Does Multicultural School Leadership Foster a Multicultural Teacher Culture?: The Mediating Role of Multicultural Inspiration, Personality, and Attitude

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Abstract: Multiculturalism in the school environment is challenging for all educational systems. This study examines the effect of multicultural school leadership on multicultural teacher culture and determines mediating effects of multicultural inspiration, personality, and attitude. A quantitative research approach using a cross-sectional survey was used for this study. The population and sample of this study were school principals and high school teachers in Central Java Province, Indonesia. The participants were a total of 357 individuals. Data analysis was done by structural equation modeling (SEM) using the software AMOS 24. The results show that multicultural school leadership directly influences multicultural teacher culture. This study also highlights multicultural inspiration, multicultural personality, and multicultural attitude as factors that mediate the effect of multicultural school leadership on multicultural teacher culture. This study makes a practical and theoretical contribution, especially by providing data to support the improvement of multicultural teacher culture and the importance of multicultural leadership of school leaders in influencing these factors through multicultural inspiration, personality, and attitude.

Keywords: *Multicultural attitude, multicultural inspiration, multicultural personality, multicultural school leadership, multicultural teacher culture.*

Introduction

As a multicultural country, Indonesia is an indisputable reality (Jones, 2018; Sidi, 2019). This reality is a result of the composition of the Indonesian population, which consists of different ethnicities, religions, and languages. This composition can be perceived in the richness of socio-cultural and geographic conditions that are so diverse and widespread. According to the latest census conducted by the Central Agency for Statistics of the Republic of Indonesia in 2010, There are 16.766 large and small islands in Indonesia with a population of 237 million people belonging to six religions (Islam, Catholicism, Christianity, Hinduism, Buddhism, Confucianism, and various other faiths), which include 1.340 types of ethnic groups, and the number of languages, which in Indonesia consists of 2.500 languages (Central Agency on Statistics Republic of Indonesia, 2012). Communities become diverse as people from different regions of Indonesia settle in one place and bring their culture and customs to their new residence.

Since independence, the Indonesian government has established the motto of the Indonesian state, "Unity in Diversity" (this concept existed long before Indonesia became independent). The motto contains a clear meaning for the diversity of the Indonesian people, who come from different ethnicities, religions, and races, but remain one in unity and integrity as an Indonesian nation (Fitriyah et al., 2022; Sidi, 2019; Simarmata, 2017). Furthermore, it is stipulated that Indonesian must be learned as the national language in schools.

Ironically, many conflicts in Indonesia arise due to ethnicity, religion, race, and intergroup issues (Jayadi et al., 2022; Kurniawan, 2018; Nakaya, 2018). These conflicts have led to deeper divisions in society. The socioeconomic differences between races and government policies to address inequality, competition for political influence, social status, religious ties, and birth are key factors that support the uncomfortable racial feelings of people in this country (Hasan & Suwarni,

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2012; Sidi, 2019). As a country with cultural, ethnic, religious, and community diversity, the understanding of multicultural becomes very important in the life of society (Doucette, 2018; Herzallah, 2021; Ibrahim et al., 2011). Education is an important way to achieve an agenda of unity.

Although this multiculturalism poses challenges for all education systems (Little et al., 2013; Thijs & Verkuyten, 2014), the principals face a more complex school context (Juharyanto et al., 2020, 2021; Nurabadi et al., 2022). This context includes how the principal creates a harmonious environment for dominant ethnic/religious groups and minorities, both students, teachers, and school staff (Malakolunthu, 2010; Santamaria et al., 2017). Although there is much research on multicultural leadership in schools (Aldhaheri, 2017; Malakolunthu, 2010; Velarde et al., 2020), the role of school leaders in the context of multicultural teacher cultures has not been extensively studied. Research on multicultural school leadership typically focuses on how to shape students with multicultural attitudes (Aslan, 2018; Collins et al., 2016; Khairutdinova & Lebedeva, 2016; Zamroni et al., 2021) but rarely examines the influence of school leaders in supporting a multicultural teacher culture.

