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Article

The Impact of Curriculum Development Strategies, Globalization, and Students' Cultural Competencies on Multicultural Education in Indonesia

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Abstract

Multicultural education has gained global attention due to globalization, and this phenomenon also needs recent researchers' emphasis. Hence the present study investigates the impact of curriculum development strategies and students' cultural competencies on multicultural education in private schools in Indonesia. The article also examines the moderating role of globalization among curriculum development strategies, students' cultural competencies, and multicultural education in private schools in Indonesia. The article follows the primary data collection technologies such as questionnaires to gather the primary data from selected teachers from private schools. The article also employed the smart-PLS to check the association between understudy variables. The results indicated that the curriculum development strategies and students' cultural competencies have a positive and significant association with multicultural education in private schools in Indonesia. The results also exposed that globalization significantly moderates among curriculum development strategies, students' cultural competencies, and multicultural education in private schools in Indonesia. These findings provide guidelines to policymakers in developing policies related to multicultural education improvement through curriculum development strategies and students' cultural competencies.

Keywords

Curriculum development strategies, students' cultural competencies, multicultural education, globalization

In many countries, multiple cultural groups collectively form the population. Being humans, the people from these diverse groups have equal rights to education, effective learning skills, and training for success in practical life. Despite so much modernism in the world, the equal right to effective education and learning has not been granted to people in many countries because of the difference in social, political, racial, and religious classes (Karacabey, Ozdere, & Bozkus, 2019). Multicultural education is an initiative in this regard. Multicultural education is a concept and a movement for educational reform. It is a concept that aims to give all students, regardless of their racial, ethnic, or social background, access to equal educational opportunities (Husni, 2019). The main goal of multicultural education is to instill in children respect, appreciation, and affection for the rich diversity of their ethnic heritage. Greater knowledge and understanding of how to behave in a way that is more culturally responsible is inculcated in children. Students can learn the essential abilities and cultivate a positive outlook to engage, communicate, and nurture tolerance and acceptance with people from different cultural backgrounds in order to build a moral and civic community (Parkhouse, Lu, & Massaro, 2019).

The implementation of multicultural education and its effective performance is affected by several factors like curriculum development strategies and strengthening students' cultural competencies. Curriculum strategy is the process of setting goals, objectives, and steps to create a curriculum that complies with the needs specified (or addresses any issues or teaching gaps currently present). It designs the curriculum content by clarifying the relationships between them. When effective curriculum development strategies are applied, an effective multicultural education curriculum can be designed, and the performance of multicultural education can be improved (Arsal, 2019). Multicultural education should be implemented under civic education that develops attitudes toward cultural diversity. Citizenship is created as a learning issue that can motivate children in schools to reflect on their skills and competencies. In practice, civic education develops democratic attitudes by pursuing the traditional concept of citizenship. Its positive contribution can be seen through how students fulfil their social tasks in their daily lives and their culturally respectful attitudes and behaviours. Students' cultural competence refers to a set of cognitive, emotive, affective, and behavioural abilities that helps to develop appropriate and effective communication with other people belonging to other cultures. When the educators strengthen Students' cultural competence, their engagement in class increases and multicultural education is likely to be implemented with good results from students (Sleeter, 2018).

The Indonesian nation, which is multi-ethnic with diverse cultures, has different characteristics and challenges. The heterogeneity of ethnic groups in Indonesia results in heterogeneity in culture as well (Marzuki, Miftahuddin, & Murdiono, 2020). The diversity that exists can cause differences in understanding a problem in each ethnic context. However, this can be overcome if, between the differences, there is a willingness to understand the similarities between the differences. The results of Anwar (2021) provide an interesting example of the perspective of pluralism on the ethnic and cultural aspects of UAD PGSD students from Bangka Island, Sulawesi, Kalimantan, and West Nusa Tenggara able to maintain local identity (ethnic & cultural origin) within the framework of national identity (Indonesia). The factor of understanding kinship ties, history, and efforts to maintain harmony is the driving force in strengthening national collective consciousness that can pass through territories that are class, national, and religious theology (Harjatanaya & Hoon, 2020).

In Indonesia, the application of ideological content through multicultural education will become a source of implicit social ideas and will become a platform for ideological action; a means to install ideological doctrines, which in this case are the values of national identity. So, there is a need to pay attention to implementing multicultural education effectively (Harjatanaya & Hoon, 2020). The current study aims to explore the role of curriculum development strategies and to strengthen students' cultural competencies in multicultural education. The objective of the study is also to analyse the moderating role of globalization between curriculum development strategies, strengthening students' cultural competencies, and multicultural education.

