

Multicultural Leadership of School Principals in The Digital Age

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Article History

Received : June 14th 2022

Revision : August 16th 2022

Publication : September 30th 2022

ABSTRACT

In Indonesia, with 17,504 islands spread over 34 provinces, 1,340 tribes, 300 tribes, and 742 languages, multicultural communities like this are common and easy to find throughout the country. Multicultural communities can lead to three views as a principal school pandana. The problem that often arises is that there is no guarantee that social conflict can be avoided, even though Indonesians live harmoniously. The research method is a combined research method, in which quantitative and qualitative research methods are combined into one. The development of information technology in the digital era can be used as a tool in school management. This research was carried out in basic education in the DKI Jakarta province from January 2022 to June 2022. The results were obtaining information on needs and an overview of school principals' multicultural personalities and leadership. Suggestions on the dimensions of multicultural personality, which are still low, can be made to improve it, considering that the multicultural personality possessed by the principal can improve his ability to implement multicultural education in the school he leads. The implication is that the principal will have various information related to multiculturalism.

Keywords: Digital Era, Multicultural Leadership, Principal.

INTRODUCTION

Advances in technology and the development of transportation systems have opened an era where people of different races, ethnicities, cultures, and genders are mixed in one community. Discussing multicultural communities or multiculturalism can lead to three views being taken to define them (Murdock & Ferring, 2016): demographics, policies, and attitudes. Of the three views, define multiculturalism comprehensively. First, multiculturalism specifically refers to a society's demographic features with poly-ethnic composition. Second, multicultural is a concept used by policymakers to denote the types of policies specifically related to cultural diversity. Third, multiculturalism is a psychological concept that refers to attitudes related to a political ideology which refers to the acceptance of, and support for, the composition of the culturally heterogeneous population in a society. Another aspect that must be considered when discussing multiculturalism is

multicultural education (Wahab, 2007). It is important to understand that multicultural education emerged as a consequence of the US Civil Rights Movement in the 1960s (Banks & Ambrosion, 2020). Three things are used to structure multicultural education (Lynch, 2015): ideas or concepts, educational reform movements, and processes. (Banks, 1995) (Zarif & Nisa, 2013) All three are related to equal opportunities to study in schools regardless of race, ethnicity, social class, or gender discrimination.

Multicultural education is the construction of school curricula, teaching instructions, classrooms, and school environments filled with student culture (Khine & Fisher, 2013). In order to be practiced in everyday life, multicultural education must be taught at the elementary level to combat the problems that arise from multiculturalism. Principals are required to use information technology facilities to support daily activities.

Multicultural education requires school leaders or principals with multicultural skills (Miled, 2019) (Sa'adah, 2018). These skills are critical to creating a school that values individual differences. Also, these skills demonstrate the principal role of principals in promoting equality (Lazwardi, 2018) (Khaleel et al., 2021), social justice, and the implementation of inclusive learning in schools. With this role, principals can have access to power and become transformative agents (Beatriz Pont, Deborah Nusche, 2008) to fight inequality in the educational community.

Principals who understand and apply the concept of multiculturalism are expected to encourage teachers better to understand their students (Munadli, 2016) regardless of their cultural background and socioeconomic level so that the educational needs of students are met, and the quality of their education is maintained. This study aims to obtain an effective training model to develop a multicultural-based leadership style for principals in Jakarta. The priority of this research needs to be done because, in the era of globalization, a leader must have a complete, multicultural perception and be able to implement it in life in the school. He dreams of and is expected to produce a multicultural leadership style that is very much needed in the era of globalization (Zarbaliyev, 2017).

METHOD

Effective multicultural education is reflected in incorporating multiple cultures and languages into teaching instruction. Through this combination, students are expected to acquire the attitudes, knowledge, and skills needed to work productively in a global society and with the support of technology; participate effectively in the political system, and be willing to act to promote equality in society. (Dewi, 2019) "Exploring Leadership in a Multicultural School" uses a qualitative approach with a case study method, aiming to identify and explore leadership strategies used by successful principals of a successful multicultural school. Following developments in this digital era, school principals must improve

competence in applying information technology in schools with patterns and ways according to circumstances.

The roadmap for this research can be described as follows.

