

C2_Edy Herianto

by Edy Herianto Edy Herianto

Submission date: 18-Apr-2023 11:36PM (UTC-0500)

Submission ID: 2069051039

File name: C2_ Multicultural Education in Indonesia_Scopus.pdf (510.73K)

Word count: 6515

Character count: 40950

Multicultural Education in Indonesia as a Function of Curriculum Development Strategies, Students' Cultural Competencies and Globalization

Rr Nanik Setyowati

Study Program of Pancasila and Civic Education, Universitas Negeri Surabaya,
Indonesia. Email: naniksetyowati@unesa.ac.id

Nurhasan

Study Program of Sport Education, Universitas Negeri Surabaya, Indonesia.
Email: nurhasan007@unesa.ac.id

Sarmini

Study Program of Pancasila and Civic Education, Universitas Negeri Surabaya,
Indonesia. Email: sarmini@unesa.ac.id

Edy Herianto

Study Program of Pancasila and Civic Education, Universitas Mataram, Indonesia
Email: edy.herianto@unram.ac.id

Corresponding author: **Rr Nanik Setyowati** (naniksetyowati@unesa.ac.id)

Abstract

Due to globalization, multicultural education has garnered worldwide attention, and this topic requires the attention of contemporary researchers. Therefore, this study explores the influence of curriculum development methodologies and students' cultural competencies on multicultural education in Indonesian private schools. In addition, the article investigates the moderating effect of globalization on curriculum development methodologies, students' cultural skills, and multicultural education in Indonesian private schools. Following primary data gathering technology employing survey methodology to collect data from 355 private school instructors, the SmartPLS v.4.0 was used for analysis. The results demonstrated a good and significant relationship between curriculum development strategies and students' cultural competencies and multicultural education in Indonesian private schools. In addition, the results revealed that globalization moderates the relationship between curriculum development methodologies and students' cultural competencies in multicultural

education. These findings aid policymakers in formulating policies for advancing multicultural education via curriculum development methodologies and students' cultural competence.

Keywords: Curriculum Development Strategies; Students' Cultural Competencies; Multicultural Education; Globalization

Introduction

In many countries, the population is comprised of several cultural groupings. As human beings, these various groups have equal access to education, effective learning skills, and practical life skills training (Tabroni, Nasihah, & Bahijah, 2021). Due to differences in social, political, racial, and religious classes, the equal right to effective education and learning has not been granted to people in many countries despite the prevalence of modernism. Regarding educational changes, multicultural education is an initiative that presents a movement and an idea (Amri, 2022). It does not discriminate against students based on race, ethnicity, or socioeconomic background. It also believes in educational opportunity equality (Churiyah et al., 2020). Moreover, its primary objective is to guarantee that students identify with the diversity of their cultural heritages with the necessary awareness and sensitivity (Barton & Ho, 2020). Following intercultural education, students must take ownership of their cultures and become more vigilant in conserving their values and traditions and passing them on to the next generation.

In addition, multicultural education enables students to acquire the skills and gain the benefits of developing, engaging, and communicating tolerance for society and respect for people from all cultural origins, fostering the development of a civic and moral community (Santoso, 2021). Multicultural education's implementation and effectiveness depend on several elements, including curriculum creation methodologies and enhancing students' cultural competence (Simanjuntak et al., 2022). The curriculum strategy establishes goals, objectives, and steps to develop a curriculum that meets the specified needs or addresses any current issues or teaching gaps (Sari & El Islami, 2022). It also clarifies the relationships between the curriculum's content areas. When good curriculum creation methodologies are implemented, an effective multicultural education curriculum can be established, and the effectiveness of multicultural education can be enhanced (Kim et al., 2022).

In addition, civic education must foster cultural variety and incorporate intercultural education (Barton & Ho, 2020). In addition, the development of citizenship behavior among students should be encouraged to urge them to utilize the acquired competencies and skills (Wills, 2018). In reality, civic education fosters democratic attitudes by adhering to the conventional definition of citizenship (Alscher, Ludewig, & McElvany, 2022). Its positive contribution can be observed in how students carry out their daily social responsibilities and culturally respectful attitudes and behaviors. Cultural competency simultaneously refers to a combination of cognitive, emotional, affective, and behavioral skills that help students establish appropriate and effective communication with persons from other cultures (Kurbanova, Botirova, & Abdurahmonova, 2022). When educators enhance students' cultural competence, class participation rises, and multicultural education is more likely to be implemented with positive student outcomes (Jiang, Soon, & Li, 2021).

Moreover, Indonesia's multiethnic and culturally diverse nation faces unique characteristics and difficulties. In Indonesia, the multiplicity of ethnic groupings also resulted in cultural heterogeneity (Marzuki, Miftahuddin, & Murdiono, 2020). Diversity can lead to varying interpretations of a problem in each ethnic background. This can be overcome, though, if there is a willingness to recognize the parallels between the contrasts. The findings of Anwar (2021) provide an intriguing illustration of the perspective of pluralism on the ethnic and cultural aspects of UAD PGSD students from Bangka Island, Sulawesi, Kalimantan, and West Nusa Tenggara. They can maintain their local identity (ethnic and cultural origin) within the Indonesian national identity. At the same time, understanding kinship ties, history, and efforts to maintain harmony are the driving force behind the strengthening of national collective consciousness, which can traverse class, national, and religious theological territories. In addition, according to research, the application of ideological content through multicultural education in Indonesia will serve as a conduit for ideological actions with implicit social ideas that reflect a nation's identity and values. Therefore, efficient implementation of multicultural education is required (Harjatanaya & Hoon, 2020; Marzuki et al., 2020). In response to this need for research,³ the purpose of the present study is to:

- Examine the role of curriculum creation methodologies and enhancing students' cultural competencies in multicultural education.
- Analyze the moderating effect of globalization on the relationship between curriculum development methodologies and the improvement of students' cultural competence through multicultural education.

