© Universitas Islam Raden Rahmat Malang

JRLA

http://ejournal.uniramalang.ac.id/index.php/JRLA
ISSN 2622-089X e-ISSN 2622-0903

RAHMATAN LIL ALAMIN
Journal of Peace Education and Islamic Studies

Transformational Leadership Model Of School Principals In Empowerment Teachers As Multicultural Capital (A Holistic Single Case Study at SMA SPI Batu City, Indonesia)

Aan Fardani Ubaidillah [*1]

[1] Departemen Administrasi Pendidikan, Universitas Negeri Malang

*Corresponding Author

DOI: 10.33379/jrla.V5i2.2929
Received May 2022; Accepted July 2022; Available online December 2022

Abstract:

This research focuses on the transformational leadership model of school principals in empowering teachers as multicultural capital at SMA SPI Batu City, Indonesia. The study aims to understand and finding the role of school principals in promoting multiculturalism and developing multicultural capital in the educational environment. A qualitative approach was employed, using a holistic single case study at SMA SPI, with data collected through participant observation, in-depth interviews, and document analysis. The findings demonstrate the interrelationships between the dimensions of teachers' multicultural capital, the feedback provided by the principal's transformational leadership, and the objectives of the feedback on the teacher's multicultural dimension. The principal's feedback aims to foster multicultural understanding, enhance inclusive teaching practices, promote effective intercultural communication, and organize multicultural activities. The study emphasizes the crucial role of the principal's transformational leadership in empowering teachers and creating an inclusive and culturally responsive learning environment. The findings contribute valuable insights into how principal leadership can build multicultural capital in educational institutions, promoting respect, inclusivity, and academic growth among students.

Keywords:

Leadership Model, Transformational Leadership, Multicultural Capital, School Principal.

1. Introduction

Indonesia is a complex and multicultural nation-state since its diversity is an essential component of the nation's identity (Junaedi et al., 2023; Pranata et al., 2020; Ubaidillah et al., 2020; Zarbaliyev, 2017). Within the Indonesian educational system, the significance of schools as vital societal institutions is closely intertwined with the reality of multiculturalism. In classrooms across Indonesia, students from diverse cultural backgrounds coexist, representing variations in religion, ethnicity, language, and other aspects (Arifin & Ubaidillah, 2018; Baihaqi, 2019; Setiyowati et al., 2019; Setiyowati et al., 2019; Suyahman, 2016). It is worth noting that teachers, who themselves possess different backgrounds, play a crucial role in embracing and managing this multicultural environment. Surveys have consistently emphasized the pivotal role of school principals in fostering multiculturalism, creating an inclusive atmosphere, and

*Corresponding author: aan.fardani.fip@um.ac.id
2022 JRLA. All right reserved.

empowering teachers as valuable multicultural assets (Malla et al., 2020; Munardji et al., 2020; Suryaman & Suharyanto, 2020).

Implementing policies that support multiculturalism in schools requires strong leadership. Some recent studies found that school leaders that use a transformational leadership style are more successful in improving teacher-student connections (Tian et al., 2022), fostering a pleasant school atmosphere (Allen et al., 2015; Khan, 2018), and advancing student achievement (Allen et al., 2015; Semwenda & Solomon, 2022). Additionally, in order to build intercultural capital in schools—the ability to use cultural diversity for the good of the school community—these leadership philosophies are crucial (Barakat et al., 2021; Vassallo, 2016a; Zembylas & Iasonos, 2010). The development of intercultural capital, also known as the ability to capitalize on cultural diversity for the benefit of the school community, is a key responsibility of school leaders (Faas et al., 2018; Turan & Bektas, 2013). Principals must adopt leadership philosophies that promote inclusivity, trust, collaboration, and teacher empowerment in order to grow this capacity (Cherkowski, 2010; Gómez-hurtado et al., 2021; Madsen & Mabokela, 2002; Supriyanto, 2016).

