I express emotions and stories through body language.	3.25	0.948	SE	3.77	0.430	GE	3.31	0.914	SE
I improve communication with Chinese through body language.	3.25	0.912	SE	3.80	0.407	GE	3.32	0.882	SE
Traditional activities enhance my health awareness.	3.27	0.986	SE	3.40	0.621	SE	3.27	0.907	SE
<b>OVERALL</b>	<b>3.23</b>	<b>0.815</b>	<b>SE</b>	<b>3.69</b>	<b>0.215</b>	<b>GE</b>	<b>3.29</b>	<b>0.779</b>	<b>SE</b>

LEGEND: GE – Great Extent (3.50- 4.00); SE – Some Extent (2.50-3.49);  
LE – Little Extent (1.50-2.49); NE – No Extent (1.00 – 1.49)

## 5. Significant Differences in the Respondents' Assessment of the Teaching of Local Chinese Culture among International Students

Table 9 reveals the t – test run to determine the differences in the assessments of the teaching of local Chinese culture between international students and teachers. Across all five evaluated dimensions Cultural Relevance and Adaptation,

Engagement and Accessibility, Curriculum Content, Assessment and Feedback, and Support and Resources teachers consistently report more favorable evaluations compared to students. For instance, in Cultural Relevance and Adaptation, teachers have a mean score of 3.90 (SD = 0.104), significantly higher than the students' mean score of 3.27 (SD = 0.817). This pattern of higher ratings from teachers is observed in all other categories as well, such as Engagement and Accessibility (t-value = 10.363, p-value = 0.00001) and Curriculum Content (t-value = 11.208, p-value = 0.00001).

**Table 9.** Differences in the Respondents' Assessment of the Teaching of Local Chinese Culture among International Students

Items Considered	Groups	Mean	Std. Dev.	t - value	Sig. p - value	Interpretation	Decision on Ho
Cultural Relevance and Adaptation	Students (n = 200)	3.27	0.817	10.360	.00001	Significant	Reject Ho
	Teachers (n = 30)	3.90	0.104				
Engagement and Accessibility	Students (n = 200)	3.26	0.839	10.363	.00001	Significant	Reject Ho
	Teachers (n = 30)	3.90	0.094				
Curriculum Content	Students (n = 200)	3.25	0.809	11.208	.00001	Significant	Reject Ho
	Teachers (n = 30)	3.92	0.095				
Assessment and Feedback	Students (n = 200)	3.29	0.817	9.186	.00001	Significant	Reject Ho
	Teachers (n = 30)	3.86	0.124				
Support and Resources	Students (n = 200)	3.26	0.806	7.451	.00001	Significant	Reject Ho
	Teachers (n = 30)	3.76	0.194				

NOTE: The difference is Significant at  $p < .05$

## 6. Challenges Encountered by the Teachers in the Teaching of Local Chinese Culture among International Students

**Table 10.** Challenges Encountered by Teachers in the Teaching of Local Chinese Culture

Themes	Important Statements
<b>Time and Resource Constraints</b>	<ul style="list-style-type: none"> <li>The resources are limited and hinder the provision of tailored materials for each proficiency level (Teacher 1).</li> <li>It is difficult to create interactive lessons due to resource constraints (Teacher 2).</li> <li>Limited access to technology and teaching materials impacts the ability to provide timely feedback (Teacher 3).</li> <li>Due to the limited time, it makes it challenging to address diverse student needs (Teacher 4).</li> <li>The need to cover the curriculum within allocated time is very challenging while accommodating different proficiency levels is a challenge (Teacher 4).</li> </ul>
<b>Lack of Support and Understanding</b>	<ul style="list-style-type: none"> <li>I felt that the lack of institutional support for cultural activities and events affects the provision of immersive cultural experiences (Teacher 8).</li> <li>The disparity in student backgrounds requires a more personalized approach, which is challenging given the time constraints (Teacher 5).</li> </ul>
<b>Diversity in Student Background and Language Barriers</b>	<ul style="list-style-type: none"> <li>I feel that the diversity in student backgrounds poses a significant challenge in keeping everyone on the same page (Teacher 1).</li> <li>I believe that the students' learning experiences impact motivation and engagement (Teacher 2).</li> <li>It is at times hard to deal with students due to language barriers that hinder effective communication and understanding (Teacher 6).</li> <li>It is challenging to simplify language and use visual aids to help students grasp cultural concepts (Teacher 6).</li> </ul>
<b>Cultural Difference</b>	<ul style="list-style-type: none"> <li>The differences in culture at times lead to misunderstandings and misinterpretations of certain practices (Teacher 7).</li> <li>Teachers should be patient, and more effort should be given to bridge cultural gaps (Teacher 7).</li> </ul>
<b>Balancing Curriculum and Engagement</b>	<ul style="list-style-type: none"> <li>There are times that it is difficult to balance the curriculum requirements and the need to make lessons engaging and relevant is challenging (Teacher 9).</li> <li>The use of technology into cultural education is hindered by limited resources and training (Teacher 10).</li> </ul>

## 7. Conclusion

The assessment of the teaching of local Chinese culture among international students in China reveals that both teachers and students generally view the teaching efforts positively. The findings indicate that the teaching of local Chinese culture is assessed favorably in terms of cultural relevance and adaptation, engagement and accessibility, curriculum content, assessment and feedback, and support and resources. Both teachers and students acknowledge the efforts made to incorporate cultural elements into the curriculum, make learning engaging and accessible, provide comprehensive curriculum content, ensure effective assessment, and feedback, and offer adequate support and resources. The impact of teaching local Chinese culture on the cognitive, affective, and psychomotor domains of international students is significant. Teachers and students agree that learning local Chinese culture enhances students' cognitive abilities, including their understanding and knowledge of the culture. Additionally, teaching positively influences students' affective domain by fostering positive attitudes, interest, and engagement in learning. Furthermore, the psychomotor domain is also impacted, with students

developing practical skills related to cultural activities and practices.

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