









ORIGINAL

Psychometric Innovation in Counseling: Rasch Validation of the ID-CQS among School Counselors

Innovación Psicométrica en el Asesoramiento: Validación Rasch del ID-CQS entre Consejeros Escolares

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ABSTRACT

Introduction: this study advances psychometric innovation in counseling by validating the Indonesian Cultural Intelligence Scale (ID-CQS) for school counselors using the Rasch measurement model. As cultural competence becomes increasingly essential in multicultural education and counseling, there is an urgent need for culturally adaptive and methodologically innovative assessment tools that can enhance the accuracy of psychological measurement.

Method: a total of 663 school counselors from various regions of Indonesia participated in the survey. The adaptation process of the ID-CQS followed international standards, including forward-backward translation, expert judgment, and pretesting to ensure semantic and cultural equivalence. Rasch analysis was applied as a modern psychometric approach to assess item functioning, dimensionality, and construct validity.

Results: the results demonstrated strong psychometric properties, with a person reliability of 0,92 and an item reliability of 0,99, indicating a stable and precise measurement structure. The separation indices and Wright map confirmed the instrument's capacity to distinguish among varying levels of cultural intelligence (CQ), supporting its construct validity and internal consistency.

Conclusions: the findings provide evidence that the ID-CQS is a reliable and valid outcome of psychometric innovation for assessing cultural intelligence among school counselors. This advancement contributes to the development of evidence-based and culturally responsive counseling practices, enhancing the quality and efficiency of educational and psychological services. Future studies are recommended to conduct cross-cultural validation to expand its global applicability.

Keywords: Cultural Intelligence; Methodological Advancement; Psychometric Innovation; Rasch Model; School Counselors.

RESUMEN

Introducción: este estudio promueve la innovación psicométrica en el asesoramiento mediante la validación de la Escala de Inteligencia Cultural de Indonesia (ID-CQS) para consejeros escolares utilizando el modelo de medición Rasch. Dado que la competencia cultural es cada vez más esencial en la educación y el asesoramiento multiculturales, existe una necesidad urgente de herramientas de evaluación culturalmente adaptativas e innovadoras metodológicamente que puedan mejorar la precisión de la medición psicológica.

Método: un total de 663 consejeros escolares de diversas regiones de Indonesia participaron en la encuesta.

El proceso de adaptación del ID-CQS siguió los estándares internacionales, incluidos la traducción hacia adelante y hacia atrás, el juicio de expertos y la prueba preliminar para asegurar la equivalencia semántica y cultural. Se aplicó el análisis Rasch como un enfoque psicométrico moderno para evaluar el funcionamiento de los ítems, la dimensionalidad y la validez del constructo.

Resultados: los resultados demostraron fuertes propiedades psicométricas, con una fiabilidad de personas de 0,92 y una fiabilidad de ítems de 0,99, lo que indica una estructura de medición estable y precisa. Los índices de separación y el mapa de Wright confirmaron la capacidad del instrumento para distinguir entre diferentes niveles de inteligencia cultural (CQ), apoyando su validez de constructo y consistencia interna.

Conclusiones: los hallazgos proporcionan evidencia de que el ID-CQS es un resultado confiable y válido de la innovación psicométrica para evaluar la inteligencia cultural entre los consejeros escolares. Este avance contribuye al desarrollo de prácticas de asesoramiento basadas en evidencia y culturalmente receptivas, mejorando la calidad y eficiencia de los servicios educativos y psicológicos. Se recomienda que futuros estudios realicen una validación transcultural para expandir su aplicabilidad global.

Palabras clave: Inteligencia Cultural; Avance Metodológico; Innovación Psicométrica; Modelo Rasch; Consejeros Escolares.