In order to foster nationalism and instill intercultural values in students, schools should prioritize character education and multicultural education (Kurniawan, 2020; Ubaidillah et al., 2020). Character education encourages the development of good moral and ethical principles, whereas multicultural education attempts to increase students' understanding and appreciation of cultural diversity (Karacsony et al., 2022; Setiyowati et al., 2019; Ubaidillah et al., 2020). However, the effective implementation of these concepts requires a comprehensive approach that encompasses various aspects of school management, including policies, culture, curriculum, teaching methods, and community involvement (Banks, 2006, 2009; Ubaidillah et al., 2020). Furthermore, it is important to acknowledge that teachers from diverse backgrounds also have the potential and significant roles as multicultural capital in the educational context. Teachers with experiences and knowledge about different cultures can contribute valuable insights in creating an inclusive learning environment that respects diversity (Banks, 2006; Ubaidillah et al., 2020). Through a collaborative approach between transformational leadership of school principals and the roles of these teachers, a leadership model centered on empowering teachers as multicultural capital can be realized (Barakat et al., 2021; Tian et al., 2022). Thus, involving teachers with diverse backgrounds in the educational process can be a crucial step in enriching students' learning experiences and fostering a deeper understanding of multiculturalism.

In addition to the aforementioned aspects, leveraging technology to support multiculturalism and enhance the learning experience is another crucial consideration for schools in achieving their objectives. Digital tools and online learning platforms provide opportunities for students to interact with peers from diverse cultural backgrounds and access a wide range of educational resources (Danurahman et al., 2021; Shonfeld, 2020). However, in order to ensure equitable access and bridge existing socioeconomic disparities, it is essential to establish appropriate regulations and practices governing the use of technology in education (Barr, 2022; Zhou, 2022). Therefore, encouraging multiculturalism and boosting the quality of education for all children depends on strong leadership and management techniques that take into account the overall demands of the school system (Banks, 2014; Suryaman & Suharyanto, 2020; Ubaidillah et al., 2020; Vassallo, 2016b).

Furthermore, in order to fully harness the potential of technology in promoting multiculturalism and enhancing education, the role of teachers with diverse backgrounds becomes imperative. Teachers, as key agents of change, play a significant role in creating inclusive and culturally responsive learning environments (Banks, 2010; Ubaidillah et al., 2020). By embracing technology and utilizing their own multicultural experiences, teachers can effectively empower students from different cultural backgrounds and foster a sense of belonging and respect (Banks, 2014; Suryaman & Suharyanto, 2020). Therefore, in the pursuit of a transformational leadership model, it is essential to recognize and leverage the diverse expertise and perspectives of teachers, who serve as valuable multicultural capital in the educational context.

The goal of diversity-based school administration is to establish a learning environment where multiculturalism serves as the primary foundation. This plan tries to impart the necessary character traits while also guiding schools to create their own culture (school culture). According to Arifin et al. (2017), Retnasari et al. (2021), and Turan & Bektas (2013) school culture is defined as a collection of fundamental presumptions, norms, values, and intangible artifacts that collectively influence the behavior of all school members when performing their duties. However, it is important to recognize that teachers, with their diverse backgrounds, experiences, and perspectives, are a valuable multicultural asset that needs to be empowered in the school administration (Suncaka et al., 2023; Supriyanto & Amrin, 2022).

In the context of multicultural school administration, empowering teachers as multicultural capital plays a vital role in shaping overall student conduct in accordance with the diversity ideals that exist within the social context of the school. By harnessing the knowledge, skills, and perspectives of teachers from different backgrounds, school principals can foster a transformational leadership model that recognizes and values the multicultural strengths that teachers bring

to the school environment. This empowers teachers to act as agents of multiculturalism, promoting understanding, appreciation, and inclusivity among students (Suncaka et al., 2023; Supriyanto & Amrin, 2022). By integrating the aspect of empowering teachers as multicultural capital, school principals can strengthen their transformational leadership model, creating a holistic approach to school administration that embraces and leverages the diverse backgrounds and experiences of both teachers and students. This inclusive approach can contribute to the development of a truly multicultural learning environment in which all individuals feel valued and empowered to participate fully.

In the context of the transformational leadership model of school principals in empowering teachers as multicultural capital, there is a unique phenomenon that can be reconstructed to discover how the transformational leadership of school principals is shown to manage cultural diversity as an asset in school governance. For marginalized children, Selamat Pagi Indonesia Senior High School (SMA SPI), located at Jl. Raya Pandanrejo No. 2, Bumiaji Village, Bumiaji District, Batu City, East Java, Indonesia, offers high-quality educational services. The second case study's supplementary allowance of Rp. 100,000–Rp. 150,000 per month, acquired through educational programs, job training, and entrepreneurship (Obs.2021; Doc.2020).