Additionally, the study provides numerous contributions to the literature. Second, the present study analyzes the moderating effects of globalization on the relationship between curriculum development methodologies and the improvement of students' cultural competencies in multicultural education. Third, despite the enormous need, few researchers have explored approaches to improve multicultural education in Indonesia. In addition, the current study eliminates a vacuum in the literature by studying the interactive impact of globalization with curriculum development strategies and boosting students' cultural competencies in developing and enhancing multicultural education in Indonesia.

Literature Review and Hypothesis Development

Curriculum Development Strategies and Multicultural Education

Multicultural education has evolved to provide equal educational opportunities for children of all races, ethnicities, and social backgrounds (Adillah, Ridwan, & Rahayu, 2022). It fosters cohesion among children by fostering skills such as comprehension, thinking, and humanism (Usman, Sari, & Adimarta, 2020). In addition, the effectiveness of multicultural education depends on the involvement of curriculum development methodologies and the enhancement of students' cultural competence (Barton & Ho, 2020). In this regard, the current study investigates the effects of curriculum development methodologies and the enhancement of students' cultural competencies in multicultural education. The curriculum creation methodologies enable the preparation of a multicultural curriculum with all key points based on humane, logical, and cooperative norms (Karacabey, Ozdere, & Kivanc, 2019). These tactics effectively contribute to the success of multicultural education (Anwar, 2021). Barton and Ho (2020) simultaneously examined the

relationship between curriculum development strategies and multicultural education. They proposed that the fundamental goal of multicultural education is to eliminate misconceptions among students from different religions, regions, and social classes and to bring them closer to developing reasoning and understanding among them.

Furthermore, research indicates that if curriculum development strategies are effective and constructive, the multicultural curriculum and methods of teaching this curriculum will influence the achievement of the multicultural education goal (Abacioglu, Fischer, & Volman, 2022). Hence, curriculum development methodologies favorably promote multicultural education. Similarly, Setyowati and Herianto (2022) examined the relationship between curriculum development processes and intercultural education. South Korea provided the empirical data for curriculum development initiatives for multicultural education. It explains that effective curriculum development strategies, such as a focus on the student, consultation with multicultural teachers, fitting with desired outcomes, and structure into simple and understandable parts, aid multicultural teachers in teaching students the essence of things based on reasoning or logic. Hence, curriculum development methodologies favorably promote multicultural education. In addition, Parikh-Foxx, Grimmet, and Dameron (2020) argued that educational institutions could prepare students for improved classroom performance if they pay adequate attention to the nature of the multicultural curriculum and implement effective curriculum development methodologies. This aids multicultural education and contributes to its success. Based on the above debate, the following hypothesis is advanced:

H1: *Curriculum development strategies positively influence multicultural education.*

Strengthening Students' Cultural Competencies and Multicultural Education

A student's cultural competencies are ethical, effective, and comfortable participation in intercultural settings (Botelho & Lima, 2020). The students engage in conversation with individuals of other cultures in a way that allows them to learn independently and positively impact the persons addressed (Hamdan et al., 2021). These kids may effectively complete their curriculum and study well in an international learning environment, resulting in increased multicultural education

performance (Marzuki et al., 2020). In addition, Patterson et al. (2018) evaluate the effects of enhancing students' cultural competencies on intercultural education by experimenting with undergraduate students participating in a semester-long multicultural psychology course. They claimed that students' multicultural competencies foster ethnocultural empathy, foster color-blind racial attitudes, and enrich their multicultural experiences. These abilities promote students' trust, confidence, cooperation, and learning ability, resulting in improved concentration, learning, and test scores. This further demonstrates that enhancing students' cultural competence increases the effectiveness of multicultural education.

In addition, Aragona-Young and Sawyer (2018) analyzed the instructors' opinions regarding improving students' cultural competence and intercultural education. The study included 45 kindergartens through fifth-grade teachers from three elementary schools, and questionnaires were used to collect data on the variables of interest. The study indicated that in educational institutions promoting multicultural education, students' opinions influence classroom participation. In addition, they claimed that when teachers enhance students' cultural competencies, students' beliefs and attitudes toward other cultures improve. They can study more and produce better results, enhancing intercultural education performance. The preceding material supports the following conclusion:

H2: Strengthening students' cultural competencies positively influence multicultural education.

Globalization as a Moderator

Globalization facilitates the introduction of foreign values and cultures, which can challenge the identity of Indonesia's youth (Murat & Isaac, 2019). The younger generation, for instance, does not have attitudes based on the Pancasila principles acquired through intercultural education. In addition, the implementation of multicultural education focuses on strengthening the identities of individuals and groups to realize national identity in the dimensions of the diversity of numerous aspects (Setyowati & Herianto, 2022). Globally, the interaction and integration between persons and institutions have risen as globalization has accelerated. This

contact and integration contribute to creating curriculum and multicultural education (Djubaedi et al., 2022). Liu, Çolak, and Agirdag (2020) simultaneously examine the relationship between globalization, curriculum development methodologies, and multicultural education. Their research examines 179 Chinese multicultural education (CME) studies conducted from 2000 to 2018. The study suggests that the increase in the globalization rate helps educators be familiar with people from various cultural backgrounds, so it expands their multicultural understanding. They can use more effective curriculum development processes and enhance the curriculum.