INTRODUCTION

The role of school counselors in Indonesia is essential due to the country's extensive ethnic and cultural variety.^(1,2) The Indonesian Central Bureau of Statistics (BPS) keeps track of more than 300 ethnic groupings and 1340 sub-ethnicities, each with its own set of rules, values, and ways of communication.^(3,4) In this kind of diversity, counselors help people from different cultures understand each other better and stop fights between people from different cultures.^(5,6) To achieve this effectively, they must cultivate multicultural competence, which includes self-awareness of biases, cultural knowledge, and the capacity to implement culturally responsive and socially just counseling practices.^(7,8,9)

One essential aspect of multicultural competence for school counselors is cultural intelligence, defined as the capability to recognize, understand, and effectively adapt to cultural differences in everyday interactions.^(10,11,12) School counselors with high cultural intelligence can comprehend, respect, and demonstrate tolerance, and effectively respond to students' multicultural needs, thus facilitating their emotional and academic development within multicultural environments.^(13,14,15,16) Without cultural intelligence, counselors risk providing services unsuited to the specific needs of students from diverse backgrounds, potentially hindering students from achieving optimal development.^(17,18)

School counselors who demonstrate high cultural intelligence can effectively adapt to students' diverse cultural backgrounds, recognize norms that differ from their own, and tailor their counseling approaches accordingly.^(19,20,21) Culturally appropriate counseling services enhance cultural awareness and contribute to reducing intercultural conflicts in school settings.^(22,23,24) However, the level of cultural intelligence among Indonesian school counselors varies significantly; some counselors possess high cultural intelligence, whereas most display lower levels. Low cultural intelligence among counselors can result from various factors, including difficulties with personal adjustment and inadequate understanding or knowledge of other cultures.^(6,14,25) Given this variability in cultural intelligence levels, deliberate efforts are necessary to enhance school counselors' cultural intelligence as part of their professional competency development.

One essential step in achieving this goal is the availability of valid and reliable assessment instruments for measuring the cultural intelligence of school counselors. Currently, the instrument commonly used is the Cultural Intelligence Scale (CQS), developed by Van Dyne, Ang, and Koh, available only in its English-language version and not yet culturally adapted or psychometrically validated within Indonesia.⁽²⁶⁾ Assessment instruments specifically addressing educators' professional competence have mainly focused on teachers and principals, whereas instruments measuring Cultural Intelligence in the context of school counselors remain limited.^(27,28,29)

There hasn't been any specific research or validation of the CQS for school counselors yet, either in Indonesia or around the world. This shows that there is a big gap in both international and local literature, which makes it clear that we need to create and test a culturally appropriate tool for this group of professionals. An initial effort to develop the CQS within the Indonesian context was undertaken by Ramli et al.⁽³⁰⁾ who created a version of the CQS to assess cultural intelligence levels among adolescent social media users. Additionally, an adaptation of the CQS for university students in the Indonesian language demonstrated psychometric validity and reliability.⁽³¹⁾ Both studies provide foundational support for developing an Indonesian version of the CQS specifically tailored to school counselors, enhancing their role in fostering students' cultural identity development within multicultural school environments. Furthermore, This adaptation is also expected to help evaluate counselors' professional skills to make guidance and counseling services more inclusive, fair, and culturally sensitive, within

Indonesian schools and around worldwide.

METHOD

This study utilized a quantitative approach employing Rasch analysis to examine the psychometric characteristics of the Indonesian version of the Cultural Intelligence Scale (ID-CQS), specifically developed for school counselors in Indonesia. This ensures the validity and reliability of the instrument for culturally responsive counseling practices. Rasch analysis was chosen due to its advantage in providing detailed information about instrument quality and maintaining consistency with the conceptual definitions underlying instrument development.^(32,33,34)

Participants

This study involved 663 school counselors from various regions across Indonesia. All participants volunteered after being informed about the study's objectives, benefits, and procedures. Information was presented through a written introduction provided at the beginning of a Google Form link, which also included an informed consent form. In this section, participants were given full autonomy to accept or decline participation before proceeding to complete the questionnaire. Participants' identities were coded and anonymized throughout the data collection, processing, and analysis stages.