The headmaster envisions SMA SPI as a multicultural institution, with students selected from Sabang (the westernmost island of Indonesia) to Merauke (the easternmost island of Indonesia) area, representing all of Indonesia's provinces, and from representatives of all officially recognized religions in the country (Intv.01.2021). This diverse student body serves as a reminder of the importance of maintaining a learning environment that encourages respect and tolerance for differences. Research suggests that schools that support multiculturalism can help students develop intercultural knowledge and communication skills, ultimately improving their academic performance (Ahmed, 2022; Nguyen, 2021).

In order to provide all students, especially those from poor families, with access to high-quality education, effective leadership is crucial (Carter & Abawi, 2018). Empowering teachers as multicultural capital within the transformational leadership model becomes instrumental in managing cultural diversity and fostering an inclusive and supportive learning environment at SMA SPI. By recognizing and leveraging the diverse backgrounds, experiences, and perspectives of teachers, school principals can create an empowering environment that promotes intercultural understanding, collaboration, and academic growth (Carter & Abawi, 2018). The case study at SMA SPI in Batu City highlights the significance of the transformational leadership model of school principals in embracing and empowering teachers as multicultural capital. This holistic approach to school governance promotes inclusivity, respect, and appreciation for cultural diversity, ultimately enhancing the educational experience and outcomes for all students.

The transformational leadership model of school principals at SMA SPI in Batu City, Indonesia emphasizes the empowerment of teachers as multicultural capital. One distinctive and successful method employed by SMA SPI to advance multiculturalism is providing students with extra benefits through academic programs, employment training, and entrepreneurship. This approach not only promotes multiculturalism but also offers financial aid to underprivileged students, reducing educational inequality and expanding access to education for all students (Cosentino et al., 2019). By empowering teachers as multicultural capital, SMA SPI creates a supportive and inclusive learning environment that values diversity and provides opportunities for students from different backgrounds to thrive. The financial aid provided to underprivileged pupils has the potential to have a positive long-term effect on their lives, enabling them to access high-quality education and overcome socio-economic barriers (Cosentino et al., 2019). The case study conducted at SMA SPI highlights the significance of the transformational leadership model in empowering teachers as multicultural capital. This approach not only fosters multiculturalism but also addresses socio-economic disparities by providing underprivileged students with financial aid. Through this model, SMA SPI showcases how the effective empowerment of teachers contributes to the promotion of multicultural values and the creation of a more inclusive educational environment.

The transformational leadership model of school principals in empowering teachers as multicultural capital plays a crucial role in promoting multiculturalism at SMA SPI Batu City, Indonesia. Effective leadership is necessary to establish a school culture that embraces diversity and inclusivity (Vassallo, 2016b, 2016a, 2022b, 2022a). According to research (Grossetti et al., 2019; Levy & Murnane, 2018; Altbach et al., 2018), school leaders who adopt policies and practices that support multiculturalism and equity contribute to creating an environment that fosters multicultural understanding and promotes positive academic outcomes for all students. school leaders that support multiculturalism can help foster a healthy school climate and enhance academic achievements for all children. At SMA SPI Batu, the headmaster's leadership style and policies are instrumental in cultivating multicultural capital. By emphasizing multiculturalism, the headmaster promotes a more welcoming learning environment and contributes to the school's culture. This approach enhances academic achievement and nurtures a sense of multicultural understanding among students. The transformative leadership model implemented by the school principals empowers teachers to embrace diversity, develop inclusive teaching practices, and create a multicultural educational experience (Vassallo, 2016b,

2016a, 2022b, 2022a). Through their leadership, the principals at SMA SPI Batu demonstrate how empowerment of teachers as multicultural capital can shape the school's culture and effectively promote multiculturalism. This holistic approach enhances the learning outcomes and experiences of students while fostering a sense of belonging and respect for diverse backgrounds and perspectives.

Based on the background that has been described, the purpose of this study is to reconstruct the principal's leadership model in developing multicultural capital at SMA SPI Batu City, Indonesia. Taking into account the complexity and diversity of Indonesia, this study aims to understand the role of school principals in promoting multiculturalism in the educational environment. Significant research is important to reveal the importance of leadership styles that encourage inclusivity, trust, collaboration, and teacher empowerment in creating an inclusive and pluralistic environment. In addition, this study also aims to identify effective management strategies and practices in developing multicultural capital in SMA SPI in supporting student achievement and social interconnectivity in cultural diversity. Thus, this research is expected to provide valuable insights into how principal leadership can contribute to building multicultural capital in educational institutions.