The more the principal is aware of multiculturalism in the school and community environment, the more school policies will pay more attention to the existing multicultural reality (Abu Bakar et al., 2021; Ochieng et al., 2013). Although school leaders can try to improve multicultural teacher culture by implementing multicultural school policies (Candela, 2013; Maisyaroh et al., 2021; Vervaet et al., 2018), little research has been conducted on the relationship between (multicultural) school leadership and multicultural teacher culture. Several research findings provide recommendations to school principals on how to make the school environment more multicultural (Scibetta & Carbonara, 2020; Serin & Bozdag, 2020; Theoharis, 2010) and develop instruments to measure multicultural leadership to measure multiculturalism in schools (Greene, 2019; Hammer, 2012; Polat et al., 2017; Zembylas, 2010) without investigating whether multicultural leadership of school principals can have an effect on multicultural teacher culture. In addition to the direct relationship between school leadership and multicultural teacher culture, school leaders can indirectly influence multicultural teacher culture through their multicultural inspiration, personality, and attitudes (Anglim et al., 2019; Hofhuis et al., 2020; Thrash & Elliot, 2003). Teachers demonstrate multicultural teaching culture through instructional practices using examples, data, and information from different cultures in their field of study (Alismail, 2016; Vervaet & Van Houtte, 2017). Teachers' multicultural instructional practices can be influenced by principals' multicultural leadership behaviors (Keung & Rockinson-Szapkiw, 2013); inspiration, personality, and attitude are an important part of the causal relationships between principals' multicultural leadership and multicultural teacher culture (Boske, 2007; Liou & Hermanns, 2017; Othman & Ruslan, 2020; Summerfield et al., 2021).

Multicultural leadership by school leaders inspires teachers in their multicultural teaching practices (Girdauskiene & Eyvazzade, 2015; Ndura & Dogbevia, 2013). It is important that the principal, as a role model in the school, can inspire teachers to improve multicultural teacher culture (Kang et al., 2019; Stephan & Pathak, 2016) because the success of a principal depends on the extent to which the principal can inspire teachers and the teachers can then implement this in the classroom by, for example, implementing multicultural teaching. Multicultural personality theory posits that personality traits predict variations in multicultural competence (intercultural comfort, effectiveness in intercultural environments, and cultural adaptability and adjustment) (Summerfield et al., 2021; Yeke & Semerciöz, 2016). Zee and Oudenhoven (2014) defined multicultural personality as "*success in professional effectiveness, personal adjustment, and intercultural interaction*." Based on this definition, it can be understood that the multicultural leadership exhibited by the principal can influence the multicultural teacher culture through multicultural personality. This study was conducted to analyze the concept of success in improving multicultural teacher culture, with multicultural attitudes identified as an important predictor of success (Kapoor & Solomon, 2011; Karacabey et al., 2019; Moore & Hampton, 2015). As supported by the Theory of Planned Behavior (TPB), attitudes can be influenced by the internal and external conditions of the individual (Kan & Fabrigar, 2017; Tsigilis et al., 2006). Banshchikova et al.'s (2015) research also shows that multicultural leadership can influence teachers' multicultural attitudes in schools.

Aims and Hypothesis

Multicultural leadership by the principal is related to multicultural teacher culture because the teacher interprets and applies the behavior exhibited by the principal (Braun et al., 2010; Kang et al., 2019) by using multicultural teaching. Consequently, multicultural school leadership (MSL) may have an indirect effect on multicultural teacher culture (MTC), mediated by multicultural inspiration (MI), multicultural personality (MP), and multicultural attitude (MA) (Boske, 2007; Liou & Hermanns, 2017; Othman & Ruslan, 2020; Summerfield et al., 2021). This study makes a theoretical and practical contribution to the literature by adding to previous research by including a multicultural attitudinal variable many earlier researchers have not previously examined. Also, this study provides practical insights on how to improve student careers through predictor variables. Thus, this study contributes to research related to multicultural leadership by examining the role of multicultural leadership in multicultural teacher culture. More specifically, we sought to investigate the extent to which school leaders apply multiculturalism leadership concerning improving multicultural teacher culture in high school. In addition, we aimed to explore the role of mediation in multicultural inspiration, personality, and attitude. Based on these explanations, the hypotheses in this study are as follows.