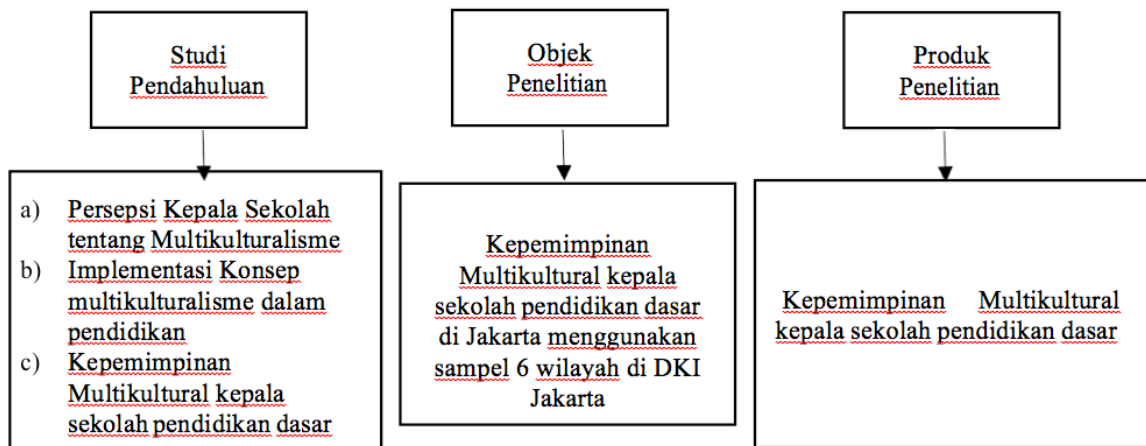


Figure 1. Research Roadmap

The picture above shows three steps that will be used to see the principal's leadership in carrying out his duties.

RESULTS AND DISCUSSION

Being a multicultural country is one of Indonesia's strengths. However, this cultural diversity makes Indonesia vulnerable to social conflict. That is exacerbated by some people's political and economic interests, which in turn increases religious, racial, and ethnic sensitivities. Also, the diversity of economic and geographical conditions; and social inequality have fueled endless conflicts. Efforts to stop the conflict have always been a concern of the government. Efforts to minimize conflict are through applying multicultural education in the community and schools. Therefore, the multicultural skills of principals in Indonesia are very important. The principal will have broad insight into implementing information technology in multicultural students' teaching and learning process. This study aims to determine how effective principals can function in a multicultural school environment from their own beliefs, what dominant personalities shape the effectiveness of principals, and what should be done to improve the multicultural skills of principals.

(Andersen, 2014) His research entitled "Multicultural Schools and New Demands on Leadership" found less emphasis on competencies (knowledge, skills, and actions) that principals must master when their school population becomes increasingly diverse in language and culture. This study suggests the importance of a preparatory program for school principals related to their competence in dealing with multiculturalism in education (Matthew, 2017).

The first step that the researcher took was a preliminary study to see: Principals' Perceptions of Multiculturalism, the Implementation of the concept of

multiculturalism in education, the Multicultural Leadership of primary education principals, and observing the work pattern of the object of research, namely the Multicultural Leadership of elementary school principals in Jakarta using a sample of 6 areas in DKI Jakarta, which will produce research products in the form of concepts and strategies of Multicultural Leadership for principals of elementary education, quantitative methods with qualitative methods to be used together in research activity, so that more comprehensive, valid, reliable and objective data are obtained. Therefore, a mixed methods approach is needed to answer the existing problems.



Figure 2: Sequential *Explanatory Design*

The data source used in this study is the subject from which the data was obtained. In this study, the data sources are divided into two types: Primary data in the form of interviews and secondary data, which is data to support or provide information related to this research, both internal and external data.

The population in this study were all principals in Jakarta, while the sample for this study was taken using a quota sampling technique representing six regions in DKI Jakarta. At the same time, the sampling of qualitative data uses a non-probability sampling technique with the purposive sampling method. The combined data collection method consisted of a questionnaire (questionnaire), interviews, observations, and documentation studies.

Discussion

(Zembylas & Iasonos, 2010) conducted a study entitled "Leadership styles and multicultural education approaches: an exploration of their relationship." This study aims to determine the perception of elementary school principals about diversity and multiculturalism in leadership styles.

Mixed methods in this study produce more comprehensive facts in examining research problems, especially the problems raised by the Author because this research has the freedom to use all the data collection tools needed. Quantitative or qualitative differences are only limited to certain data collection tools. The strategy used in this research is sequential explanatory, in which the analysis sequence uses quantitative and qualitative data. This data aims to identify concept components (subconcepts) through quantitative data analysis and then collect qualitative data

to expand the available information. Mixing (mixing) between quantitative and qualitative research results linking quantitative analysis and qualitative data collection.

