# MULTICULTURAL PERSONALITY OF PRINCIPALS OF

# PUBLIC ELEMENTARY SCHOOLS IN EAST JAKARTA

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**Abstract – This study describes multicultural personality of principals of public elementary schools in east Jakarta with 36 participants. Descriptive survey method with Multicultural Personality Questionnaire is employed in this study. The finding of the research shown that 20 principals (56%) are having high multicultural personality, while the other 16 principals (44%) have low multicultural personality. Based on the descriptive analysis of each dimension, known that the lowest dimension of multicultural personality is open-mindedness.**

***Keywords—Headmasters, Multiculutarlism, Elementary schools***

1. **INTRODUCTION**

Indonesia is an archipelago country that has more than 17.504 islands that scattered in 34 provinces. With 1340 tribes and 300 ethnic groups and 742 languages, Indonesia is a rich country in cultural diversity. On the other hand, this cultural diversity makes the nation of Indonesia vulnerable to social conflict. This is exacerbated by the political and economic interests of some groups, which in turn led to the sensitivity, both religious, racial and ethnic in Indonesia.

The economic condition of the community and the geographical condition of the region in Indonesia are diverse and colored gaps also trigger the emergence of endless conflicts. The effort to stop it will be very difficult if the people of Indonesia have not understood and tolerant of various differences exist. Efforts to minimize this condition can be done by applying the concept of multicultural

education in community and school environment.

Multicultural education must be implanted to children from an early age so they know how to interact with the environment and respect others. In this case, the school which is one of its functions is transferring knowledge and values from generation to generation, having a very important role in optimizing the implementation of multicultural education in order to the ideals of Bhinneka Tunggal Ika can be realized.

To be able to optimize the implementation of multicultural education in school, a school principal who appreciates cultural diversity is required. Leadership that respects diversity is crucial in encouraging learners to demonstrate the cultural value they have and acting on the cultural value, and encouraging all schools to understand each other and empathy, so the distance caused by cultural diversity will transform into a positive school culture.

Principals who value diversity are able to minimize the occurrence of potentially emerging cultural conflicts due to differing values, beliefs and norms in the school environment. Principals who understand and implement the concept of multiculturalism are expected to encourage teachers to better understand learners regardless of the cultural background and socio-economic level they possess in order for student needs Their learning outcomes are improved.

The implementation of multicultural education in schools requires direction from the principal. Therefore, the multicultural personality of the school principal is very important to be studied in Indonesia, since Indonesia is a country with 260 million people spread across 34 provinces with very diverse geographical conditions that all are entitled to a quality education.

This research will depict the multicultural personality of the public elementary school principals in East Jakarta. Jakarta as the national capital of Indonesia has a diverse population of cultural, racial, ethnic, social and economic levels and educational background. This diversity also affects the lifestyle of people in Jakarta, as well as influencing the parent's parenting style. This diversity of lifestyle and parenting style will in turn affect association in the school environment.

1. **LITERATURE REVIEW**

Multiculturalism is an understanding that emphasizes the alignment and impression of local cultures without neglecting the rights and other cultural existences. Multiculturalism is when social structure differences are not, identity and culture are at the same time, but the difference is not considered as a conflict but as a wealth and is able to provide change in society (Banks and Bank, 2010; Parekh, 2000 in Yilmaz, 2016). Efforts to internalize and accept such discrepancies can only occur through multicultural education.

Banks describes a multicultural education as a concept, a movement of education reform and process and includes the assumption of giving students the same opportunity to study in school. According to Nieto (2000) in Iwai (2013) Multicultural education refers to the process of school reform comprehensively and basic education for all. It rejects racism and other forms of discrimination in schools and communities and accepts and affirmed pluralism (ethnicity, race, language, religion, economics, and gender among them) reflected by learners, communities, and teachers.

Multicultural education has four basic principles, namely (a) Cultural and; (b) The ideal social justice and end of racism, sexism, and other forms of prejudice and discrimination (ideals of social justice and the end of racism, sexism, and other forms of prejudice and discrimination); (c) Recognition of culture in the teaching and learning process (affirmations of culture); and (d) The vision of justice in high education and academic achievement for all children (visions of educational equity and excellence leading to high levels of academic learning for all children and youth) (Bennet, 2001 in Gardiner and Enomoto, 2015).