H1: MSL has a direct effect on MI

H2: MSL has a direct effect on MP

H3: MSL has a direct effect on MA

H4: MSL has a direct effect on MTC

H5: MI has a direct effect on MTC

H6: MP has a direct effect on MTC

H7: MA has a direct effect on MTC

H8: MSL has an indirect effect on MTC through MI

H9: MSL has an indirect effect on MTC through MP

H10: MSL has an indirect effect on MTC through MA

Methodology

Research Design

A quantitative research design, as a deductive approach and a cross-sectional survey, was used to examine the mediating effect of multicultural inspiration, personality, and attitude on the effect of multicultural school leadership on multicultural teacher culture. Figure 1 in this study describes the exogenous, mediating, and endogenous variables. The exogenous variable in this study is multicultural school leadership, while the mediating variable is multicultural inspiration, personality, and attitude. The endogenous variable is multicultural teacher culture. Structural Equation Modeling (SEM), assisted by the AMOS 24 program, was used in this study to achieve the research objectives.
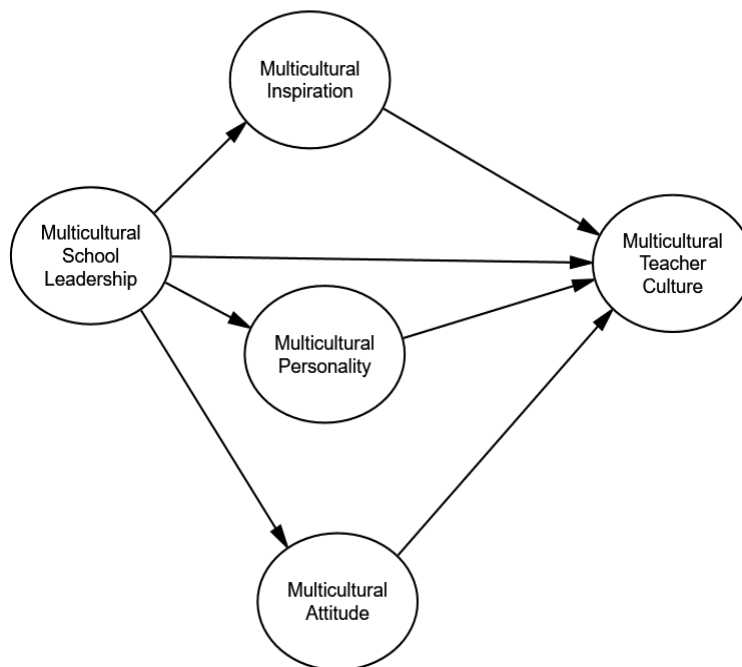

Figure. 1. Proposed Model

Participants and Data Collection

The population in this study was the principals and high school teachers in central Java Province, Indonesia. The research was conducted in Central Java Province because the people in the region consisted of diverse ethnic and religious communities. The research was conducted in January – February 2022, during the COVID-19 pandemic. Therefore, data collection in this study was carried out online with the help of Google Forms. To ensure research ethics, participants in filling out research instruments were voluntary and maintained their identity confidentiality. Purposively, participants in the study were divided into northern, southern, and central regions. The northern region was represented by the Rembang regency, which had communities with a high degree of religiosity. The southern part was represented by Surakarta, which upheld culture and ethics. The central region was represented by Semarang, the provincial capital, with a mixed culture and ethnicity. The population in this study was 3.498 people.

Furthermore, the determination of the sample size followed the formula based on Cohen et al. (2018) with a confidence level of 95%. The sample size was 357 people. Because each sample from the population can be taken proportionally, the sampling technique was proportional random sampling. The description of the population and sample are shown in Table 1.