2. Method

This study used a qualitative approach to gain a thorough understanding of how how school principals practice leadership models in developing multicultural capital. A holistic case study adopted from Yin (2017) was used to provide a thorough description of a specific setting, item, or event. The primary tool used in the study was the researcher, who gathered information through participant observation, indepth interviews, and document analysis. Human subjects are the main component of a qualitative study, when gathering data from research participants in the field, the researcher positioned themselves as both the instrument and the data collector & analist.

Participant observation, in-depth interviews, and document analysis were the three methods employed to obtain the data. The goal of in-depth interviews was to learn more about the informants' experiences and meanings rather than just getting answers to questions (Bakri, 2013; Bogdan & Biklen, 2007; Moleong, 2005). Participant observation was used to gather information from recordings, photographs, recordings of events, places, and objects. Data from interviews and observation were supported by document analysis. To understand a phenomenon or support a theory, data is collected through observation or field studies and checked. Purposive sampling and snowball sampling are data collection techniques used in this study. Key informants are teachers, staff and students who will be interviewed and observed until sufficient data is obtained/reaches a saturation point, this approach is maintained (Xu & Storr, 2012).

In addition to data collection, data analysis was also carried out by collecting data using an interactive model from Miles et at. (2014) who proposed three simultaneous actions during the data collection process—data compaction, data presentation, and drawing/verifying conclusions—can be used to carry out qualitative data analysis (Miles et al., 2014). The collected data is compressed, refined, combined, and bridged during the data condensation process. The goal of data visualization is to identify significant trends so that decisions can be made and actions taken. Finding meaning or significance in symbols, noting patterns, providing explanations, and establishing causal relationships are the goals of drawing conclusions and verification. Open and general conclusions are drawn from these actions, which are then honed further into specific and specific findings.

3. Results and Discussion

3.1 Result

The research findings shed light on the transformational leadership model of school principals in empowering teachers as multicultural capital at SMA SPI Batu City, Indonesia. The study aimed to understand the role of school principals in promoting multiculturalism and developing multicultural capital in the educational environment. The findings highlight the interrelationships between the dimensions of the teachers' multicultural capital, the feedback provided by the principal's transformational leadership, and the objectives of the feedback on the teacher's multicultural dimension.

The first dimension focuses on the teacher's knowledge about cultural diversity. The principal's feedback includes acknowledgment and appreciation for fostering inclusive learning environments. The feedback objectives aim to encourage the teacher to continue promoting multicultural understanding and appreciation among students, as well as recognize their efforts in creating an inclusive classroom that respects cultural diversity. The teacher's perceived benefits include enhanced cultural competence and confidence in addressing diverse student needs. In addition, the

students' perceived benefits include increased awareness and understanding of different cultures, fostering respect and appreciation for diversity among students.

Moving on to the second dimension, it highlights inclusive teaching practices. The principal's feedback provides guidance and support in implementing culturally responsive teaching strategies. The feedback objectives include providing feedback on the effectiveness of the teacher's inclusive teaching practices, offering suggestions and resources to enhance their ability to meet the diverse learning needs of students. The teacher's perceived benefits encompass improved instructional effectiveness and student engagement in diverse classrooms. Similarly, the students' perceived benefits involve an enhanced learning experience through personalized and inclusive instruction, leading to increased motivation and academic success.

The third dimension focuses on the teacher's intercultural communication skills. The principal's feedback includes encouragement and reinforcement of effective intercultural communication. The feedback objectives aim to recognize the teacher's ability to facilitate positive and respectful interactions among students from different cultural backgrounds, provide feedback on specific instances of effective intercultural communication, and suggest areas for further improvement. The teacher's perceived benefits encompass an enhanced ability to communicate effectively with students from diverse cultural backgrounds and promote a positive classroom environment. The students, on the other hand, experience improved cross-cultural communication and collaboration skills, fostering empathy, understanding, and stronger relationships among students from different backgrounds.

Lastly, the fourth dimension emphasizes promoting diversity and inclusion. The principal's feedback involves empowerment and support in organizing multicultural activities and events. The feedback objectives include acknowledging the teacher's efforts in promoting diversity and inclusion within the school community, providing resources, guidance, and collaboration opportunities to enhance their ability to create meaningful multicultural experiences for students. The teacher's perceived benefits involve an increased sense of belonging and inclusion among students, fostering a positive school culture. Similarly, the students' perceived benefits include a heightened sense of belonging and inclusion, contributing to a positive school environment.