Furthermore, research indicates that globalization fosters cultural acceptance in students and teachers, enhancing intercultural education (Setyowati & Herianto, 2022). Therefore, curriculum development processes have a stronger connection to multicultural education. Moreover, Rahmawati et al. (2021) investigate the relationship between globalization, curriculum development methodologies, and multicultural education. People engage in amicable and helpful interactions with foreigners when a country is rapidly advancing toward globalization. This fosters a positive view of other cultures, and the education administration and instructors employ effective curriculum development techniques. In addition, developing an appropriate multicultural curriculum and its implementation with greater comprehension promotes student learning and multicultural education performance (Choi & Lee, 2020). As a result, globalization strengthens the connection between curriculum development methodologies and multicultural education. In this regard, Anwar (2021) noted that educators cultivate strategic competencies for multicultural curriculum building as globalization increases. Educators improve students' learning and multicultural education performance by utilizing an appropriate curriculum to instruct students from diverse nations based on their respective cultures. Based on the reasons and evidence shown above, the following hypothesis can be proposed:

H3: Globalization significantly moderates the association of curriculum development strategies with multicultural education such that the relationship is stronger in higher globalization.

Globalization increases the interaction and interconnectedness of people throughout the world. It allows educators to meet and converse with people of

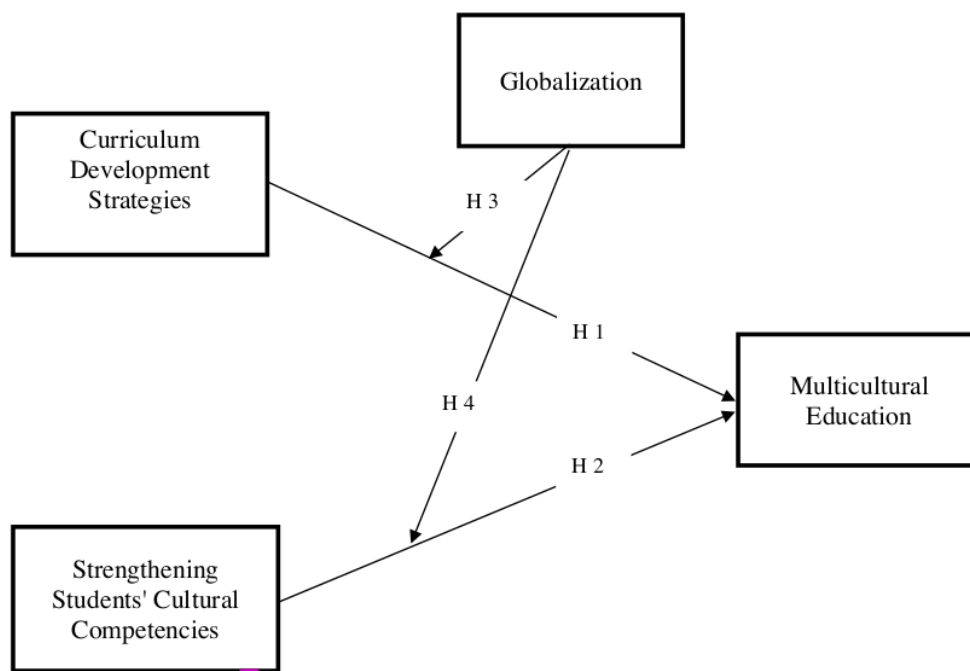
other cultures. They can increase their awareness of other cultures and acquire ethical behavior skills, self-assurance, and effective communication. As globalization increases people's cultural awareness and interconnectedness regardless of cultural discrimination, it teaches individuals how to coexist and function with those who hold diverse beliefs and values. It enhances the effectiveness of multicultural education. In addition, [Vaccarino, Feekery, and Matanimeke \(2021\)](#) reported that globalization allows one to know and gain a deeper understanding of people from other cultures. It increases the students' cultural competence.

In contrast, globalization supports multicultural education by providing students and teachers of multiple cultures with modern learning resources and facilitating the exchange of educational strategies. Consequently, the rising rate of globalization strengthens the connection between curriculum development strategies and multicultural education performance. [Dwiningrum et al. \(2021\)](#) simultaneously identified the relationship between globalization and strengthening students' cultural competencies in terms of multicultural education, implying that when countries' connectivity to other countries increases as a result of tourism, trading activities, social surveys, and government meetings, the tutor's cultural awareness improves. They can strengthen students' cultural competencies and increase the effectiveness of multicultural education. Based on the preceding discussion and literature, it is hypothesized that;

***H4:** Globalization significantly moderates the association of strengthening students' cultural competencies with multicultural education such that the relationship is stronger in higher globalization.*

Theoretical Framework of the Study

The research included two independent variables: curricular development methods (CDS) and enhanced students' cultural competence (SSCC). In contrast, the research employed one moderating variable, globalization (GLB), and one dependent variable, intercultural education (MCE). These variables are mentioned in [Figure 1's](#) framework.



² Figure 1: Theoretical Framework of the Study

Research Methodology

The study examines the effect of curriculum development methodologies and cultural competence on multicultural education. It also evaluates the impact of globalization on the function of curriculum development methodologies and students' cultural competencies in building and upgrading multicultural education in Indonesian private schools. The paper uses primary data gathering methods, such as questionnaires, to obtain primary data from a sample of private school teachers. In response, the teachers of the top fifty private schools in Indonesia were contacted. These respondents are chosen using a simple random selection technique. The questionnaires were mailed and personally delivered to the selected teachers. Two months after distributing 570 questionnaires, only 355 were returned, suggesting a response rate of around 68.28%. There were 48.3% female respondents and 51.7% male teachers. The response indicated that 33% of instructors were between the ages of 22 and 30, 37% of teachers were between the ages of 31 and 40, and 30% were 40 years or older. Most teachers (65%) were postgraduates, whereas only 35% were graduates.