Explanation of the combination Data collection consists of a questionnaire (questionnaire), a technique of collecting information by making several questions that must be filled in by the informant based on the components and indicators of the evaluation concerned. This study used a closed questionnaire with a Likert scale. Principal leadership who can take advantage of the development of information technology will increase the quality of alumni who can understand the implementation of information technology. This scale measures attitudes, opinions, and perceptions of a person or group of people about social phenomena. Interviews are face-to-face questions and answer. The interviewer conducts them with the interviewee to obtain the required information. In this study, the researcher used a type of guided free interview utilizing in-depth interviews and observation as the action of researchers who were actively and attentively aware of the stimulus. The stimulus after hitting the senses raises awareness to make observations. Documentation Studies are records of past events. The document used in this research is in the form of a guidebook.

The data analysis techniques used are: Quantitative data analysis includes a. Instrument Validity and Reliability. The test To determine to what extent the instrument the researcher has made can measure what is being measured (school capacity) and can be said to be valid, and the instrument must be validated first. In this case, the researcher uses the product moment correlation formula, whose formula is described as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

The above formula is used for the reliability test. To test the stability and constancy of the results of a measurement.

Descriptive analysis is an analysis that describes the main characteristics in a quantitative sense, such as frequency, percent, and average. C. Verification analysis is a study aimed at testing theories, and research will try to produce new scientific information, namely the status of the hypothesis in the form of a conclusion whether a hypothesis is accepted or rejected.

Qualitative Data Analysis

The data analysis used in this qualitative research uses the Miles and Huberman model. Data analysis activities include data reduction, display, and conclusion/verification. The analysis steps are shown in the following figure:

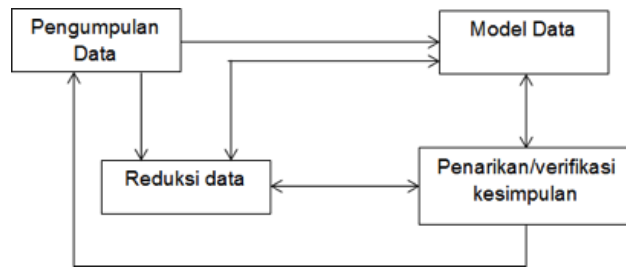


Figure 3. Qualitative Analysis Research Steps

Examination of the validity of the data in the qualitative method includes the test of credibility, transferability, dependability, and confirmability.

1. Credibility test (internal validity)

Testing the credibility of the data from qualitative research is carried out by extending observations, increasing persistence in research, triangulation, negative case analysis, using reference materials, and conducting member checks.

2. Test dependability (reliability)

This criterion relates to the issue of whether the results of the study can be generalized to the population. In other words, whether the study's results on a group of samples were representative or applied to the entire population.

3. Transferability test (external validity)

This criterion states that the generalization of a finding can be applied or applied to all contexts in the same population based on the findings obtained in a representative manner.

4. Confirmability test (objectivity)

The objectivity of a study is declared objective if many people agree with the results of the study. Thus, it can be ascertained that the objectivity of research depends on the unity of several people towards a person's views, opinions, and findings. The steps taken on this criterion are to test the study's results by linking them with the process's function. Three descriptive tables of respondents were used based on age, gender, and years of service. To produce a Descriptive Analysis of Multicultural Personality Variables.

Table 1. Descriptive Data of Multicultural Personality

Pengukuran	Nilai
Mean	147.32
Median	147
Std. Deviation	11.48
Minimum	118
Maximum	172

In the Multicultural Personality dimension, with a total of 72 respondents,

the mean is 147.32, the median is 147, and the standard deviation is 11.38. The minimum value obtained is 118, and the maximum value obtained is 172.

Table 2. Categorization of Multicultural Personality

Kategori	Skor	Frekuensi	Presentase
Rendah	$X \leq 147.32$	41	57%
Tinggi	$X > 147.32$	31	43%
Total		36	100%

Based on the table above, it can be seen that 41 principals (57%) have low multicultural personalities, while 31 principals (43%) have multicultural personalities in the high category. The results are as follows when viewed based on the various dimensions that exist in the multicultural personality variable.

Table 3. Descriptive Data Dimensions of Cultural Empathy.

Pengukuran	Nilai
Mean	33.15
Median	33
Std. Deviation	2.79
Minimum	25
Maximum	39

In the dimension of Cultural Empathy with a total of 72 respondents, the mean is 33.15, the median is 33, and the standard deviation is 2.79. The minimum value obtained is 25, and the maximum value obtained is 39.