These findings demonstrate the crucial role of the principal's transformational leadership in providing feedback that aims to support and empower teachers in their multicultural dimension. The feedback objectives outlined in the table emphasize the importance of recognizing and appreciating teachers' knowledge about cultural diversity, guiding their inclusive teaching practices, reinforcing their intercultural communication skills, and empowering them to promote diversity and inclusion. Through these feedback objectives, principals can contribute to the development of teachers' multicultural capital and create a more inclusive and culturally responsive learning environment. The interrelationships between the findings can be observed in the holistic approach taken by the transformational leadership model. The principal's feedback on the teacher's multicultural dimension is aligned with the objectives of fostering multicultural understanding, enhancing inclusive teaching practices, promoting effective intercultural communication, and organizing multicultural activities. By providing feedback that addresses these objectives, the principal empowers teachers to embrace their role as multicultural capital and actively contribute to the promotion

The table presents the feedback objectives on the teacher's multicultural dimension, along with the principal's transformational leadership feedback, and the perceived benefits for both teachers and students.

Table 1. Research Findings

No.	Teacher's Multicultural Dimension	Principal Transformational Leadership Feedback	Feedback Objectives on the Teacher's Multicultural Dimension	Teacher's Perceived Benefits	Student's Perceived Benefits
1.	Knowledge about cultural diversity	Acknowledgment and appreciation for fostering inclusive learning environments	a. Encouraging the teacher to continue promoting multicultural understanding and appreciation among students. b. Recognizing the teacher's efforts in creating an inclusive classroom that respects cultural diversity.	Enhanced cultural competence and confidence in addressing diverse student needs.	Increased awareness and understanding of different cultures, fostering respect and appreciation for diversity among students.
2.	Inclusive teaching practices	Guidance and support in implementing culturally responsive teaching strategies	a. Providing feedback on the effectiveness of the teacher's inclusive teaching practices. b. Offering suggestions and resources to further enhance the teacher's ability to meet the diverse learning needs of students.	Improved instructional effectiveness and student engagement in diverse classrooms.	Enhanced learning experience through personalized and inclusive instruction, leading to increased motivation and academic success.
3.	Intercultural communication skills	Encouragement and reinforcement of effective intercultural communication	a. Recognizing the teacher's ability to facilitate positive and respectful interactions among students from different cultural backgrounds. b. Providing feedback on specific instances of effective intercultural communication and suggesting areas for further improvement.	Enhanced ability to communicate effectively with students from diverse cultural backgrounds and promote a positive classroom environment.	Improved cross-cultural communication and collaboration skills, fostering empathy, understanding, and stronger relationships among students from different backgrounds.
4.	Promoting diversity and inclusion	Empowerment and support in organizing multicultural activities and events	a. Acknowledging the teacher's efforts in promoting diversity and inclusion within the school community. b. Providing resources, guidance, and collaboration opportunities to enhance the teacher's ability to create meaningful multicultural experiences for students.	Increased sense of belonging and inclusion among students, fostering a positive school cultur	Enriched learning environment that celebrates diversity, promotes acceptance, and prepares students for participation in a multicultural society.

These findings demonstrate the crucial role of the principal's transformational leadership in providing feedback that aims to support and empower teachers in their multicultural dimension. The feedback objectives outlined in the table emphasize the importance of recognizing and appreciating teachers' knowledge about cultural diversity, guiding their inclusive teaching practices, reinforcing their intercultural communication skills, and empowering them to promote diversity and inclusion. Through these feedback objectives, principals can contribute to the development of teachers' multicultural capital and create a more inclusive and culturally responsive learning environment.

The interrelationships between the findings can be observed in the holistic approach taken by the transformational leadership model. The principal's feedback on the teacher's multicultural dimension is aligned with the objectives of fostering multicultural understanding, enhancing inclusive teaching practices, promoting effective intercultural communication, and organizing multicultural activities. By providing feedback that addresses these objectives, the principal empowers teachers to embrace their role as multicultural capital and actively contribute to the promotion of multiculturalism in the school. This collaborative approach between the principal and teachers fosters a supportive and inclusive learning environment where students can thrive and develop intercultural knowledge and skills.