Table 1. Population and Sample

Area	Regency/City Sample	Population	Sample
Central	Semarang City	1.883	192
South	Surakarta City	1.131	115
North	Rembang Regency	484	49
Total		3.498	357

The items in the questionnaire were developed based on literature reviews and adapted from existing instruments in measuring multicultural school leadership (MSL), multicultural teacher culture (MTC), multicultural inspiration (MI), multicultural personality (MP), and multicultural attitude (MA). The questionnaire was translated from English to Indonesian and adapted into the Indonesian language. The research instrument had six parts. The first part of the instrument had questions related to the respondent's demographic (gender, age, educational qualification, and teaching experience). The five items in the second part were inspired by the multicultural school leadership indicators proposed by Velarde et al. (2020). The third part was inspired by the multicultural teacher culture indicators proposed by Alismail (2016). The fourth part, to measure multicultural inspiration, was adapted from four indicators (8 items) inspiration scale developed by Thrash and Elliot (2003). The fifth part measuring multicultural personality was adapted from the five-indicator (18-items) multicultural personality scale developed by Summerfield et al. (2021).

Meanwhile, the sixth part was adapted from the three-indicator (including 18 items) Munroe Multicultural Attitude Scale Questionnaire (Munroe & Pearson, 2006). The research instrument used a four-point Likert Scale, compiled from "never" (1) to "always" (4). Some examples of items in the research questionnaire are given in Table 2.

Table 2. Examples of Items

Factor	Item Code	Item
Multicultural School Leadership	MSL1	The principal maintains positive interactions despite differences in religious or ethnic beliefs
	MSL3	Principals adapt their cultural knowledge by recognizing the reality of cultural coexistence and by embracing cultural diversity
Multicultural Inspiration	MI3	Teachers are often inspired by what they encounter and experience related to multiculturalism
	MI6	Teachers are strongly inspired to do something related to multiculturalism
Multicultural Personality	MP5	Teachers love to know others deeply
Multicultural Attitude	MA7	Teachers understand why people from other cultures act differently
	MA14	Teachers act to stop racism
Multicultural Teacher Culture	MTC2	Teachers teach students awareness of the importance of tolerance and sensitivity to diversity

Statistical Analysis

Data analyses were performed using SPSS 24 and AMOS 24 software to assess the relationships among variables. The analysis and interpretation of the SEM model in this study were carried out in three stages: First, exploratory factor analysis (EFA) was performed to extract different factors using VARIMAX rotation with the help of SPSS 24 software. Second, confirmatory factor analysis (CFA) through AMOS 24 software was run to assess the model's validity and reliability. Criteria for achieving convergent validity when the loading factor was greater than 0.70 (Byrne), average variance extracted (AVE) value greater than 0.50 (Bagozzi & Yi, 1988), and constructs achieve reliability when composite reliability (CR) is higher than 0.70 (Hair et al., 2010). Discriminant validity was confirmed by comparing the value of AVE's square root, which must be greater than the correlation coefficient between constructs (Fornell & Larcker, 1981). Criteria recommended by Byrne (2016); Kline (2015); Hu and Bentler (1999) were used to find out the suitability of the empirical framework of this research, namely the value comparative fit index (CFI), goodness of fit index (GFI), and tucker-lewis index (TLI) must be above 0.90; next, the index value root means squared error of approximation (RMSEA), and root mean square residual (RMR) must be smaller than 0.08, while the value CMIN/df should be below 3.00. The p-value should be ($p > 0.05$). Third, structural equation modeling (SEM) was used to test hypothesized relationships with a significant rate of 5%.

Data normality tests using AMOS 24 were also conducted in this study. Ariyanti et al. (2021) stated that the data normality test should be done before conducting SEM analysis. As recommended by Byrne (2016), the data is normally

distributed if the critical ratio (CR) is between -2.58 to +2.58. This study showed critical ratio (CR) values for Kurtosis and Skewness of each indicator in the range -2.05 to 2.22, and on the multivariate line, kurtosis value cr amounting to 2.31. It can be stated that the data is normally distributed in multivariate and univariate.

Findings / Results

Characteristics of Sample

The demographic characteristics of the respondents in this study are given in Table 3. In general, the respondents in this study were dominated by male respondents. Furthermore, the characteristics of respondents are based on teaching experience, the highest is the teaching experience range of 11-15 years, and the lowest teaching experience range is >20 years. The age range of most respondents is 25-35 years old, and the lowest age range of respondents is > 46 years old. This result shows that the respondents in this study are relatively young in terms of the age range of respondents. Regarding the educational qualifications of the respondents, the percentage of those with a bachelor's degree was the highest (51%), while the rate of those with a diploma degree was the lowest (10%).