Study Measures

The survey questionnaire contained 32 questions about the variables of the study. The survey questionnaire comprises 10 elements derived from previous research, such as curriculum development methodologies, and is based on previous studies (Aydin et al., 2020). Students' cultural competencies consist of eight Brotzman et al. (2020) derived items. In addition, eight items from Murat and Isaac (2019) and six from Karacabey et al. are retrieved from the globalization and intercultural education section, respectively.

2 Data Analysis and Results

Measurement Model Assessment

This article utilized smart-PLS v.4.0 to examine the relationship between understudy variables. The intelligent PLS is a reliable instrument for primary data analysis and PLS-SEM application. In addition, it efficiently handles complex frameworks and small and large data sets at the same rate. The correlation between items is referred to as convergent validity. The Alpha and composite reliability (CR) statistics in Table 1 are greater than 0.70. As suggested by academics, Figure 2 demonstrates that the factor loadings and average variance extracted (AVE) statistics are greater than 0.50. These statistics indicated a strong correlation between items and demonstrated the validity of convergent validity.

3 Table 1: Reliabilities and Validities of the Measures

Constructs/Indicators	Factor Loadings				AVE	CR	CA
	1	2	3	4			
Curriculum Development Strategies					0.567	0.929	0.801
CDS1	0.728						
CDS2	0.768						
CDS3	0.795						
CDS4	0.759						
CDS5	0.754						
CDS6	0.721						
CDS7	0.758						
CDS8	0.749						

Constructs/Indicators	Factor Loadings				AVE	CR	CA
	1	2	3	4			
CDS9	0.777						
CDS10	0.715						
Strengthening Students' Cultural Competencies					0.568	0.913	0.758
SSCC1		0.755					
SSCC2		0.780					
SSCC3		0.781					
SSCC4		0.759					
SSCC5		0.704					
SSCC6		0.745					
SSCC7		0.767					
SSCC8		0.736					
Multicultural Education					0.567	0.887	0.712
ME1			0.732				
ME2			0.700				
ME3			0.749				
ME4			0.783				
ME5			0.794				
ME6			0.758				
Globalization					0.602	0.924	0.735
GLO1			0.787				
GLO2			0.797				
GLO3			0.790				
GLO4			0.726				
GLO5			0.777				
GLO6			0.810				
GLO7			0.754				
GLO8			0.765				

"Note: CR, composite reliability; CA, Cronbach Alpha; AVE, average variance extracted."

Cross-loadings were also employed to examine the discriminant validity. The values indicate that the association between the variable and itself is stronger than the association between the variable and the other variables used in the study. These statistics revealed a low correlation between variables and demonstrated the validity of discriminant validity. These results are shown in Table 2.

Table 2: Cross Loadings

Items	CDS	GLB	ME	SSCC
CDS1	0.728	0.371	0.442	0.403
CDS2	0.768	0.390	0.365	0.354
CDS3	0.795	0.350	0.451	0.451
CDS4	0.759	0.376	0.451	0.435
CDS5	0.754	0.367	0.431	0.450
CDS6	0.721	0.392	0.364	0.353
CDS7	0.758	0.362	0.291	0.326
CDS8	0.749	0.376	0.426	0.455
CDS9	0.777	0.359	0.373	0.393
CDS10	0.715	0.348	0.381	0.388
GLB1	0.332	0.787	0.333	0.354
GLB2	0.390	0.797	0.340	0.358
GLB3	0.361	0.790	0.323	0.351
GLB4	0.391	0.726	0.300	0.380
GLB5	0.388	0.777	0.305	0.370
GLB6	0.410	0.810	0.357	0.375
GLB7	0.410	0.754	0.408	0.394
GLB8	0.344	0.765	0.732	0.355
MCE1	0.440	0.360	0.700	0.339
MCE2	0.439	0.335	0.749	0.398
MCE3	0.385	0.309	0.783	0.304
MCE4	0.391	0.362	0.794	0.319
MCE5	0.417	0.355	0.758	0.329
MCE6	0.382	0.320	0.732	0.305
SSCC1	0.458	0.407	0.360	0.755
SSCC2	0.464	0.432	0.360	0.780
SSCC3	0.468	0.401	0.363	0.781
SSCC4	0.461	0.418	0.385	0.759
SSCC5	0.454	0.376	0.400	0.704
SSCC7	0.463	0.399	0.362	0.745
SSCC8	0.464	0.421	0.382	0.767

In addition, the Heterotrait Monotrait Test (HTMT) was performed to examine the discriminant validity (Henseler, Ringle, & Sarstedt, 2015; Noor, Mansoor, & Rabbani, 2021). According to the data, the values are less than 0.85. These figures revealed a low correlation between variables and demonstrated the validity of discriminant validity (Hair et al., 2010; Mansoor et al., 2022). These results are shown in Table 3.

Table 3: Heterotrait-Monotrait Ratio

Constructs	Mean	STD	1	2	3	4
Curriculum Development Strategies	3.94	1.01	0.752			
Strengthening Students' Cultural Competencies	3.89	0.99	0.466	0.753		
Multicultural Education	4.33	0.82	0.494	0.496	0.752	
Globalization	3.91	1.03	0.500	0.510	0.491	0.775

Note: The square roots of AVEs of the constructs are shown in bold in diagonal.

Structural Model Assessment

The results of path analysis indicated that the curriculum development strategies ($\beta = 0.353^{***}$, $t = 8.217$) and students' cultural competencies ($\beta = 0.282^{***}$, $t = 7.221$) have a positive and significant association with multicultural education in private schools in Indonesia and accept H1 and H2.