The study makes many contributions to literature. First, in previous literature, the impacts of curriculum development strategies and strengthening students' cultural competencies on multicultural education through separate research and diverse significance. This is a great contribution to literature; the current study examines both curriculum development strategies and strengthening students' cultural competencies with equal significance for improving multicultural education. Second, the present study initiates to check the moderating impacts of globalization on the association between curriculum development strategies, strengthening students' cultural competencies, and multicultural education. Third, very few studies have tried to explore the ways to promote multicultural education in Indonesia, although it is a great need. The present study removes the literary

gap by analysing the role of globalization, curriculum development strategies, and strengthening students' cultural competencies in multicultural education in Indonesia.

The paper is structured as follows: The second part analyses past literature to establish hypotheses regarding the relationship between globalization, curriculum development strategies, strengthening students' cultural competencies, and multicultural education. The third part is about the methodology applied for data acquisition and extracting results. Afterward, the validity of the result is confirmed by previous studies. It ends with study implications, conclusions, and limitations.

Literature Review

Multicultural education has evolved with the objective of providing equal educational opportunities to Children irrespective of their racial, ethnic, or social background. It develops unity among children by creating the abilities like understanding, reasoning, and humanity (Rosyad, 2020). The effective performance of multicultural education is dependent on the role of curriculum development strategies and strengthening students' cultural competence. The present study examines the impacts of curriculum development strategies, strengthening students' cultural competencies, and globalization on multicultural education. The relationship between curriculum development strategies, strengthening students' cultural competencies, and globalization and multicultural education has a significant place in literature. In the following paragraphs, the existing literature is checked to establish a hypothesis.

The curriculum development strategies allow the preparation of a multicultural curriculum with all essential points based on standards of humanity, understanding, reasoning, and cooperation. These strategies are effective in making multicultural education successful (Flavin & Hwang, 2022). Barton and Ho (2020), examined the relationship between curriculum development strategies and multicultural education. The study posits that the basic objective of multicultural education is to remove misconceptions among the students belonging to different religions, regions, and classes of society and bring them close by developing reasoning and understanding among them. If the curriculum development strategies are effective and positive, the multicultural curriculum and the ways of teaching this curriculum will influence meeting the objective of multicultural education. Hence, curriculum development strategies positively influence multicultural education. Likewise, the study of Kang (2021) also investigates the relation of curriculum development strategies to multicultural education. The empirical information for curriculum development strategies for multicultural education was collected from South Korea. It explains that effective curriculum development strategies such as a focus on the student, consultation with the multicultural teachers, fit to get desired outcomes, and structure into easy and comprehensible parts assist the multicultural teachers in inculcating the essence of the things into students' minds on the basis of reasoning or logics. Hence, curriculum development strategies positively influence multicultural education. Dameron et al. (2020), claim that if educational institutions pay due attention to the nature of the multicultural curriculum and apply effective curriculum development strategies, they can prepare students for better performance during class. This helps multicultural education and makes it successful. On the basis of the above discussion, we may put the following hypothesis:

H1: Curriculum development strategies are positively associated with multicultural education

The student's cultural competencies are the students' abilities to have ethical, comfortable, and effective participation in intercultural settings (Botelho & Lima, 2020). The students take part in communication with the people of other cultures in such a way as to learn by themselves and leave a good influence on the people addressed. These students can complete their curriculum effectively and learn well even in the intercultural learning environment. Hence, the performance of multicultural education improves (Pierre, Rathee, & Rathee, 2021). Patterson et al. (2018), analyses the influences of strengthening students' cultural competencies on multicultural education. The data were collected through an experiment on students enrolled in a semester-long undergraduate multicultural psychology course. The students' multicultural competencies encourage ethno-cultural empathy, develop colour-blind racial attitudes, and enhance multicultural experiences among them. These competencies enhance trust, confidence, cooperation, and learning ability in students during the course of a semester-long class. As a result, the students can better focus, learn, and show good results on tests. Therefore, strengthening students' cultural competencies improves multicultural education performance. Aragona-Young

and Sawyer (2018), examines the teachers' beliefs, strengthening students' cultural competencies and multicultural education. The study consists of 45 elementary teachers from kindergarten to fifth class in 3 elementary schools, and data for the factors of interest were collected through questionnaires. The study states that in the educational institution where multicultural education is provided, students' beliefs determine their engagement in the classroom. When teachers strengthen students' cultural competencies, it improves students' beliefs and attitudes towards other cultures. They can learn more and give better output leading to improvement in multicultural education performance. The above literature help to infer the following hypothesis:

H2: Strengthening students' cultural competencies is positively associated with multicultural education.