Table 3. Characteristics of Sample

No	Demographic Characteristics	Total	%
	Gender		
1.	Male	203	57%
	Female	154	43%
	Age		
	18-24	74	21%
2.	25-35	138	38%
	36-45	91	26%
	>46	54	15%
3.	**Educational Qualifications**		
	Diploma	36	10%
	Bachelor	183	51%
	Master's Degree	96	27%
	Ph.D. (Doctor)	42	12%
4.	**Teaching Experience (years)**		
	0-5 years	67	19%
	6-10 years	94	26%
	11-15 years	116	32%
	16-20 years	52	15%
	>20 years	28	8%

Exploratory Factor Analysis

Exploratory factor analysis (EFA) with the help of SPSS 24 software was used to extract different factors. It produces five various factors based on the results of EFA using VARIMAX rotation. The first factor is called multicultural school leadership (MSL). The second factor is called multicultural inspiration (MI). The third factor is called multicultural personality (MP). The fourth factor is called multicultural attitude. The fifth factor is called multicultural teacher culture (MTC). These five factors explain 66.91% of the total variance (see Table 4). CFA using AMOS 24 software was performed to validate the extracted factors via EFA and test the hypothesized relationship using SEM.

Table 4. Results of Factor Analysis

Factor	Encode	Loading	Eigen Value	Explained Variance (%)	Average Variance Extracted (AVE)	Composite Reliability (CR)
Multicultural School Leadership	MSL1	0.78	11.16	19.51	0.69	0.92
	MSL2	0.72				
	MSL3	0.94				
	MSL4	0.93				
	MSL5	0.77				
Multicultural Inspiration	MI1	0.81	9.25	17.93	0.66	0.89
	MI2	0.74				
	MI3	0.87				
	MI4	0.82				

Table 4. Continued

Factor	Encode	Loading	Eigen Value	Explained Variance (%)	Average Variance Extracted (AVE)	Composite Reliability (CR)
Multicultural Personality	MP1	0.80	4.13	13.26	0.66	0.91
	MP2	0.89				
	MP3	0.74				
	MP4	0.79				
	MP5	0.82				
Multicultural Attitude	MI1	0.71	1.49	7.84	0.67	0.86
	MI2	0.84				
	MI3	0.90				
Multicultural Teacher Culture	MTC1	0.93	1.84	8.37	0.68	0.92
	MTC2	0.75				
	MTC3	0.75				
	MTC4	0.88				
	MTC5	0.81				

Measurement Model

Results of factor analysis (EFA and CFA) are summarized in Table 4. As explained earlier, EFA produces five different factors and CFA. This analysis was done to validate these factors. It can be seen in Table 4 that the measurement model achieves good convergent validity because the value AVE for each construct ranges between 0.66–0.69 (>0.50). Furthermore, the CR value for each construct ranges between 0.86-0.92 (>0.70), and loading value factors range between 0.71-0.94 (>0.70).

Table 5. Results of Discriminant Validity

Construct	1	2	3	4	5
1. Multicultural School Leadership	**0.83**				
2. Multicultural Inspiration	0.17	**0.81**			
3. Multicultural Personality	0.43	0.58	**0.81**		
4. Multicultural Attitude	0.03	0.41	0.53	**0.82**	
5. Multicultural Teacher Culture	0.27	0.20	0.08	0.22	**0.82**

Note: The bold diagonal value represents the square root of AVE

Discriminant validity relates to the principle that measures of different constructs should not be highly correlated. According to the acceptable index, the AVE value must be higher than the squared value of the correlation between the latent variable and other variables. Based on Table 5, the measurement model achieves good validity because the square root value of AVE is greater than the correlation coefficient between constructs. Meanwhile, Table 6 shows that the measurement model has a satisfactory model fit index, namely p-value = 0.07 (>0.05), RMSEA = 0.05 (<0.08), RMR = 0.04 (<0.08), GFI = 0.94 (>0.90), TLI = 0.96 (>0.90), CFI = 0.97 (>0.90), and CMIN/df = 2.11 (3.00).

