

# 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**— *principals; multicultural; personality; elementary schools*

## I. 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 report on 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 parents' parenting style. This diversity of lifestyle and parenting style will in turn affect association in the school environment.

Multiculturalism is an understanding that emphasizes the alignment and impression of local cultures without neglecting the rights and other cultural existences. Multiculturalism is when different social structures identity and culture happen at the same time, and do not result in a conflict but differences are considered as the wealth and is able to provide change in society [1]. Efforts to internalize and accept such discrepancies can only occur through multicultural education.

The multicultural education is a concept, a movement of education reform and process and includes the assumption of giving students the same opportunity to study in school [2]. Multicultural education refers to the process of school reform comprehensively and basic education for all [3]. 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) [4].

Multicultural schools demonstrate a broad and challenging task that implies new demands on the principal's leadership [5]. One of the main objectives of multicultural education is transforming (transforming) the various approaches to teaching learning, changing the conceptualization 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. A study titled "Leadership Styles and multicultural education approaches: an exploration of their relationship" study aims to determine the perceptions of the primary principal of diversity and multiculturalism in relation to the leadership style [6]. In this study of 17 respondents, it was revealed that nearly half of the respondents had adopted a combination of conservative multiculturalism and a transactional style of leadership.

A qualitative approach entitled "Exploring Leadership in a Multicultural School" aims to identify and explore the leadership strategies used by the principal of successful school from a successful multicultural school [7]. 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 principals' 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.

In the research titled "Multicultural Schools and New Demands on Leadership", it was found that little emphasis was given 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.

In their 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.

Personality is the individual psychological components remained stable in the person although his/ her situation changes. Every person shares different components, known as traits and these components can be studied through broadest differences characterizing a person or the person's characteristic [8]. Because it is relatively stable, personality reveals the patterns of how individuals feel, think and behave [9]. In this research, the multicultural personality not only determines the perception of principals in multicultural situations as threatening or not, but it also influences whether individuals are capable of constructive behavioral reactions to such situations [10].

The multicultural personality in this study will be measured using the Multicultural Personality Questionnaire (MPQ) designed by Prof. Dr. Karen I. van der Zee and Prof. Dr. Jan Pieter van Oudenhoven, Cross-cultural psychologist in Netherlands. The multicultural personality refers to how effective a person is when in a multicultural-based work environment or intercultural success 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 behaviors 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 adapting to these situations accordingly [11].

**II. METHODS**

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. The nonprobability sample or convenience sample was employed in which respondents were chosen based on the researchers' convenience and availability. Once the data is obtained, the results will be statistically analyzed and displayed. Finally, the researches reports findings based on the description of displayed data. A careful portrayal of descriptive data is important to reach conclusions about a population [12].

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 collapsed and the reliability score is 0.83. The sample of this research was 36 principals of Public Elementary School in East Jakarta.

**III. RESULTS AND DISCUSSION**

*A. Descriptive Analysis of Multicultural Personality Variable*

TABLE I. DESCRIPTIVE DATA OF MULTICULTURAL PERSONALITY VARIABLE

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 is 147.44, median 146.5, and standard deviation is 11.75. Both scores are fairly close together which means that there is a symmetrical distribution of data. The minimum score is 118 and the maximum score is 172.

TABLE II. CATEGORIZATION OF MULTICULTURAL PERSONALITY VARIABLE

Categorization	Score	Frequency	Percentage
Low	$X \leq 147.44$	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%) is in low category, and as many as 16 respondents (44%) are in high category. It can be interpreted that there are more public

elementary school principals with less effectiveness when working in multicultural-based work environments. There are more principals perceiving multicultural environment as threats and not yet able to react in constructive behavior to such situations.

Most scores in the dataset is close to the mean score 147.4, and values further away are rarer. The distribution is roughly symmetric and the values fall between approximately 120 and 170. The pattern is the bell-shaped curve which means the frequency distribution is normal.

*B. Descriptive Analysis of Cultural Empathy Dimension*

TABLE III. DESCRIPTIVE DATA OF CULTURAL EMPATHY DIMENSION

Descriptive data of multicultural personality variable	
Measurement	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 scores of mean and median are fairly close together meaning there is a symmetrical distribution of data. The minimum score earned is 25 and the maximum score is 38.

TABLE IV. CATEGORIZATION OF CULTURAL EMPATHY DIMENSION

Categorization	Score	Frequency	Percentage
Low	$X \leq 32.78$	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 in and as many as 17 respondents (47%) are in high category.

Based on the results of such descriptive analysis, it can be said that the dimension of cultural empathy is in low category. This means that more than half principal respondents in the study had a low sensitivity to obtain and to reflect a reasonably complete and accurate sense of other people's thoughts, feelings, and/or experiences. While, some principals who are in the high category are tolerant of differences. As mentioned by Van der Zee et al. 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**

TABLE V. DESCRIPTIVE DATA OF OPEN-MINDEDNESS DIMENSION

Descriptive 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 VI. CATEGORIZATION OF OPEN-MINDEDNESS DIMENSION

Categorization	Score	Frequency	Percentage
Low	$X \leq 33.78$	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. Open-mindedness reflects an open and unprejudiced attitude toward cultural differences.

**D. Descriptive Analysis of Social Initiative Dimension**

TABLE VII. DESCRIPTIVE DATA OF SOCIAL INITIATIVE DIMENSION

Descriptive data of multicultural personality variable	
Measurement	Score
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.

TABLE VIII. CATEGORIZATION OF SOCIAL INITIATIVE DIMENSION

Categorization	Score	Frequency	Percentage
Low	$X \leq 29.47$	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 et al. reveals that the social initiative refers to being active to approach social situations and demonstrate initiative in such interactions.

**E. Descriptive Analysis of Emotional Stability Dimension**

TABLE IX. DESCRIPTIVE DATA OF EMOTIONAL STABILITY DIMENSION

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 X. CATEGORIZATION OF EMOTIONAL STABILITY DIMENSION

Categorization	Score	Frequency	Percentage
Low	$X \leq 19.94$	12	33%
High	$X > 19.94$	24	67%
Total		36	100%

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 et al. Emotional stability reflects the ability to stay calm in a new and suspenseful condition.

### F. Descriptive Analysis of Flexibility Dimension

TABLE XI. DESCRIPTIVE DATA OF FLEXIBILITY DIMENSION

Descriptive data of emotional stability 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 XII. CATEGORIZATION OF FLEXIBILITY DIMENSION

Categorization	Score	Frequency	Percentage
Low	$X \leq 31.47$	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.

### IV. CONCLUSION

It can be interpreted that there are more public elementary school principals with less effectiveness when working in multicultural-based work environments, the dimension of cultural empathy is in low category, the open-mindedness dimension is in low category, the social initiative dimension is in high category, the dimension of emotional stability is relatively low, and the flexibility dimension is high. based on the overall results, the lowest dimension of multicultural personality is open-mindedness.

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