Globalization opens the way for the entry of foreign values and cultures that can threaten the identity of Indonesia's young generation. For example, the younger generation does not have attitudes based on Pancasila values obtained through multicultural education. The implementation of multicultural education focuses on strengthening the identity of individuals and groups in realizing national identity in the dimensions of the diversity of various elements. Because of the increasing rate of globalization, the interaction and integration between individuals and institutions have increased across the world. This interaction and integration provide assistance for curriculum development and multicultural education (Djubaedi et al., 2022). In a research study, Liu, Çolak, and Agirdag (2020) analyses the relation between globalization, curriculum development strategies, and multicultural education. This article covers 179 studies on Chinese multicultural education (CME) that were conducted between 2000 and 2018. The study implies that the increase in the rate of globalization enables educators to have familiarity with people from multiple cultural contexts. This enhances the scope of educators' multicultural knowledge. They can better apply better curriculum development strategies and improve the curriculum. Globalization develops cultural acceptance in the students as well as tutors, so it also improves multicultural education. Hence, curriculum development strategies have a better relationship with multicultural education. Rahmawati and Basith (2020), also examines the nexus between globalization, curriculum development strategies, and multicultural education. When a country is moving fast towards globalization, people have friendly and cooperative interactions with outsiders. This develops a positive perception of other cultures, and the education management and tutors follow effective curriculum development strategies. The development of a suitable multicultural curriculum and its implementation with better understanding enhances the students learning and improves multicultural education performance. So, globalization improves the relationship between curriculum development strategies and multicultural education. Kim (2020), find that with the rise in globalization, educators develop strategic skills for multicultural curriculum development. The educators, by employing an effective curriculum to teach the students from different societies following diverse cultures, improve students learning and multicultural education performance. Based on the above arguments of authors, the following hypothesis can be established:

H3: Globalization is a significant moderator between curriculum development strategies and multicultural education.

Globalization enhances the interaction and connectivity among people over the world. It provides a platform for educators to have meetings and talks with people of other cultures. They can have a higher awareness of other cultures and can acquire the ability to behave with ethics, confidence, and effective communication. This strengthens students' cultural competencies (Alvarez & Domenech Rodríguez, 2020). As globalization enhances the cultural awareness and connectivity of people irrespective of cultural discrimination, and thereby, it teaches the people how to stay and function among people having different beliefs and ideas, it contributes to the performance of multicultural education (Benuto, Casas, & O'Donohue, 2018). Benuto et al. (2019), examines the interrelationship between globalization, strengthening students' cultural competencies, and multicultural education. Globalization offers the opportunity to get to know people from other cultures and gain a deeper understanding of them. It improves the cultural competence of the students. On the other hand, globalization itself supports multicultural education, providing students and teachers of multiple cultures with modern sources of learning, and assisting in sharing of educational strategies. So, the increasing rate of globalization improves the relationship between curriculum development strategies and multicultural education performance. Liu (2022), identifies the relationship between globalization, strengthening students' cultural competencies, and multicultural education. The empirical data for multicultural education and its progress were acquired from China and Finland.

The study implies that when the countries' connectivity to other countries increases because of tourism, trading activities, social survey, and government meeting, it improves the tutor's cultural awareness. They can strengthen students' cultural competencies and improves multicultural education performance. On the basis of the above discussion, we may put the following hypothesis:

H4: Globalization is a significant moderator between strengthening students' cultural competencies and multicultural education.

Research Methodology

The study investigates the impact of curriculum development strategies and students' cultural competencies on multicultural education and also examines the moderating role of globalization among curriculum development strategies, students' cultural competencies, and multicultural education in private schools in Indonesia. The article follows the primary data collection technique, such as questionnaires to gather the primary data from selected teachers from private schools. The survey questionnaire is adopted from past studies like curriculum development strategies has ten items taken from Aydin et al. (2020), and students' cultural competencies have eight items taken from Brottman et al. (2020). In addition, globalization has eight items extracted from Murat and Isaac (2019), and multicultural education has six items taken from Karacabey et al. (2019).