Table 6. Model Fit Criteria

Criteria for Model Fit	Model Fit Value	Recommended Values
p-value	0.07	> 0.05
RMSEA	0.05	< 0.08
RMR	0.04	< 0.08
GFI	0.94	> 0.90
TLI	0.96	> 0.90
CFI	0.97	> 0.90
CMIN/DF	2.11	< 3.00

Structural Model

SEM technique is used to test the proposed hypothesis. SEM is known as a multivariate statistical analysis technique. Judging from the arrangement and how it works, SEM combines factor analysis, regression analysis, and path analysis. The results of the SEM analysis using the AMOS 24 software can be seen in Figure 2. Table 7 shows the influence of the exogenous, mediator, and endogenous variables: multicultural school leadership, multicultural inspiration, multicultural personality, multicultural attitude, and multicultural teacher culture. MSL positively influences MI, MP, and MA, leading to a positive MTC.
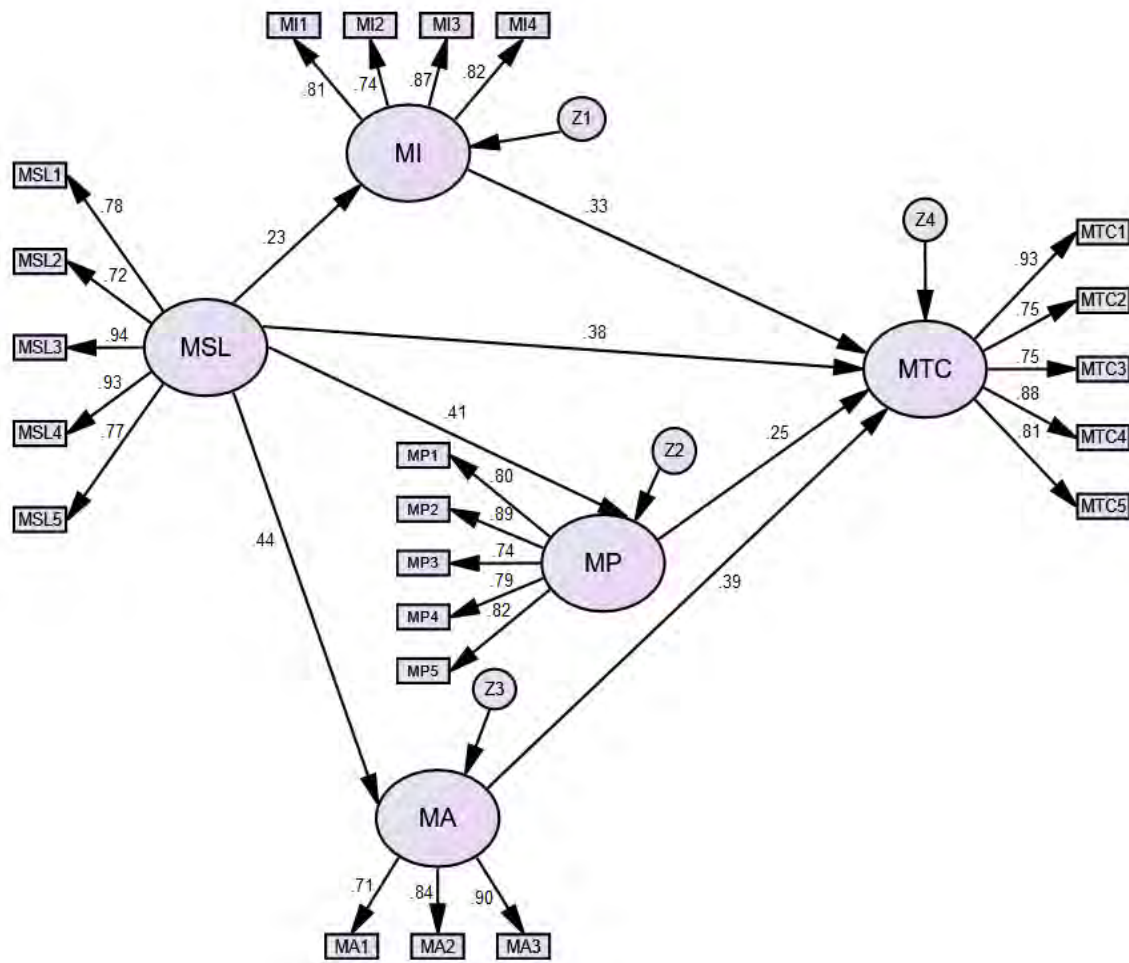
Figure. 2. SEM Results