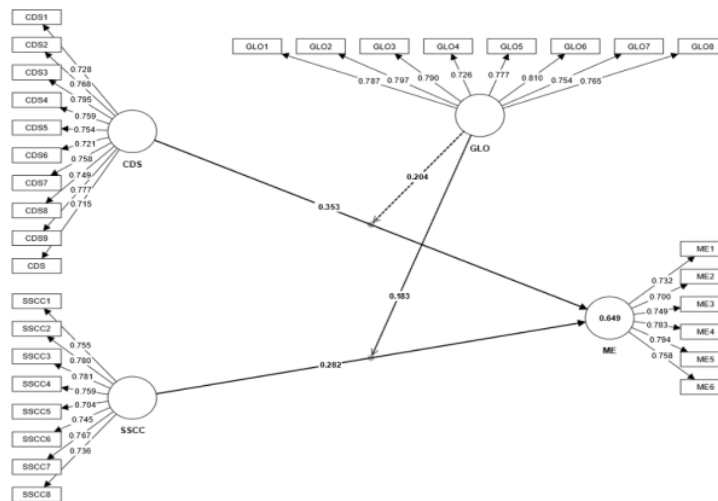


Figure 2: Full Measurement Model

In addition, the moderating effect of globalization on the relationship between curriculum development strategies and students' cultural competencies with multicultural education in private schools was evaluated. As illustrated in Figure 2, interactive terms GLO*CDS and GLO*SSCC were constructed for this purpose utilizing the product-indicated technique. All interacting terms significantly influenced the association between independent variables and multicultural education, resulting in a significant increase in R2 from 41.3% to 64.9% and a 23.6% increase in multicultural education's explanatory power. Accepting H3 and H4 thus. In addition, findings are obvious in Figures 3 and b's graphs.

⁴ Table 3: Hypothesis Testing Results

	Hypotheses	Std. Beta	t-Value	p-values	Supported
H1	CDS→ME	0.353	8.217	0.000	Yes
H2	SSCC→ME	0.282	7.121	0.000	Yes
H3	GLO*CDS→ME	0.242	5.832	0.000	Yes
H4	GLO*SSCC→ME	0.180	4.451	0.001	Yes

Where: CDS= Curriculum Development Strategies; SSCC= Strengthening Students' Cultural Competencies; ME= Multicultural Education; GLO= Globalization

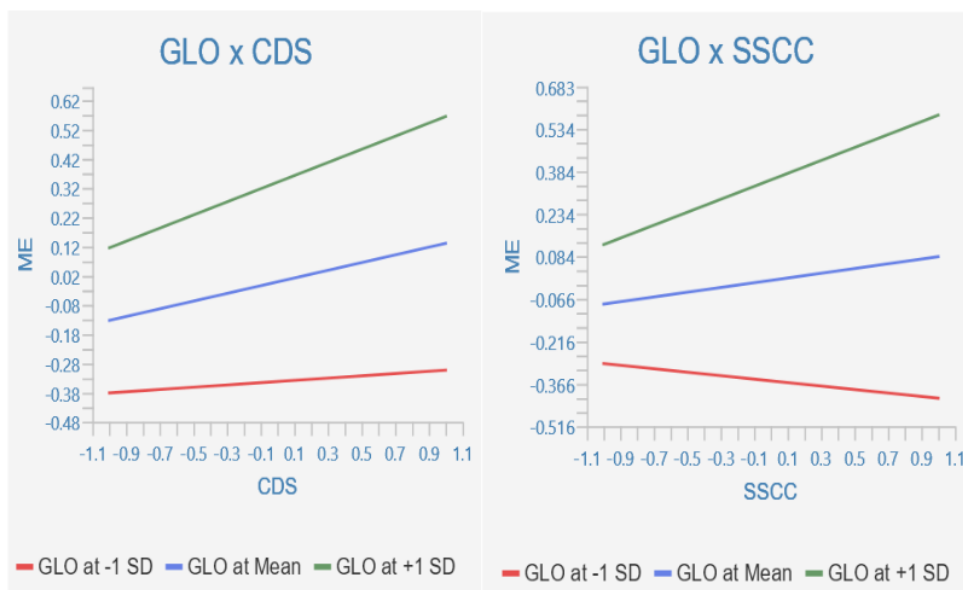


Figure 3: Moderating role of globalization

Discussions

Key Findings

The study examines the effect of curriculum development methodologies and cultural competence on multicultural education. In addition, the function of globalization as a moderator between curriculum development strategies, students' cultural skills, and multicultural education in Indonesian private schools is examined. The study revealed a correlation between curriculum development methodologies and multicultural education. These findings are reinforced by [Rahman, Ruswandi, and Erihadiana \(2021\)](#)'s study, which concluded that the curriculum determines the effectiveness of educators in an institution that aims to provide multicultural education. Therefore, it can be stated that if the teaching faculty follows appropriate curriculum development methodologies, they can implement a neutral, logically-based curriculum that is optimal for the multicultural generation. It also means that the goals of intercultural education can be attained with a curriculum based on reasoning. These results are also consistent with the findings of [Amri \(2022\)](#), who demonstrated the importance of curriculum design and implementation in intercultural education. Consequently, the goals of multicultural education can be attained successfully if an effective curriculum is developed using appropriate multicultural strategies.

The study also revealed that multicultural education is favorably associated with enhancing students' cultural competence. It also demonstrates that when educational institutions enhance students' cultural competencies, they are better prepared to perform effectively in class. They learn better because peers surround them with many social, historical, and religious backgrounds. [Wilson, McChesney, and Brown \(2017\)](#), who examined students' cultural competencies and their effects on multicultural education, support these results. They reported that if students develop cultural competencies effectively through improved communication with their peers, their cooperation will be effective, and they will be able to learn effectively in multicultural education.