The teachers of the top fifty private schools in Indonesia are the respondents. These respondents are selected using simple random sampling. The questionnaires were sent to the selected teachers using mail and personal visits. The researchers sent 513 surveys, but only 290 were received after a few weeks, representing approximately 56.53 percent response rate. The article also employed the smart-PLS to check the association between understudy variables. The smart-PLS is an effective tool for primary data analysis and reliability in applying the PLS-SEM (Hair, Gabriel, & Patel, 2014). In addition, it deals with complex frameworks effectively and also deals with small and large data sets with an equal pace (Hair Jr, Howard, & Nitzl, 2020). The study used two independent variables, such as curriculum development strategies (CDS) and strengthened students' cultural competencies (SSCC). In contrast, the study has used one moderating variable named globalization (GLB) and one dependent variable such as multicultural education (MCE). These variables are mentioned in framework in Figure 1.
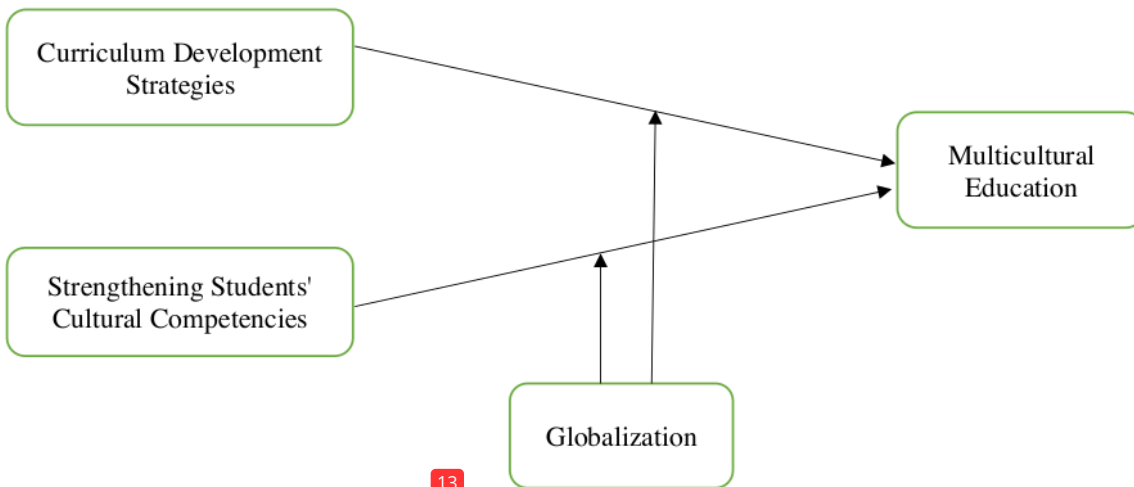

Figure 1: *Theoretical model*

Research Findings

The results show the items' correlation called convergent validity. The figures indicated that the Alpha and composite reliability (CR) statistics are bigger than 0.70. In contrast, the figures also indicated that the factor loadings and average variance extracted (AVE) statistics are bigger than 0.50. These statistics indicated a high correlation between items and proved convergent validity as valid. These outcomes are given in Table 1.

Table 1: *Convergent validity*

Constructs	Items	Loadings	Alpha	CR	AVE
Curriculum Development Strategies	CDS1	0.856	0.945	0.953	0.670
	CDS10	0.841			
	CDS2	0.829			
	CDS3	0.833			
	CDS4	0.840			
	CDS5	0.837			
	CDS6	0.770			
	CDS7	0.843			
	CDS8	0.782			
	CDS9	0.746			
Globalization	GLB1	0.836	0.941	0.951	0.710
	GLB2	0.861			
	GLB3	0.849			
	GLB4	0.812			
	GLB5	0.868			
	GLB6	0.866			
	GLB7	0.852			
	GLB8	0.793			
Multicultural Education	MCE1	0.825	0.913	0.932	0.697
	MCE2	0.798			
	MCE3	0.854			
	MCE4	0.822			
	MCE5	0.860			
	MCE6	0.849			
Strengthening Students' Cultural Competencies	SSCC1	0.929	0.975	0.979	0.871
	SSCC2	0.936			
	SSCC3	0.939			
	SSCC4	0.945			
	SSCC5	0.901			
	SSCC7	0.934			
	SSCC8	0.947			

The results also show the variables' correlation, called discriminant validity. The figures of Fornell Larcker indicated that the first value within the column is bigger than the other values in the same column. These statistics indicated a low correlation between variables and proved discriminant validity as valid. These outcomes are given in Table 2.