Procedure

The original version of the Cultural Intelligence Scale (CQS), adapted from the theory developed by Van Dyne, Ang, and Koh, comprises 20 items.⁽²⁶⁾ The CQS contains items representing four dimensions of Cultural Intelligence: (1) Drive, referring to counselors' motivation to interact with and learn from other cultures, serving as a foundation for developing professional and personal skills; (2) Knowledge, encompassing understanding various cultural aspects to manage intercultural interaction complexities; (3) Strategy, involving self-awareness and planning in cross-cultural interactions, enabling counselors to dynamically adjust their approaches; and (4) Action, representing the ability to act appropriately across diverse cultural contexts.^(35,36,37)

The adaptation procedure followed the cross-cultural adaptation guidelines for measurement instruments proposed by Beaton et al.⁽³⁸⁾ as detailed below (figure 1).

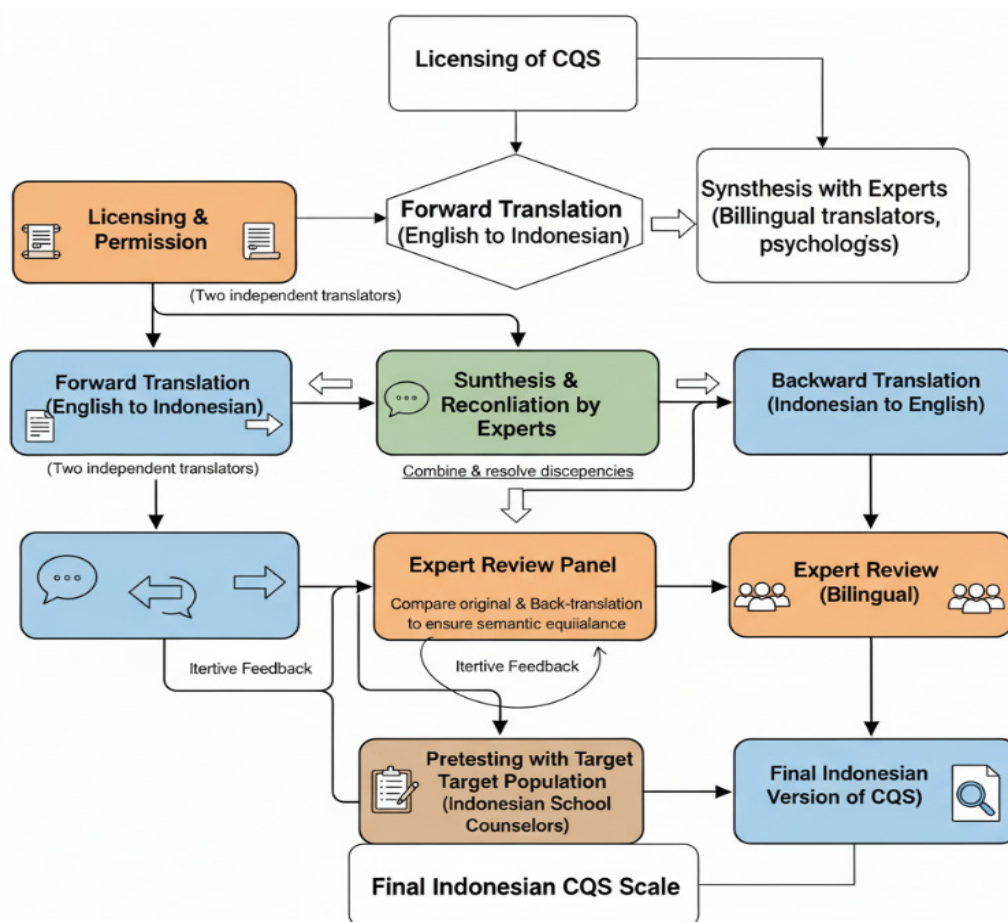


Figure 1. The development of the Indonesian version of the Cultural Intelligence Scale (ID-CQS)

Data Analysis

Following the cross-cultural adaptation procedure, psychometric testing of the Indonesian Cultural Intelligence Scale (ID-CQS) was conducted using the Rasch model. This evaluation aimed to ensure each scale item functioned consistently and validly measured cultural intelligence among Indonesian school counselors. Data analysis utilized Winsteps software (version 5.1.7.0) and its accompanying manual.^(39,40,41,42) Applying the Rasch model ensured that the adapted ID-CQS reliably and validly measured counselors' cultural intelligence across various educational contexts in Indonesia.