In addition, the findings revealed that globalization moderates the relationship between curriculum development methodologies and intercultural education. It also

demonstrates that the combined effect of globalization and curriculum development strategies is beneficial for the education sector and raises the level of multicultural education. These findings are consistent with Suryaman and Juharyanto's (2020) assertion that the significance of globalization lies in the facilitation of the exchange of ideas and values and the opportunity it affords to examine the culture in detail. It enhances the capacity of intercultural educators to design an appropriate intercultural curriculum using more effective strategies. In addition, the promotion of globalization strengthens the contribution of curriculum development strategies to the success of multicultural education. As a result, the study's hypothesis regarding the moderating role of globalization in the relationship between curriculum development strategies and multicultural education has been proven.

In conclusion, the findings revealed that globalization moderates the relationship between enhancing students' cultural competencies and multicultural education. These findings suggest that globalization contributes to improving students' cultural competencies and enhancing multicultural education. Therefore, it can be stated that globalization enhances the importance of enhancing students' cultural competencies for the success of the multicultural education system. These findings are supported by the previous research of Barton and Ho (2020) and Abacioglu et al. (2022), which demonstrates that globalization provides the opportunity to meet people from different cultures in a friendly environment and to learn about their culture, thereby enhancing students' cultural competencies. These competencies, in turn, contribute to the development and improvement of multicultural education.

Study Implications

By analyzing the combined role of curriculum development strategies and strengthening students' cultural competencies in multicultural education within a single consolidated framework, the current study offers several implications for researchers and academics. For the first time, researchers have provided extensive insight into curriculum development strategies and strengthening students' cultural competencies to enhance multicultural education. In addition, the study contributes

to the body of knowledge because it examines the moderating effect of globalization on the relationship between curriculum development strategies and the improvement of students' cultural competence in multicultural education. In addition, it provides a distinction for analyzing the relationship between these factors in the Indonesian education system.

Moreover, the current study has important implications for the education systems of developing nations such as Indonesia in the modern era. Minorities with different cultures exist in almost every country, and there is a distinction between the cultures of people from different regions. These findings aid policymakers in formulating policies for advancing multicultural education via curriculum development methodologies and students' cultural competence. This study provides recommendations for promoting multicultural education. To improve multicultural education, the study directs the education ministry and education institution administration to formulate policies to improve curriculum development strategies and strengthen students' cultural competencies. The study also indicates that globalization must be promoted for curriculum development strategies and improving students' cultural competencies to contribute more effectively to multicultural education.

Conclusion, Limitations, and Future Research Directions

The study aimed to investigate the influence of curriculum development methodologies and the enhancement of students' cultural competencies in the development and improvement of multicultural education. In addition, the influence of globalization in developing students' cultural competencies and multicultural education was investigated. Indonesian instructors provided the writers with quantifiable data for curriculum development strategies, enhancing students' cultural competencies, globalization, and intercultural education. The data were analyzed using SmartPLS version 4.0.0. The results demonstrated that initiatives for curriculum development and enhancing students' cultural abilities favorably impact intercultural education. The results also demonstrated that successful curriculum development methodologies enable tutors to implement a more relevant curriculum, teach it to students with positive outcomes, and enhance the quality of multicultural education.

In addition, the study found that when students' cultural competencies are enhanced, they become more involved in the classroom, and the aims of multicultural education can be achieved. The study also indicates that globalization moderates the relationship between curriculum development methodologies and multicultural education's effect on enhancing students' cultural competence. It also indicates that the growing level of globalization enables educational institutions to adopt enhanced curriculum development methodologies and stronger students' cultural competencies to enhance the quality of multicultural education.

Additionally, the current study has a few constraints that scholars with superior literary skills can eliminate to obtain useful results. First, the authors studied the influence of only two variables in multicultural education: curriculum creation methodologies and developing students' cultural abilities. However, multicultural education also depends on several other elements that must be investigated in the future to advance multicultural education. The role of globalization has only been explored contingently in the current study. On the other hand, future researchers can explore the interactive influence of moral values, institutional support, and technology intrusion on students' competencies, etc., on enhancing intercultural education. The evidence for this study was acquired just from the Indonesian school system, which is insufficient for generalizations. Future authors must also investigate other educational systems in developed and developing countries to present general results.

References

- Abacioglu, C. S., Fischer, A. H., & Volman, M. (2022). Professional development in multicultural education: What can we learn from the Australian context? *Teaching and Teacher Education*, 114, 103701. <https://doi.org/10.1016/j.tate.2022.103701>
- Adillah, G., Ridwan, A., & Rahayu, W. (2022). Content Validation through Expert Judgement of an Instrument on the Self-Assessment of Mathematics Education Student Competency. *International Journal of Multicultural and Multireligious Understanding*, 9(3), 780-790. <http://dx.doi.org/10.18415/ijmmu.v9i3.3738>
- Alscher, P., Ludewig, U., & McElvany, N. (2022). Civic Education, Teaching Quality and Students' Willingness to Participate in Political and Civic Life: Political Interest and Knowledge as Mediators. *Journal of Youth and Adolescence*, 51, 1-15. <https://doi.org/10.1007/s10964-022-01639-9>