The results showed that MSL had a positive effect on MI (p = 0.01 < 0.05; β = 0.23), H1 approved. MSL also had a positive effect on MP (p = 0.00 < 0.05; β = 0.41), H2 approved. Furthermore, MSL has a positive effect on MA (p = 0.00 < 0.05; β = 0.44), H3 approved. MSL also has a direct effect on MTC (p = 0.00 < 0.05; β = 0.38), H4 approved. In addition, MI, MP, and MA partially also have a direct effect on MTC (p < 0.05; β = 0.33, β = 0.25, β = 0.39), therefore H5, H6 and H7 are approved.

Table 7. Results of Structural Analysis

Hypothesis	Relationship	*p*	β	Conclusion
H1	MSL → MI	0.01	0.23	Approved
H2	MSL → MP	0.00	0.41	Approved
H3	MSL → MA	0.00	0.44	Approved
H4	MSL → MTC	0.00	0.38	Approved
H5	MI → MTC	0.00	0.33	Approved
H6	MP → MTC	0.01	0.25	Approved
H7	MA → MTC	0.00	0.39	Approved
H8	MSL → MI → MTC	0.00	0.08	Approved
H9	MSL → MP → MTC	0.00	0.10	Approved
H10	MSL → MA → MTC	0.00	0.17	Approved

* Total indirect effect MSL → MTC, β= 0.35
* Total effect of MSL → MTC, β= 0.74

Table 7 also shows the effect of MSL on MTC, mediated by MI, MP, and MA (H8, H9, and H10 approved). The mediation analysis results show that the principal can carry out various scenarios with multicultural leadership behavior in affecting the multicultural teacher culture, including by strengthening multicultural inspiration, personality, and attitude. Meanwhile, the total indirect effect of MSL on MTC through MI, MP, and MA shows a β value of 0.35; when added to the magnitude of the direct effect, the total effect of MSL on MTC shows a β value of 0.74.

Discussion

As a result of the composition of the Indonesian population, which is made up of different ethnicities, religions, and languages, and the increasing multiculturalism in schools, this research focused on the degree of multicultural teacher culture and the multicultural leadership behaviors of school principals (Santamaria et al., 2017; Supadi et al., 2020). The study's main finding is that multicultural leadership behaviors positively influence teachers' multicultural teaching practices. This study's results contrast the findings of Vervaet et al. (2018), which stated that multicultural leadership does not influence teachers' instructional practices. Vervaet et al. (2018) further explained that teachers have the authority in instructional practices, so it is assumed that the principal's leadership does not influence teachers' instructional practices. The results of this study also support previous research findings that the principal's multicultural leadership influences multicultural teacher culture (Girdauskiene & Eyvazzade, 2015; Keung & Rockinson-Szapkiw, 2013).

Efforts to produce school graduates who are insightful and practice multicultural attitudes require teacher support for multicultural teaching practices (Aslan, 2018; Othman & Ruslan, 2020). School leaders working in a multicultural environment need the help of all school citizens, especially teachers. Principals also need to be prepared for a multicultural school environment by encouraging the multicultural teaching practices of teachers through multicultural leadership practices that are evident in their behavior (Aldhaheri, 2017; Vervaet & Van Houtte, 2017). The principal interacts a lot with teachers in the school, so it is possible to influence teachers' multicultural teaching practices better. In their research, Velarde et al. (2020) recommend five multicultural leadership behaviors that the principal can use, namely being aware of one's cultural knowledge, knowing values, religions, and customs; altering verbal and nonverbal language; adjusting one's cultural knowledge, and interacting with people from other cultures.