Ethical Considerations

Ethical approval Number: 45983/EC/IKI/III/2024 was obtained from the official counselling professional organization, the Indonesian Counselor Association, Jakarta, Indonesia. Participants consented to participate in the study and to the publication of the results, per the ethical approval.

RESULTS

Demographic Characteristics of the Participants

As shown in table 1, the study respondents consisted of 69,53 % females and 30,47 % males. In terms of age distribution, the majority of respondents were aged between 20 and 40 years (60,34 %), while 14,48 % were above 50 years old. Most participants held a Bachelor's Degree (85,67 %), while those holding a Master's Degree accounted for 12,52 %, Ph.D. holders were 0,75 %, and High School Graduates were 1,06 %. Additionally, 40,57 % of respondents had completed Teacher Professional Education, while 59,45 % had not. This demographic profile demonstrates a diversity of respondent backgrounds regarding gender, age, and educational attainment.

Tabel 1. The demographic details of the participants (n =663)			
Demography		Frequency	Percentage (%)
Gender	Female	461	69,53
	Male	202	30,47
Age	20-30 Years	199	30,02
	30-40 Years	201	30,32
	40-50 Years	167	25,19
	Above 50 Years	96	14,48
Education Level	High School Graduate	7	1,06
	Bachelor's Degree	568	85,67
	Master's Degree	83	12,52
	Ph.D	5	0,75
Teacher Professional Education	Has participated	269	40,57
	Has not participated	394	59,45
Total			663

Based on the respondents' workplace distribution, as depicted in figure 1, participants were dispersed across various provinces in Indonesia with varying proportions. East Java recorded the highest percentage at 49,47 %, followed by Central Java (11,31 %) and West Java (10,71 %). Additionally, respondents were distributed across other provinces in Kalimantan, Bali, Nusa Tenggara, Sumatera, Sulawesi, and Papua, although in relatively smaller proportions. This distribution pattern indicates respondent representation from diverse regions, thus providing a comprehensive overview of conditions in various areas.

The adaptation process of the ID-CQS followed the guidelines proposed by Beaton et al.⁽³⁸⁾ After obtaining permission to use the CQS from the original developers, the next phase involved forward translation. The translated results were examined in collaboration with multicultural guidance and counseling experts to ensure equivalence in meaning, clarity of terms, and readability. Subsequently, the backward translation was compared to the original version and reviewed by expert judgments in two primary stages: post-forward translation and post-backward translation. These experts, including specialists in psychometrics, multicultural education, and school counseling, ensured semantic equivalence and cultural relevance of each item. Revisions to specific technical terms also enhanced readability and item clarity within the context of school counseling practice.

Findings from the pretesting phase involving counselors from various regions indicated that the majority of items were clearly understood, reinforcing that the pre-final version of the ID-CQS was ready for the main data collection stage. This assessment confirmed the instrument's readiness for the primary data collection utilizing Rasch analysis.