- Amri, S. (2022). The Effectiveness of Character Education through the Multicultural Approach in the Civic Education Subject. *Jurnal Pendidikan dan Konseling (JPDK)*, 4(5), 3273-3279. <https://doi.org/10.31004/jpdk.v4i5.7114>
- Anwar, K. (2021). Pancasila Village, Multicultural Education and Moderation of Diversity in Indonesia. *Nazhruna: Jurnal Pendidikan Islam*, 4(2), 221-234. <https://doi.org/10.31538/nzh.v4i2.1238>
- Aragona-Young, E., & Sawyer, B. E. (2018). Elementary teachers' beliefs about multicultural education practices. *Teachers and teaching*, 24(5), 465-486. <https://doi.org/10.1080/13540602.2018.1435527>
- Aydin, A., Ahmed, K., Van Hemelrijck, M., Ahmed, H. U., Khan, M. S., Dasgupta, P., Group, S. T., McCabe, J., Glass, J., & Bultitude, M. (2020). Simulation in Urological Training and Education (SIMULATE): Protocol and curriculum development of the first multicentre international randomized controlled trial assessing the transferability of simulation-based surgical training. *BJU international*, 126(1), 202-211. <https://doi.org/10.1111/bju.15056>
- Barton, K. C., & Ho, L.-C. (2020). Cultivating sprouts of benevolence: A foundational principle for curriculum in civic and multicultural education. *Multicultural Education Review*, 12(3), 157-176. <https://doi.org/10.1080/2005615X.2020.1808928>
- Botelho, M. J., & Lima, C. A. (2020). From cultural competence to cultural respect: A critical review of six models. *Journal of Nursing Education*, 59(6), 311-318. <https://doi.org/10.3928/01484834-20200520-03>
- Brottman, M. R., Char, D. M., Hattori, R. A., Heeb, R., & Taff, S. D. (2020). Toward cultural competency in health care: a scoping review of the diversity and inclusion education literature. *Academic Medicine*, 95(5), 803-813. <https://doi.org/10.1097/ACM.0000000000002995>
- Choi, S., & Lee, S. W. (2020). Enhancing teacher self-efficacy in multicultural classrooms and school climate: The role of professional development in multicultural education in the United States and South Korea. *AERA Open*, 6(4). <https://doi.org/10.1177/2332858420973574>
- Churiyah, M., Sholikhan, S., Filianti, F., & Sakdiyyah, D. A. (2020). Indonesia education readiness conducting distance learning in Covid-19 pandemic situation. *International Journal of Multicultural and Multireligious Understanding*, 7(6), 491-507. <http://dx.doi.org/10.18415/ijmmu.v7i6.1833>

- Djubaedi, D., Sutarno, U., Fatimah, S., & Hidayat, A. (2022). The Development of Multicultural Curriculum for Islamic Religious Education: A Literature Review. *International Journal of Social Science And Human Research*, 5(7), 3077-3083. <https://www.ijsshr.in/v5i7/Doc/41.pdf>
- Dwiningrum, S. I. A., Hope, J., Kartowagiran, B., Sudartinah, T., Siteine, A., & Yao, Z. (2021). Cross-Cultural Competence in Multicultural Education in Indonesian and New Zealand High Schools. *International Journal of Instruction*, 14(3), 597-612. https://e-iji.net/dosyalar/iji_2021_3_35.pdf
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate Data Analysis – A Global Perspective* (7th ed.). Pearson Prentice Hall.
- Hamdan, K. M., Al-Bashaireh, A. M., Zahran, Z., Al-Daghestani, A., AL-Habashneh, S., & Shaheen, A. M. (2021). University students' interaction, Internet self-efficacy, self-regulation and satisfaction with online education during pandemic crises of COVID-19 (SARS-CoV-2). *The International Journal of Educational Management*, 35(3), 713-725. <https://doi.org/10.1108/IJEM-11-2020-0513>
- Harjatanaya, T. Y., & Hoon, C.-Y. (2020). Politics of multicultural education in post-Suharto Indonesia: a study of the Chinese minority. *Compare: a journal of comparative and international education*, 50(1), 18-35. <https://doi.org/10.1080/03057925.2018.1493573>
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the academy of marketing science*, 43(1), 115-135. <https://doi.org/10.1007/s11747-014-0403-8>
- Jiang, Q., Soon, S., & Li, Y. (2021). Enhancing Teachers' Intercultural Competence with Online Technology as Cognitive Tools: A Literature Review. *English Language Teaching*, 14(3), 1-11. <https://www.academia.edu/download/78260975/EJ1288286.pdf>
- Karacabey, M. F., Ozdere, M., & Kivanc, B. (2019). The Attitudes of Teachers towards Multicultural Education. *European Journal of Educational Research*, 8(1), 383-393. <https://doi.org/10.12973/eu-jer.8.1.383>
- Kim, H., Shin, K., Noh, T., & Kim, M. (2022). Analyzing the Form, Presentation, and Interactivity of External Representations in the Matter Units of Elementary Science Digital Textbooks Developed Under the 2015 Revised National Curriculum. *Journal of Korean Elementary Science Education*, 41(2), 418-431. <https://doi.org/10.15267/keses.2022.41.2.418>

- Kurbanova, F. K., Botirova, M., & Abdurahmonova, S. (2022). Promoting learning and developing cultural competence. *Academic research in educational sciences*, 3(3), 914-917. <https://doi.org/10.24412/2181-1385-2022-3-914-917>
- Liu, Q., Çolak, F. Z., & Agirdag, O. (2020). Characteristics, issues, and future directions in Chinese multicultural education: a review of selected research 2000–2018. *Asia Pacific Education Review*, 21(2), 279-294. <https://doi.org/10.1007/s12564-020-09624-2>
- Mansoor, M., Saeed, A., Rustandi Kartawinata, B., & Naqi Khan, M. K. (2022). Drivers of green buying behavior for organic skincare products through an interplay of green brand evaluation and green advertisement. *Journal of Global Fashion Marketing*, 13(4), 328-343. <https://doi.org/10.1080/20932685.2022.2085597>
- Marzuki, M., Miftahuddin, M., & Murdiono, M. (2020). Multicultural education in salaf pesantren and prevention of religious radicalism in Indonesia. *Jurnal Cakrawala Pendidikan*, 39(1), 12-25. <http://dx.doi.org/10.21831/cp.v39i1.22900>
- Murat, A., & Isaac, O. M. (2019). Effect of globalization on the performance of small and medium scale enterprises in Nigeria. *American Journal of Environmental and Resource Economics*, 4(4), 125-131. <https://doi.org/10.11648/j.ajere.20190404.12>
- Noor, U., Mansoor, M., & Rabbani, S. (2021). Brand hate and retaliation in Muslim consumers: does offensive advertising matter? *Journal of Islamic Marketing*, 13(6), 1395-1413. <https://doi.org/10.1108/JIMA-10-2020-0316>
- Parikh-Fox, S., Grimmet, M., & Dameron, M. L. (2020). Examining the use of digital storytelling and immersion in a multicultural counseling course. *Journal of Multicultural Counseling and Development*, 48(3), 137-148. <https://doi.org/10.1002/jmcd.12173>
- Patterson, C. A., Papa, L. A., Reveles, A. K., & Domenech Rodríguez, M. M. (2018). Undergraduate student change in cultural competence: Impact of a multicultural psychology course. *Scholarship of Teaching and Learning in Psychology*, 4(2), 81-92. <https://doi.org/10.1037/stl0000108>
- Rahman, F., Ruswandi, U., & Erihadiana, M. (2021). The Strategy of Developing Multicultural Education. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 19(2), 373-387. <http://dx.doi.org/10.21154/cendekia.v19i2.2920>