Table 2: *Fornell Larcker*

	CDS	GLB	MCE	SSCC
CDS	0.818			
GLB	0.450	0.842		
MCE	0.492	0.409	0.835	
SSCC	0.495	0.437	0.401	0.933

The cross-loadings were also used to check the discriminant validity. The figures indicated that the values indicated the association with the variable itself are bigger than the values that indicated the association with other variables used in the study. These statistics indicated a low correlation between variables and proved discriminant validity as valid. These outcomes are given in Table 3.

Table 3: *Cross-loadings*

	CDS	GLB	MCE	SSCC
CDS1	**0.856**	0.371	0.442	0.403
CDS10	**0.841**	0.390	0.365	0.354
CDS2	**0.829**	0.350	0.451	0.451
CDS3	**0.833**	0.376	0.451	0.435
CDS4	**0.840**	0.367	0.431	0.450
CDS5	**0.837**	0.392	0.364	0.353
CDS6	**0.770**	0.362	0.291	0.326
CDS7	**0.843**	0.376	0.426	0.455
CDS8	**0.782**	0.359	0.373	0.393
CDS9	**0.746**	0.348	0.381	0.388
GLB1	0.332	**0.836**	0.333	0.354
GLB2	0.390	**0.861**	0.340	0.358
GLB3	0.361	**0.849**	0.323	0.351
GLB4	0.391	**0.812**	0.300	0.380
GLB5	0.388	**0.868**	0.305	0.370
GLB6	0.410	**0.866**	0.357	0.375
GLB7	0.410	**0.852**	0.408	0.394
GLB8	0.344	**0.793**	**0.363**	0.355
MCE1	0.440	0.360	**0.825**	0.339
MCE2	0.439	0.335	**0.798**	0.398
MCE3	0.385	0.309	**0.854**	0.304
MCE4	0.391	0.362	**0.822**	0.319
MCE5	0.417	0.355	**0.860**	0.329
MCE6	0.382	0.320	**0.849**	0.305
SSCC1	0.458	0.407	0.360	**0.929**
SSCC2	0.464	0.432	0.360	**0.936**
SSCC3	0.468	0.401	0.363	**0.939**
SSCC4	0.461	0.418	0.385	**0.945**
SSCC5	0.454	0.376	0.400	**0.901**
SSCC7	0.463	0.399	0.362	**0.934**
SSCC8	0.464	0.421	0.382	**0.947**

The Heterotrait Monotrait (HTMT) was also used to check the discriminant validity. The figures indicated that the values are less than 0.85. These statistics indicated a low correlation between variables and proved discriminant validity as valid. These outcomes are given in Table 4.

Table 4: *Heterotrait Monotrait ratio*

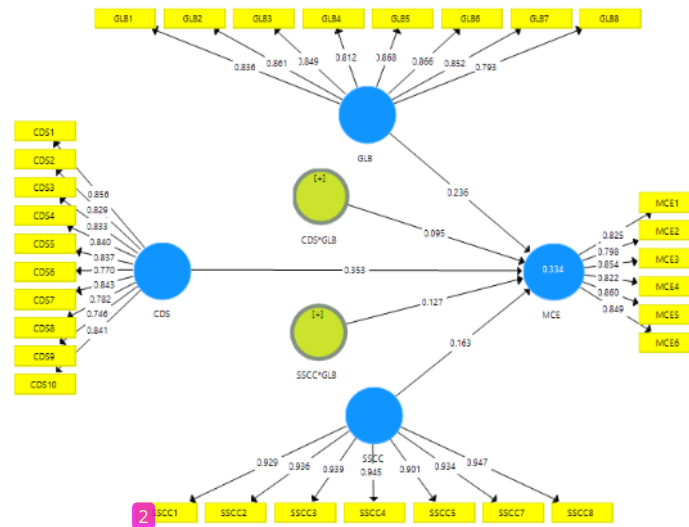|	CDS	GLB	MCE	SSCC
CDS				
GLB	0.478			
MCE	0.520	0.435		
SSCC	0.510	0.455	0.421	

Figure 2: *Measurement model assessment*

The results of path analysis indicated that the curriculum development strategies and students' cultural competencies have a positive and significant association with multicultural education in private schools in Indonesia and accept H1 and H2. Moreover, the results also exposed that globalization significantly moderates among curriculum development strategies, students' cultural competencies, and multicultural education in private schools in Indonesia and accepts H3 and H4. These outcomes are given in Table 5.