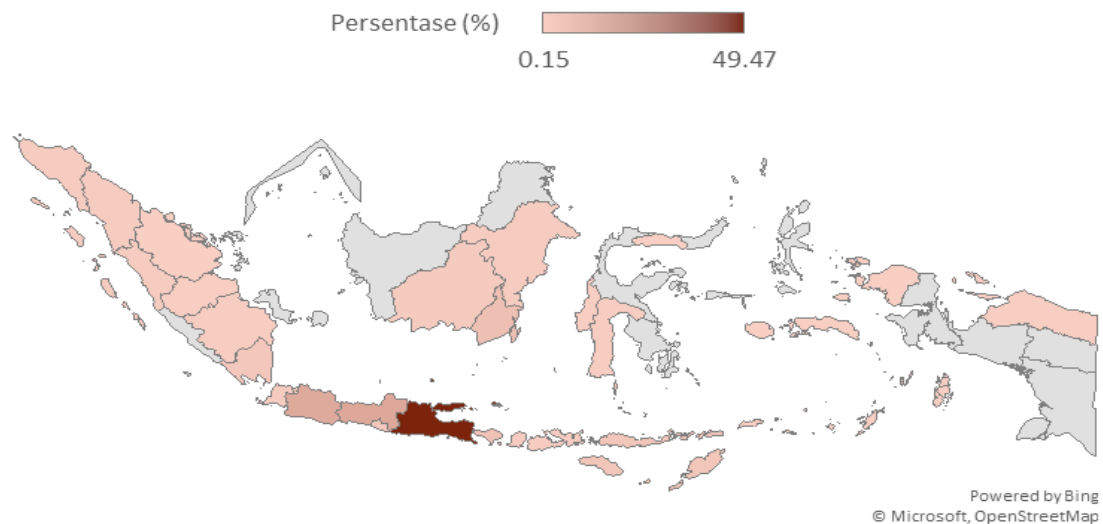


Figure 2. Geographic distribution of study participants across Indonesia

Objective Measurement

The results of the ID-CQS administered to 663 school counselors in Indonesia are presented in table 2.

	Reability	Separation Index	Mean Measure	Cronbach Alpha	Raw Variance explained by measures
Person	0,92	3,30	1,25	0,92	44,6 %
Item	0,99	10,47	0,00		

The Rasch analysis of the 20 ID-CQS items revealed excellent psychometric properties for measuring school counselors' cultural intelligence in Indonesia. The person reliability score of 0,92 and item reliability score of 0,99 indicate strong stability and consistency in assessing respondents' abilities and differentiating item difficulty levels.^(43,44) The person separation index was 3,30 and the item separation index was 10,47, further supporting construct validity by effectively distinguishing between levels of ability and item difficulty. The mean respondent ability was 1,25 logits, higher than the average item difficulty (0,00), indicating that most respondents possess relatively high levels of cultural intelligence.^(45,46) The Cronbach's alpha value of 0,92 suggests excellent internal consistency.^(47,48,49) Additionally, the raw variance explained by measures was 44,6 %, reflecting a significant contribution of the primary dimension of the instrument in explaining data variation and supporting initial construct validity.⁽⁵⁰⁾ Overall, these results affirm the ID-CQS as a valid tool for assessing school counselors' multicultural professional competencies.

Threshold: Partial Credit Model

The category response analysis indicated that most categories on the 7-point Likert scale functioned optimally, with increasing Andrich thresholds and progressive observed average scores. However, the "Strongly Disagree" category was not used by any respondent (0 %) and showed infit (2,13) and outfit (4,41) values exceeding the acceptable range of 0,5-1,5, indicating a misfit.^(43,51)

Category Label	Andrich Treshold	Observed Average	Observed Count (%)	Infit	Outfit
Strongly Disagree	None	0,56	0	2,13	4,41
Disagree	-1,93	-0,11	2	1,24	1,50
Somewhat Disagree	-1,10	0,03	5	1,02	1,05
Neutral	-0,73	0,26	13	0,83	0,80
Somewhat Agree	-0,02	0,78	25	0,86	0,82
Agree	0,65	1,52	40	0,89	0,88
Strongly Agree	3,12	2,95	14	1,04	1,01

In contrast, middle and positive categories such as “Somewhat Agree” to “Strongly Agree” displayed stable fit values within the acceptable range (0,80-1,04).^(52,53) This suggests that most respondents felt comfortable using middle and positive response categories to express their agreement levels with the provided statements.

Item Measure

Based on the Rasch analysis presented in table 4, the item measure data revealed the distribution and ranking of items from the easiest to the most difficult. Item 8 emerged as the most difficult item (0,65 logits) for all respondents, whereas item 1 was identified as the easiest (-1,21 logits). Moreover, most items showed Infit and Outfit MNSQ values within the optimal range (0,5 to 1,5), and ZSTD values were generally below +2,0, confirming that the items align well with Rasch model expectations.^(54,55,56) All items also demonstrated positive Point Measure Correlation values ($\geq 0,40$), indicating that each item contributes meaningfully to the underlying construct. These findings affirm the scale’s strong construct validity and internal consistency. However, item 16 was detected as a misfit and is recommended for revision and further testing to maintain optimal measurement quality.