- Rahmawati, R., Sularso, R. A., Susanto, A. B., & Handriyono, H. (2021). Determinants of competency, work behavior and work effectiveness of government apparatus: a case study in Indonesia. *The Journal of Asian Finance, Economics and Business*, 8(5), 211-219. <https://doi.org/10.13106/jafeb.2021.vol8.no5.0211>
- Santoso, G. (2021). Civic Education Based on 21st Century Skills in Philosophical, Theoretical and Futurist Resolution Dimensions at Muhammadiyah University of Jakarta:(UMJ). *World Journal of Business Research and Project Management*, 1(02), 103-113. <https://doi.org/10.29138/brpm.v1i02.67>
- Sari, I. J., & El Islami, R. A. Z. (2022). A Comparison of Senior High School Curriculum Between Indonesia and Japan. *Jurnal Pendidikan Indonesia Gemilang*, 2(2), 123-129. <https://doi.org/10.53889/jpig.v2i2.140>
- Setyowati, R. N., & Herianto, E. (2022). The Impact of Curriculum Development Strategies, Globalization, and Students' Cultural Competencies on Multicultural Education in Indonesia. *Educational Sciences: Theory & Practice*, 22(2), 227-238. <https://www.jestp.com/index.php/estp/article/view/1675>
- Simanjuntak, M. B., Suseno, M., Setiadi, S., Lustyantje, N., & Barus, I. R. G. R. G. (2022). Integration of Curricula (Curriculum 2013 and Cambridge Curriculum for Junior High School Level in Three Subjects) in Pandemic Situation. *Ideas: Jurnal Pendidikan, Sosial, dan Budaya*, 8(1), 77-86. <https://jurnal.ideaspublishing.co.id/index.php/ideas/article/view/615>
- Suryaman, S., & Juharyanto, J. (2020). The role of teachers in implementing multicultural education values in the Curriculum 2013 implementation in Indonesia. *Journal of Education and Practice*, 11(3), 152-156. <https://oa.mg/work/3164307840>
- Tabroni, I., Nasihah, F., & Bahijah, I. (2021). The Implementation Of School Culture-Based Character Education In Salem State Elementary School, Pondoksalam Subdistrict, Indonesia. *Erudio Journal of Educational Innovation*, 8(2), 202-208. <https://doi.org/10.18551/erudio.8-2.9>
- Usman, S., Sari, N. N., & Adimarta, T. (2020). Islamization and the Socioeconomic History of Jambi Malay. *International Journal of Islamic Education, Research and Multiculturalism (IJIERM)*, 2(2), 80-99. <https://doi.org/10.47006/ijierm.v2i2.33>

- Vaccarino, F., Feekery, A., & Matanimeke, V. (2021). Birds of a feather end up flocking together when studying abroad. Can a university bridge the cultural differences that challenge friendships between Pacific Island students and New Zealand students? *International Journal of Intercultural Relations*, 81, 204-213. <https://doi.org/10.1016/j.ijintrel.2021.01.012>
- Wills, A. (2018). *Emotional and spiritual intelligence in the workplace in relation to organizational citizenship behavior*. (Doctoral dissertation). Kaplan University. <https://www.proquest.com/openview/e5ce27d4ac847b6aab672f85cc3d8ccc>
- Wilson, S., McChesney, J., & Brown, L. (2017). Cultural Competencies and Planning for Teaching Mathematics: Preservice Teachers Responding to Expectations, Opportunities, and Resources. *Journal of Urban Mathematics Education*, 10(1), 95-112. <https://doi.org/10.21423/jume-v10i1a290>

ORIGINALITY REPORT

8%

SIMILARITY INDEX

7%

INTERNET SOURCES

5%

PUBLICATIONS

1%

STUDENT PAPERS

PRIMARY SOURCES

1	journal.gmpionline.com Internet Source	3%
2	www.ejecs.org Internet Source	1%
3	ejer.info Internet Source	1%
4	Irawan, Andrie Elia, Benius. "Interactive Effects of Citizen Trust and Cultural Values on Pro-environmental Behaviors: A Time-Lag Study from Indonesia", Heliyon, 2022 Publication	1%
5	Submitted to Suan Sunandha Rajabhat University Student Paper	1%
6	etd.uum.edu.my Internet Source	1%
7	Mahnaz Mansoor, Tri Indra Wijaksana. "Predictors of pro-environmental behavior: Moderating role of knowledge sharing and mediatory role of perceived environmental	1%

responsibility", Journal of Environmental Planning and Management, 2022

Publication



journal.ia-education.com

Internet Source

1 %

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On