Table 5: *Path analysis*

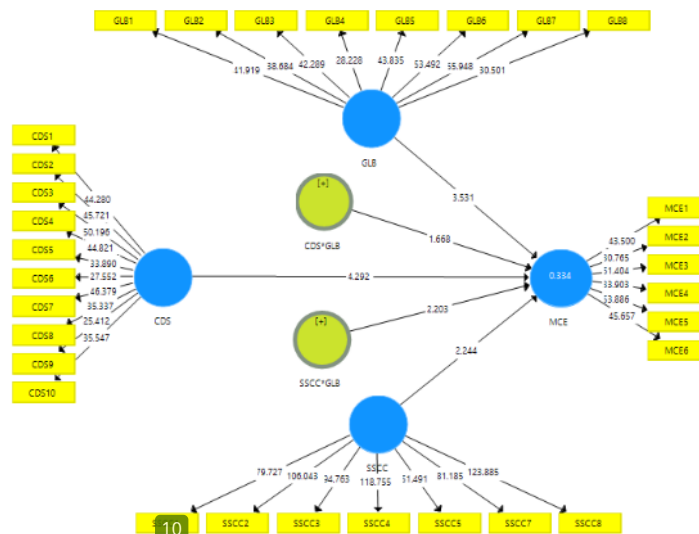| Relationships	Beta	S.D.	T Statistics	P Values
CDS -> MCE	0.353	0.082	4.292	0.000
CDS*GLB -> MCE	0.095	0.057	1.668	0.049
GLB -> MCE	0.236	0.067	3.531	0.000
SSCC -> MCE	0.163	0.073	2.244	0.014
SSCC*GLB -> MCE	0.127	0.058	2.203	0.015

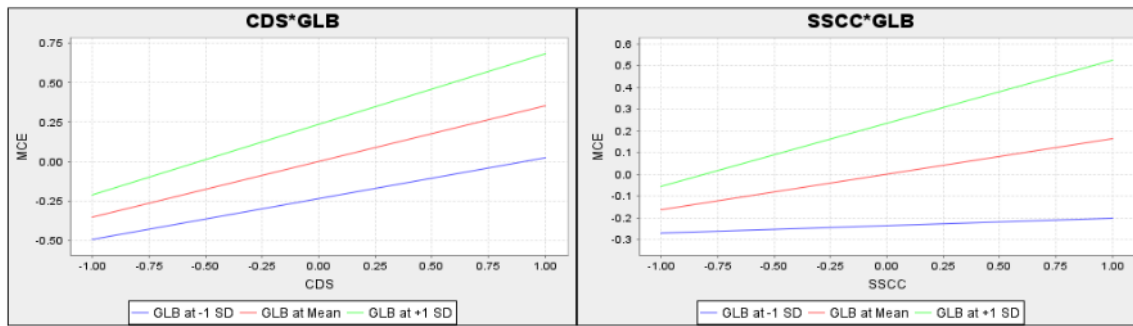
Figure 3: *Structural model assessment*

Figure 4: *Moderation analysis*

Discussions

The study investigates the impact of curriculum development strategies and students' cultural competencies on multicultural education and also examines the moderating role of globalization among curriculum development strategies, students' cultural competencies, and multicultural education in private schools in Indonesia. The study showed that curriculum development strategies are positively linked to multicultural education. These results are supported by the past study of El Ashmawi, Sanchez, and Carmona (2018), which shows that in an educational institution that is aimed to provide multicultural education, the success of the educators depends on the curriculum. If the teaching faculty follows good strategies while developing the curriculum, they can introduce a neutral, logical-based curriculum best for the multicultural generation. Hence, the goals of multicultural education can be achieved. These results are also in line with the previous study of Shen (2019), which shows that the curriculum and the way to design and teach the curriculum matter a lot in multicultural education. With an effective curriculum developed by employing suitable multicultural strategies, the goals of multicultural education can be attained successfully.