Tabel 4. The Summary of item measure (I= 20, N=663)

Item	Total Score	Measure	S.E Model	Infit		Outfit		Pt. Measure
				MNSQ	ZSTD	MNSQ	ZSTD	
8	3198	0,65	0,04	0,7853	-4,1092	0,8686	-2,3891	0,5865
6	3251	0,56	0,04	0,9093	-1,6291	0,9169	-1,4591	0,6299
10	3253	0,56	0,04	0,7455	-4,8993	0,7622	-4,4692	0,6851
5	3275	0,53	0,04	0,9368	-1,1091	0,9105	-1,5691	0,6305
19	3381	0,36	0,04	0,7132	-5,4293	0,8565	-2,5091	0,5476
9	3435	0,27	0,04	0,8028	-3,5392	0,8038	-3,4692	0,6348
16	3444	0,25	0,04	1,5858	8,3816	1,7865	9,9018	0,5215
17	3495	0,16	0,04	1,0081	0,151	0,9655	-0,549	0,6296
20	3501	0,15	0,04	1,1874	2,9412	1,1374	2,1611	0,5935
7	3536	0,08	0,04	1,0636	1,0411	1,0091	0,171	0,6001
3	3562	0,03	0,04	0,9154	-1,3991	1,0922	1,4611	0,5437
14	3569	0,02	0,04	1,1191	1,8811	1,1235	1,9211	0,601
15	3573	0,01	0,04	1,2469	3,7312	1,4811	6,7315	0,5119
18	3600	-0,04	0,04	0,9305	-1,1191	0,857	-2,3691	0,6184
4	3623	-0,09	0,05	1,1155	1,8011	1,0514	0,8211	0,5725
13	3686	-0,22	0,05	0,9805	-0,289	0,9668	-0,499	0,5836
12	3696	-0,24	0,05	1,0669	1,0511	1,0102	0,181	0,5892
11	3933	-0,84	0,05	1,2615	3,6413	1,1089	1,5511	0,5273
2	3984	-0,99	0,06	1,0969	1,4211	1,0139	0,221	0,51
1	4050	-1,21	0,06	1,1115	1,6311	1,0599	0,8411	0,4581

Person measure and the Wright map

In addition to the item measure analysis, this study also presents a person measure analysis to assess individual respondent abilities in distinguishing levels of the ID-CQS. This supports both the validity and reliability of the person measures in the context of assessing School Counselor Cultural Intelligence. The person measure results are summarized in the following table.

The highest person measure (5,42 logits; S.E = 0,74) was recorded by respondents with entry numbers 190, 191, 230, 233, and 234, indicating the highest and most consistent levels of Cultural Intelligence. In contrast, respondent number 238 had the lowest person measure (-1,44 logits; S.E = 0,21), indicating the lowest Cultural Intelligence among all participants in this study.

Based on parameter estimations for both items and persons, the distribution of respondent ability and item difficulty was plotted on a Wright map using the Rasch scale with identical logit units. The Wright map for the CQS, shown in figure 3, visualizes the measurement mechanism of the scale in mapping individual levels of Cultural Intelligence. This technique allows for a direct comparison between the distribution of respondents and items, as both are plotted on the same linear interval scale in logits.^(57,58)