The next important finding is that principals can use different scenarios to influence multicultural teacher culture by strengthening multicultural inspiration, personality, and attitude. The principal suggested being a role model who can inspire teachers to do their school work (Andersen, 2014). Thrash and Elliot (2003) recommended that inspiration refers to the frequency and intensity of the principal's inspiration; teachers are inspired when the principal inspires teachers often, not just frequently, but intensely. This research highlights the need for school leaders to inspire and develop schools and manage multicultural instructional programs. Supadi et al. (2020) wrote in their study that effective multicultural principals must be able to inspire others and support diversity in schools. All behaviors and actions exhibited by the school leader are based on knowledge related to multiculturalism, respect for differences, and the ability to communicate with members of the school community (Andersen, 2014; Green et al., 2018). Based on these findings, the principal's multicultural leadership can influence multicultural teacher culture through multicultural inspiration.

Given the importance of multicultural interaction in schools, personality factors have become increasingly important (Hofhuis et al., 2020; Zee & Oudenhoven, 2014). Multiculturalism in the school environment is becoming more of a reality. As a result, teachers need to know the context of how the multicultural school system works and how to practice multicultural teaching (Kang et al., 2019; Ochieng et al., 2013). While organizing instruction in schools, it is important to integrate the intercultural dimension to achieve a multicultural school. This research supports the findings of Summerfield et al.'s (2021) study that revealed that multicultural personality influences multicultural teacher culture. Multicultural personality is important in determining an individual's disposition to succeed in predicting multicultural effectiveness (Ponterotto, 2010). In the context of multicultural schools, building multicultural personalities becomes very important to support intercultural interaction (Fietzer et al., 2016). Therefore, the principal must succeed in encouraging both himself and the teachers in the school to have multicultural personalities to promote multicultural teacher culture.

Diversity must be sustainably managed to create an environment conducive to intercultural communities. This research supports the findings of studies by Kapoor and Solomon (2011), Karacabey et al. (2019), and Moore and Hampton (2015), indicating that multicultural school leadership influences multicultural attitudes. In achieving multicultural attitudes for every school citizen, the principal plays an important role (Collins et al., 2016; Velarde et al., 2020). Schools need leaders who accept cultural differences as richness in multicultural environments and strive to help each school citizen improve their social and learning success. Karacabey et al. (2019) stated that in a country with great cultural diversity, teachers do not seem to understand the differences, which leads to various communication problems. Thus, school leaders must encourage teachers to have a good multicultural attitude. Multicultural attitudes are characterized by knowledge related to multiculturality, concern with multiculturality, and acting on multiculturality. Based on this finding, it can be stated that the principal can influence multicultural teacher culture through multicultural attitudes.

Conclusion

To have school graduates who have a multicultural perspective and to realize a multicultural school environment, it requires teachers to support multicultural teaching practices. To promote a multicultural teacher culture, principals need to practice multicultural leadership behaviors because, as the results of this study show, multicultural school leadership has a direct effect on multicultural teacher culture. In addition, this study also highlights multicultural

inspiration, multicultural personality, and multicultural attitude as factors that mediate the influence of multicultural school leadership on multicultural teacher culture. The results of this study provide useful data to support the importance of promoting the improvement of multicultural teacher culture and the contribution of multicultural leadership of principals in influencing these factors through multicultural inspiration, personality, and attitude.

Recommendations

Based on the research conducted, several recommendations are made, including (1) similar studies can be conducted on a larger scale and involve school supervisors and students, and (2) future studies can use more variables associated with encouraging multicultural teacher culture and further research may also use qualitative approaches to shed light on more of the factors and process underlying the improvement of multicultural teacher culture, (3) principals are expected to be able to self-examine and take more intensive measures to achieve a multicultural teacher culture through multicultural inspiration, personality, and attitude.

Limitations

The conducted research also has limitations, namely (1) this study only focuses on school principals and high school teachers in Central Java Province, Indonesia, and (2) this study only examined multicultural school leadership, multicultural inspiration, multicultural personality, and multicultural attitude as factors that influence multicultural teacher culture, and (3) another limitation is that this study was limited to understanding multicultural school leadership, multicultural inspiration, multicultural personality, and multicultural attitude as factors influencing multicultural teacher culture through the self-assessment of principals and teachers who may not provide the right level of circumstances.

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Authorship Contribution Statement

Musadad: Conceptualization, design, data collection, editing/reviewing, final approval. Adha: Statistical analysis, drafting manuscript, final approval.

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