Multicultural schools demonstrate a broad and challenging task that implies new demands on the principal's leadership (Tolo & Lillejord, 2006 in Andersen, 2014). One of the main objectives of multicultural education is transforming (transforming) the various approaches to teaching learning, changing the conceptualisation and organization so that every individual of different cultures gets the same opportunity to learn in educational institutions. Not only the same opportunity to obtain a school bench, but more important is other than togetherness in one class, full attention and service also must be there to the special education needs every Individual.

Many studies on leadership and multicultural education have been conducted. Zembylas and Iasonos (2010) conducted a study titled "Leadership Styles and multicultural education approaches: an exploration of their relationship". The study aims to determine the perceptions of the primary principal of diversity and multiculturalism in relation to the leadership style. In a study of 17 respondents, it was revealed that nearly half of the respondents had adopted a combination of conservative multicultarism and a transactional style of leadership.

Matthew's research (2016) entitled "Exploring Leadership in a Multicultural School" which uses a qualitative approach to case study, aims to identify and explore the leadership strategies used by the principal of successful school from a successful multicultural school. The study focuses on the characteristics of the principal’s leadership, participants' perception of how the principal applied his leadership style and the leadership influence of the principal to school culture. The study found that the princap’s ability to make decisions together and communicate school vision was an important skill. Principals also have an influence on school culture and help teachers to create, encourage and stimulate a safe learning environment for multicultural learners. The recommendation of this research is that the principal should build trust and collaboration to create an inviting and equitable learning environment for the diverse learners and for their families.

Andersen (2014) in his research titled "Multicultural Schools and New Demands on Leadership" found little emphasis on competence (knowledge, skills and actions) that school principals must master during the school population They become increasingly diverse in language and culture. This research suggests the importance of preparatory programs for principals related to their competence in the face of multiculturalism in education.

Gardiner and Enomoto (2015) in his research titled "Urban School Principals and Their Role as Multicultural Leaders" found a lack of multicultural preparation for the principals, but so some of them were involved in the activities That encourages diversity in daily activities. All of the school principals in this study are involved in multicultural issues, which usually focus on individual learners or special programs to accommodate immigrants and refugees. Although some principals have high hopes for all learners, some are still less aware of the relationship between recognizing diversity and student achievement. This research also recommends the importance of support to the headmaster in carrying out their duties in multicultural schools.

The multicultural personality in this study will be measured using the Multicultural Personality Questionnaire (MPQ) which is a questionnaire designed through scientific research by Prof. Dr. Karen I. van der Zee and Prof. Dr. Jan Pieter van Oudenhoven, Cross-cultural psychologist in Netherlands. This research measures five trends related to intercultural success that include cultural empathy, open-mindedness, social initiative, emotional stability and flexibility. This tendency stems from a review of various literature on inter-cultural adaptability and intercultural relationships. Cultural empathy points to empathy for the feelings, thoughts and behaviours of individuals with a variety of cultures; Open-mindedness reflects an open and unprejudiced attitude toward cultural differences); Emotional stability reflects an ability to stay calm under novel and stressful conditions; The social initiative refers to activity to approach social situations and demonstrate initiatives in such interactions; and flexibility that refers to interpreting the new situation as a positive and and adapting to these situations accordingly) (Van der Zee & Van Oudenhoven, 2000, 2001 in Van der Zee et al, 2012).

1. **METHODOLOGY**

This research uses a quantitative approach with a descriptive survey method. A descriptive survey method is a method of research taking samples from a population and using questionnaires as a data collection tool. In this research, data and information are gathered from respondents using questionnaires. Once the data is obtained then the results will be displayed descriptively and at the end of the study, the description of the facts will be analyzed through explanation research.