Table 5. The Summary of person measure (I= 20, N=663)								
Person Entry Number	Total Score	Measure	S.E Model	Infit		Outfit		Pt. Measure
				MNSQ	ZSTD	MNSQ	ZSTD	
Top 10								
190	138	5,42	0,74	0,9018	0,0509	0,6693	-0,2793	0,3368
191	138	5,42	0,74	0,9018	0,0509	0,6693	-0,2793	0,3368
230	138	5,42	0,74	0,9018	0,0509	0,6693	-0,2793	0,3368
233	138	5,42	0,74	0,9018	0,0509	0,6693	-0,2793	0,3368
234	138	5,42	0,74	0,9018	0,0509	0,6693	-0,2793	0,3368
235	138	5,42	0,74	0,9018	0,0509	0,6693	-0,2793	0,3368
236	138	5,42	0,74	0,9018	0,0509	0,6693	-0,2793	0,3368
249	138	5,42	0,74	0,9018	0,0509	0,6693	-0,2793	0,3368
271	138	5,42	0,74	0,9018	0,0509	0,6693	-0,2793	0,3368
288	138	5,42	0,74	0,9018	0,0509	0,6693	-0,2793	0,3368
Bottom 10								
554	76	-0,4	0,19	0,5172	-1,9895	0,491	-2,1195	0,5349
145	75	-0,44	0,19	1,2667	0,9613	1,3613	1,2314	0,2834
269	75	-0,44	0,19	1,2135	0,8012	1,1888	0,7212	0,7296
485	73	-0,51	0,19	0,5234	-1,9695	0,4933	-2,1195	0,5624
21	71	-0,58	0,19	1,7949	2,3918	1,7254	2,2117	0,2967
647	71	-0,58	0,19	2,3609	3,6324	2,3391	3,5623	0,41
537	70	-0,62	0,19	0,5595	-1,7794	0,569	-1,7194	0,547
32	67	-0,73	0,19	0,9001	-0,2691	0,8905	-0,3091	0,0624
107	66	-0,76	0,19	1,014	0,141	1,0238	0,181	0,5307
294	63	-0,88	0,19	0,5103	-2,0295	0,4858	-2,1595	0,6299

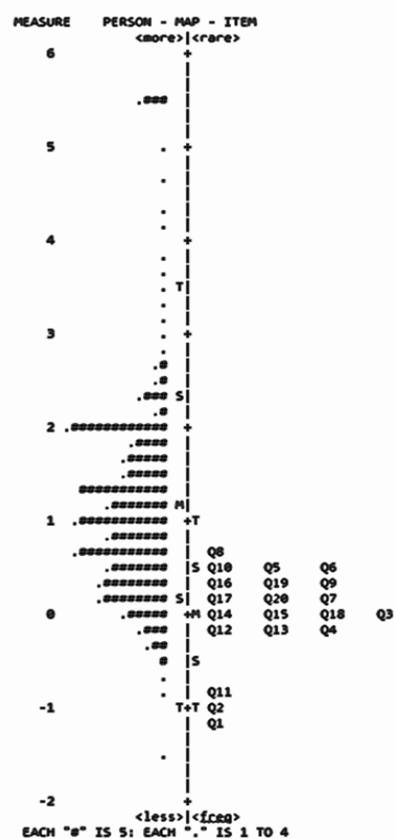


Figure 3. Wright person-item Rasch map for ID-CQS

DISCUSSION

The validation of the ID-CQS carries significant practical and policy implications for guidance and counseling in Indonesia. As a nation characterized by vast ethnic, linguistic, and religious diversity, Indonesia's educational institutions require evidence-based tools to foster intercultural competence among school counselors. The validated ID-CQS enables counselors to self-assess their cultural awareness, understanding, and adaptability, thereby aligning their professional growth with the values of inclusivity promoted through Merdeka Belajar and Profil Pelajar Pancasila. At the institutional level, the ID-CQS may serve as a diagnostic framework for supervision, recruitment, and continuous professional development, helping to identify counselors' specific needs in multicultural sensitivity, communication adaptability, and cultural empathy. Such integration would operationalize Sue et al.⁽⁵⁹⁾ model of multicultural counseling competence, emphasizing that competence must be both measurable and intentionally cultivated through education and reflective practice.^(60,61)

At the policy level, the implementation of the ID-CQS can strengthen the evidence base for national counselor certification standards. Mapping CQ levels among counselors provides actionable insights for designing targeted training, multicultural immersion programs, and peer mentoring strategies that enhance empathy and intercultural understanding. These applications correspond with recent research in counselor education emphasizing sociolinguistic awareness as a key dimension of cultural competence,⁽⁶²⁾ highlighting the importance of language, tone, and discourse patterns in building cross-cultural rapport. By embedding CQ assessment within professional standards, Indonesia can move toward a more data-driven, reflective, and globally aligned counselor education system.