Based on the results of data analysis and discussion, the design of training to develop a multicultural-based leadership style for school principals is as follows:

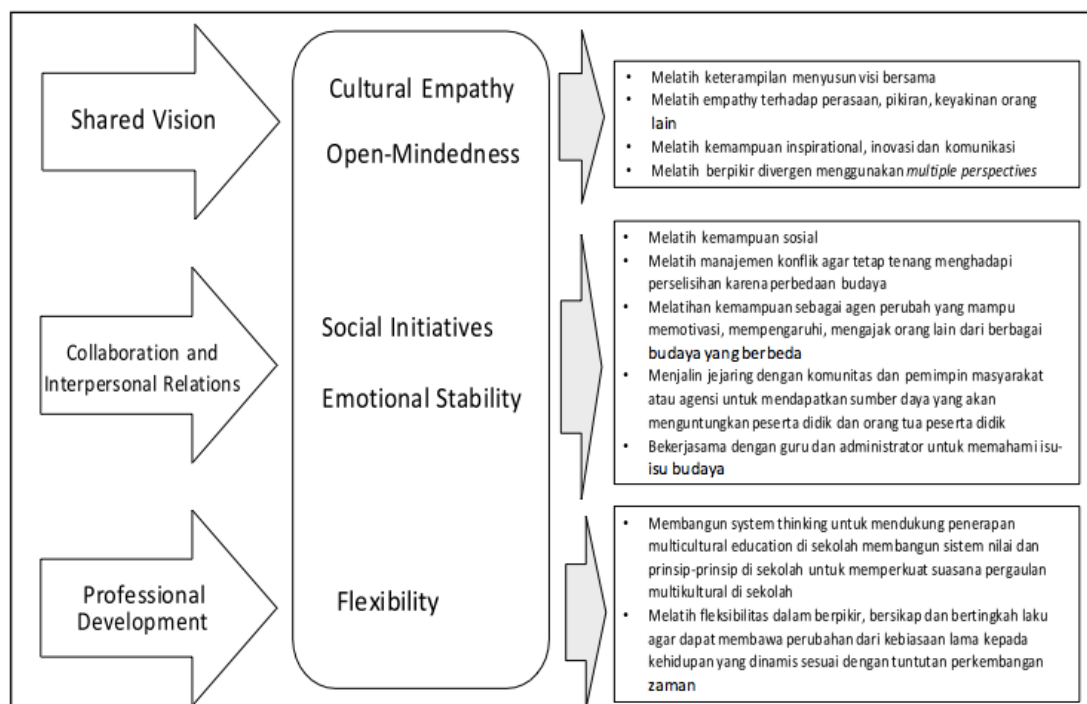


Figure 4. Multicultural Leadership Style Training Model Design.

The picture above explains that the multicultural-based leadership style development training consists of three themes.

1. Shared Vision is a training theme to increase the dimensions of cultural empathy and open-mindedness. This training aims to improve the skills of principals in formulating a common vision. In this case, the principal will be trained to be more sensitive to feelings, thoughts, and beliefs so that he is willing to accept ideas and criticism from other people with different cultural backgrounds. In this theme, the principal will also be treated as more inspiring, innovative, and communicative to produce a dynamic school vision and convey that vision to the entire school community. In the shared vision theme, school principals will be trained to think divergently by looking at each problem from various perspectives. For the theme of this training, more time will be allocated considering that the dimension of cultural empathy is relatively low.
2. Collaboration and Interpersonal Relations. This training theme aims to increase the dimensions of social initiatives and emotional stability. Some of the activities that will be carried out in this theme are training the social competence of school principals and training conflict management skills to remain calm in dealing with disputes due to cultural differences. In addition, the theme of this training is also aimed at improving the ability of school principals as agents of change who can motivate, influence, invite other people from different cultures and establish networks with communities and community leaders or agencies to obtain resources that will benefit students and other people. Old students. Another goal of the collaboration and interpersonal relations theme is to improve the ability to work with teachers and administrators to understand cultural issues. This theme also requires a longer time allocation considering that the dimensions of social initiatives are also classified in the low category.
3. Professional development is a training theme aimed at increasing the dimension of flexibility. The purpose of this training theme is to improve the ability of principals to build systems thinking to support the implementation of multicultural education in schools and to build a value system and principles in schools to strengthen the atmosphere of multicultural relationships in schools. In addition, the purpose of this training theme is to train flexibility in thinking, behaving, and behaving to bring change from old habits to dynamic life by the demands of the times.

CONCLUSION

Principal's Multicultural Leadership in the Digital Age can be achieved with the results of data analysis then followed by a training design that includes three themes, namely shared vision, collaboration and interpersonal relations, and professional development.

In the transformational leadership variable with a total of 72 respondents, the mean is 49.5, the median is 51 and the standard deviation is 4.35. The minimum score obtained is 41 and the maximum score is 55. In addition, it is also known that 29

principals (40%) have transformational leadership in the low category, while 43 principals (60%) have transformational leadership in the high category

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