The questionnaire used in this study was the Multicultural Personality Questionnaire (MPQ) which had been adapted into Bahasa Indonesia. The validity and reliability of this adapted questionnaire has been tested using a RASCH model with the WINSTEPS software. The result shown that there are nine items that fall and the reliability score is 0.83. The sample of this research was 36 principals of Public Elementary School in East Jakarta.

1. **RESULTS**

**A. Descriptive Analysis of Multicultural Personality Variable**

Tabel 1. Descriptive Data of Multicultural Personality Variable

|  |  |
| --- | --- |
| **Measurement** | **Score**  |
| Mean | 147.44 |
| Median | 146.5 |
| Std. Deviation | 11.75 |
| Minimum  | 118 |
| Maximum | 172 |

This research found that the mean number of this variable is 147.44, median 146.5, and standard deviation is 11.75. The minimum earned value is 118 and the maximum value earned is 172.

Table 2. Categorization of Multicultural Personality Variable

|  |  |  |  |
| --- | --- | --- | --- |
| **Categorization**  | **Score** | **Frequency**  | **Percentage** |
| Low | X ≤ 147.44 | 20 | 56% |
| High | X > 147.44 | 16 | 44% |
| **Total** |   | 36 | 100% |

The results of data analysis on this variable showed that from 36 respondents, as many as 20 respondents (56%) are in low category, and as many as 16 respondents (44%) are in high category. It can be said that multicultural personality of principals of public elementary school in East Jakarta is low as seen in the graphic below.



Fig 1. Frequency Distribution of Multicultural Personality Dimension

While the descriptive analysis of the five dimensions in the Multicultural Personality Questionnaire (MPQ) are as follows.

**B. Descriptive analysis of Cultural Empathy dimension**

Table 3. Descriptive Data of Cultural Empathy Dimension

|  |  |
| --- | --- |
| **Measuremen** | **Score** |
| Mean | 32.78 |
| Median | 32 |
| Std. Deviation | 2.95 |
| Minimum  | 25 |
| Maximum | 38 |

In the dimension of cultural empathy with a total of 36 people, the mean number is 32.78, median of 32 and standard deviation of 2.95. The minimum earned value is 25 and the maximum earned value is 38.

Tabel 4. Categorization of Cultural Empathy Dimension

|  |  |  |  |
| --- | --- | --- | --- |
| **Categorization** | **Score** | **Frequency** | **Percentage**  |
| Low | X ≤ 32.78 | 19 | 53% |
| High | X > 32.78 | 17 | 47% |
| Total |   | 36 | 100% |

From the results of data analysis on the cultural empathy dimension it is known that from 36 respondents, as many as 19 respondents (53%) are in low categories and as many as 17 respondents (47%) are in high category.

Based on the results of such descriptive analysis can be said that the dimension of cultural empathy is in low category. This means that respondents in the study had a low sense of appreciation for differences from other cultures when compared to their own culture. People who have empathy towards this culture are more tolerant of differences with other cultures. As mentioned by Van der Zee et al (2012) that cultural empathy points to empathy for the feelings, thoughts and behaviors of the individual with a variety of cultures.

**C. Descriptive analysis of Open-Mindedness dimension**

Table 5. Description Data of *Open Mindedness Dimension*

|  |  |
| --- | --- |
| **Measurement**  | **Score** |
| Mean | 33.78 |
| Median | 34 |
| Std. Deviation | 4.31 |
| Minimum  | 26 |
| Maximum | 40 |

In the open-mindedness dimension with total respondents as many as 36 people obtained mean number 33.78, median 34, and standard deviation 4.31. The minimum earned value is 26 and the maximum value earned is 40.

Table 6. Categorization of *Open Mindedness Dimension*

|  |  |  |  |
| --- | --- | --- | --- |
| **Categorization**  | **Score** | **Frequency** | **Percentage** |
| Low | X ≤ 33.78 | 16 | 56% |
| High | X > 33.78 | 20 | 44% |
| Total |   | 36 | 100% |

From the results of data analysis on the open-mindedness dimension is known that from 36 respondents, as many as 16 respondents (56%) are in low category, and as many as 20 respondents (44%) are in high category.