Methodologically, this study contributes to the global advancement of CQ research by employing Rasch analysis as an alternative to Classical Test Theory.^(63,64,65) This approach provides item-level diagnostics and enhances the precision of construct validity across cultural groups. Such methodological innovation responds to contemporary calls for stronger statistical validation in cross-cultural research.⁽⁶⁶⁾ Recent Rasch-based investigations of the Cultural Intelligence Scale in South Korea⁽⁶⁷⁾ similarly highlight the necessity of modern psychometric frameworks to ensure measurement invariance across languages and regions. This Rasch-based validation represents a technological innovation in educational psychometrics, enabling more accurate and digital-ready assessment in counselor education.^(68,69) By situating its validation in a non-Western educational setting, this study extends the generalizability of CQ research and demonstrates how global constructs can be meaningfully localized without sacrificing psychometric rigor.

Beyond methodological refinement, the findings also open opportunities for integrating emerging intercultural constructs such as cultural humility. Cultural humility complements cultural competence by fostering openness and nonjudgmental awareness, thereby deepening the relational dimensions of intercultural practice.⁽⁷⁰⁾ Incorporating this concept alongside CQ could provide a more holistic model for counselor development balancing skill-based adaptability with ethical and reflective sensitivity to clients' worldviews. This integration aligns with the broader shift in multicultural psychology toward emphasizing empathy, relational attunement, and reflexivity as hallmarks of effective cross-cultural engagement.

The implications of this study also extend beyond Indonesia, as CQ becomes increasingly recognized as a global competency critical to leadership, education, and counseling effectiveness, the ID-CQS offers a validated, culturally grounded model that other nations can adapt for their own counselor education systems.^(71,72) The interplay between cultural intelligence, emotional regulation, and professional effectiveness in multicultural educational settings.

The validated Indonesian Cultural Intelligence Scale (ID-CQS) stands as a reliable, valid, and culturally resonant measure for assessing cultural intelligence among school counselors. It bridges theoretical, methodological, and practical dimensions of multicultural counseling by demonstrating that CQ is both a personality-related construct and a learnable professional competence. The instrument not only strengthens Indonesia's national framework for counselor education but also contributes to global discourse on culturally responsive practice. By employing a Rasch-based approach and integrating recent theoretical developments, this study underscores the importance of psychometrically sound, contextually meaningful tools in advancing inclusive and equitable counseling services.⁽⁷³⁾ The ID-CQS thus represents both a scholarly innovation and a practical solution—enabling school counselors to engage authentically and effectively across cultural boundaries in an increasingly interconnected educational world.

Although this study makes significant contributions, several limitations must be acknowledged. First, the sample was limited to school counselors in Indonesia, which may restrict the generalizability of the findings to other countries or cultural contexts. Second, while Rasch analysis provides strong psychometric diagnostics, it does not account for all potential sources of bias, such as individual counselor characteristics. Third, the study primarily focused on the psychometric properties of the ID-CQS, leaving its predictive validity and practical applicability in real-world counseling contexts unexamined. Finally, this study did not test the cross-cultural validity of the ID-CQS in more diverse settings.

CONCLUSIONS

The validation of the Indonesian Cultural Intelligence Scale (ID-CQS) establishes it as a dependable and significant instrument for assessing cultural intelligence (CQ) among school counselors in Indonesia. This study underscores the importance of CQ as a personality-related concept, particularly its vital function in augmenting counselors' capacity to address multicultural difficulties within educational contexts. The ID-CQS is not only a strong way to measure something, but it also helps to provide focused professional training, supervision, and policy initiatives that will help counselors become more culturally competent. The ID-CQS is set to be a big part of counselor education and professional development programs all around the world. It will help counselors be more culturally aware and open to all kinds of people. Future research should investigate its cross-cultural validation across various contexts to guarantee its universal applicability and to further augment its role in enhancing counselors' competencies globally.

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