The study showed that strengthening students' cultural competencies is positively linked to multicultural education. These results are supported by the past study of Arphattananon (2018), which highlights that when educational institutions work to strengthen students' cultural competencies, the students can be prepared to perform efficiently within the class. Though they are among fellow students of diverse social, historical, and religious classes, they learn better. These results are also in line with the previous study of Bhatti et al. (2021), which examines the students' cultural competencies and their impacts on multicultural education. The study claims that if the students develop cultural competencies effectively. They can have better communication with their fellow students and, with their cooperation, act effectively and learn well in multicultural education.

The results also indicated that globalization is a moderator between curriculum development strategies and multicultural education. These results agree with the literary work out of Suryaman and Juharyanto (2020), which claims that globalization makes it easy to share ideas and values and gives the chance to look at the culture closely. It improves the ability of intercultural teachers to design an appropriate intercultural curriculum with better strategies. Globalization also promotes a multicultural education system. Therefore, the encouragement of globalization enhances the contribution of curriculum development strategies to the success of multicultural education. These results are supported by the study of Iskandar and Marini (2020), which highlights that globalization improves both curriculum development strategies and multicultural education and, thereby, improves their relationship.

The results also indicated that globalization is a moderator between strengthening students' cultural competencies and multicultural education. These results agree with the literary work out of Weda and Atmowardoyo (2018). This past study reveals that globalization gives a chance to meet people from different in a friendly environment and learn about the culture closely. It helps strengthen students' cultural competencies. Globalization also promotes a multicultural education system. Hence, globalization improves the contribution of curriculum development strategies to the success of multicultural education. These results are supported by the study of Kurbanova, Botirova, and Abdurahmonova (2022). This past study explains that globalization is helpful in strengthening students' cultural competencies. It is also helpful to set and achieve a multicultural education. Hence, globalization improves the role of strengthening students' cultural competencies in making the multicultural education system successful.

Implications

The researchers and academics can learn much from the present study. This study analyses the role of curriculum development strategies and strengthening students' cultural competencies in multicultural education. This is for the first time that researchers give deep insight into both curriculum development strategies and strengthening students' cultural competencies for improving multicultural education. The study makes a literary contribution because it examines the moderating role of globalization in the association between curriculum development strategies, strengthening students' cultural competencies, and multicultural education. It is distinctive for analysing the association among these factors in the Indonesian education system.

The study has considerable significance in the education system of developing countries like Indonesia in the contemporary era. In almost all countries, minorities who have different cultures are also living, and there is also found a distinction between the cultures of people in different regions. These findings guide policymakers in developing policies related to multicultural education improvement through curriculum development strategies and students' cultural competencies. This study guides how to promote multicultural education. The study guides the education ministry, and education institution management must formulate policies for improving curriculum development strategies and strengthening students' cultural competencies in order to improve multicultural education. The study also conveys that globalization must be promoted so that curriculum development strategies and strengthening students' cultural competencies can make better contribute to multicultural education.

Conclusion and Limitations

The aim of the study was to examine the role of curriculum development strategies and strengthening students' cultural competencies in multicultural education. It was also to examine the role of globalization between curriculum development strategies and strengthening students' cultural competencies and multicultural education. The authors acquired quantitative information for curriculum development strategies, strengthening students' cultural competencies, globalization, and multicultural education from the education system of Vietnam. The results showed that curriculum development strategies and strengthening students' cultural competencies positively influence multicultural education. The results showed that effective curriculum development strategies enable the tutors to employ a more appropriate curriculum and teach it to students having good results from them. So it improves multicultural education quality. The study concluded that when the students' cultural competencies are improved, they get more engaged in the classrooms, and the goals of multicultural education can be attained. The study also concluded that globalization moderates the association between curriculum development strategies and strengthening students' cultural competencies and multicultural education. The increasing globalization enables education institutions to improve curriculum development strategies, strengthen the students' cultural competencies, and improve multicultural education quality. Hence, globalization improves the association between curriculum development strategies and strengthens students' cultural competencies in multicultural education.

Some limitations are also found in this study. But then, scholars with better literary skills can remove these limitations. First, the authors examined the role of only two variables, curriculum development strategies and strengthening students' cultural competencies in multicultural education. Multicultural education is also dependent on many other factors, and the use of limited factors makes the study limited. Authors in the future must enhance the factor under the analysis of multicultural education. The evidence for the present research was collected Indonesian education system alone, which is not enough for general results. The future authors must also examine some other education systems to give general results.

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