Based on the results a descriptive analysis, the open-mindedness dimension is in low category. This means that respondents in this case have a low sense of appreciation for new ideas. Open-mindedness relates to how people approach the views and knowledge of others. As expressed by Van der Zee et al (2012) Open-mindedness reflects an open and unprejudiced attitude toward cultural differences.

**D. Descriptive analysis of Social Initiative dimension**

Table 7. Descriptive Data of *Social Initiative Dimension*

|  |  |
| --- | --- |
| **Pengukuran** | **Nilai** |
| Mean | 29.47 |
| Median | 29 |
| Std. Deviation | 3.59 |
| Minimum  | 24 |
| Maximum | 40 |

In the social initiative dimension with a total of 36 people, the mean score is 29.47, median 29, and standard deviation of 3.59. The minimum value obtained is 24 and the maximum value gained is 40.

|  |  |  |  |
| --- | --- | --- | --- |
| **Categorization**  | **Score** | **Frequency** | **Percentage** |
| Low | X ≤ 19.94 | 12 | 33% |
| High | X > 19.94 | 24 | 67% |
| Total |   | 36 | 100% |

 Tabel 8. Categorization of *Social Initiative Dimension*

|  |  |  |  |
| --- | --- | --- | --- |
| **Categorization** | **Score** | **Frequency** | **Percentage** |
| Low | X ≤ 29.47 | 12 | 33% |
| High | X > 29.47 | 24 | 67% |
| Total |   | 36 | 100% |

From the results of data analysis on the social initiative dimension is known that from 36 respondents, as many as 12 respondents (33%) are in low categories and as many as 24 respondents (67%) are in high category.

Based on the results descriptive analysis is known that the social initiative dimension is in high category. Thus it can be said that the respondents in this study have a high initiative in social situations. As Van der Zee (2012) reveals that the social initiative refers to being active to approach social situations and demonstrate initiative in such interactions.

1. **Descriptive analysis of Emotional Stability dimension**

Table 9. Descriptive Data of *Emotional Stability Dimension*

|  |  |
| --- | --- |
| **Measurement** | **Score** |
| Mean | 19.94 |
| Median | 20 |
| Std. Deviation | 2.48 |
| Minimum  | 15 |
| Maximum | 24 |

In the dimension of emotional stability with total respondents as much as 36 people obtained the mean number of 19.94, median 20, and standard deviation 2.48. The minimum value is 15 and the maximum value gained is 24.

Table 10. Categorization of *Emotional Stability Dimension*

From the results of data analysis on the dimensions of emotional stability is known that from 36 respondents, as many as 12 respondents (33%) are in low categories and as many as 24 respondents (67%) are in high category.

Based on the results descriptive analysis is known that the dimension of emotional stability is relatively low. Thus it can be said that the respondent in this study has low emotional stability. According to Van der Zee (2012) Emotional stability reflects the ability to stay calm in a new and suspenseful condition.

1. **Flexibility Dimensional Descriptive analysis**

Tabll 11. Descriptive Data of Flexibility Dimension

|  |  |
| --- | --- |
| **Measurement** | **Score** |
| Mean | 31.47 |
| Median | 32 |
| Std. Deviation | 3.60 |
| Minimum  | 23 |
| Maximum | 38 |

In the flexibility dimension, with a total of 36 respondents, the mean number of 31.47, median 32, and standard deviation is 3.60. The minimum earned value is 23 and the maximum value earned is 38.

Table 12. Categorization of *Flexibility Dimension*

|  |  |  |  |
| --- | --- | --- | --- |
| **Categorization**  | **Score** | **Frequency** | **Percentage** |
| Low | X ≤ 31.47 | 16 | 44% |
| High | X > 31.47 | 20 | 56% |
| Total |   | 36 | 100% |

From the results of data analysis on flexibility dimensions, it is known that from 36 respondents, as many as 16 respondents (44%) are in low category, and as many as 20 respondents (56%) are in high category.

Based on the results of descriptive analysis is known that the flexibility dimension is high. Thus it can be said that respondents in this study had high flexibility. Flexibility refers to the ability to interpret new situations as a positive and adaptable challenge to the situation (van der Zee et al, 2012).

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