Overall, the research findings highlight the significance of the transformational leadership model of school principals in empowering teachers as multicultural capital. The feedback provided by the principal plays a pivotal role in supporting teachers' development in their multicultural dimension and promoting a holistic approach to school administration that values diversity and fosters multicultural understanding. By recognizing and leveraging the diverse expertise and perspectives of teachers, principals can create an inclusive educational environment that celebrates cultural diversity and enhances the learning experiences of all students.

3.2 Discussion

The research findings reveal the importance of the transformational leadership model of school principals in empowering teachers as multicultural capital at SMA SPI Batu City, Indonesia. The study aimed to understand the role of school principals in promoting multiculturalism and developing multicultural capital in the educational environment, and the findings demonstrate the interrelationships between the dimensions of teachers' multicultural capital, the feedback provided by the principal's transformational leadership, and the objectives of the feedback on the teacher's multicultural dimension. This discussion will delve deeper into the research findings, relating them to the introduction and incorporating relevant theories and current research.

The findings align with the theories and current research mentioned in the introduction, which emphasize the significance of transformational leadership in improving teacher-student connections, fostering a pleasant school atmosphere, advancing student achievement, and building intercultural capital in schools. Transformational leadership, as defined by Bass and Riggio (2006), involves inspiring and motivating followers through shared vision, intellectual stimulation, individualized consideration, and idealized influence. By adopting a transformational leadership style, school principals can effectively empower teachers and create an inclusive and culturally responsive learning environment.

The first dimension of the research findings focuses on teachers' knowledge about cultural diversity. The principal's feedback aims to acknowledge and appreciate teachers for fostering inclusive learning environments, promoting multicultural understanding, and respecting cultural diversity. This dimension aligns with the theory of multicultural education, which seeks to increase students' understanding and appreciation of cultural diversity (Banks, 2006, 2009). By recognizing teachers' efforts and providing feedback that reinforces their knowledge about cultural diversity, principals can enhance teachers' cultural competence and confidence in addressing diverse student needs. This, in turn, benefits students by increasing their awareness and understanding of different cultures, fostering respect, and appreciation for diversity.

The second dimension highlights inclusive teaching practices. The principal's feedback provides guidance and support to teachers in implementing culturally responsive teaching strategies. This aligns with the theory of inclusive education, which aims to meet the diverse learning needs of students by creating inclusive learning environments (Ubaidillah et al., 2020). Through feedback that focuses on the effectiveness of teachers' inclusive teaching practices and offers suggestions and resources for improvement, principals can enhance teachers' instructional effectiveness and student engagement in diverse classrooms. Consequently, students benefit from a personalized and inclusive learning experience, leading to increased motivation and academic success.

The third dimension emphasizes teachers' intercultural communication skills. The principal's feedback encourages and reinforces effective intercultural communication. This aligns with the theory of intercultural communication, which emphasizes the importance of positive and respectful interactions among individuals from different cultural backgrounds

(Turan & Bektas, 2013). By recognizing and providing feedback on teachers' effective intercultural communication and suggesting areas for improvement, principals enhance teachers' ability to communicate effectively with students from diverse cultural backgrounds. This, in turn, benefits students by improving their cross-cultural communication and collaboration skills, fostering empathy, understanding, and stronger relationships among students from different backgrounds.

The fourth dimension focuses on promoting diversity and inclusion. The principal's feedback involves empowerment and support for teachers in organizing multicultural activities and events. This aligns with the theory of school culture, which encompasses fundamental presumptions, norms, values, and intangible artifacts that influence the behavior of all school members (Arifin et al., 2017). By acknowledging teachers' efforts in promoting diversity and inclusion and providing resources, guidance, and collaboration opportunities, principals contribute to a positive school culture. This benefits students by creating a sense of belonging and inclusion, fostering a learning environment that celebrates diversity and prepares students for participation in a multicultural society.

The research findings demonstrate the interrelationships between the dimensions of teachers' multicultural capital, the principal's transformational leadership feedback, and the objectives of the feedback on the teacher's multicultural dimension. This alignment emphasizes the holistic approach taken by the transformational leadership model, where principals provide feedback that fosters multicultural understanding, enhances inclusive teaching practices, promotes effective intercultural communication, and organizes multicultural activities. By addressing these objectives through feedback, principals empower teachers to embrace their role as multicultural capital and actively contribute to the promotion of multiculturalism in the school.

The findings also highlight the significance of the principal's role in creating an inclusive and culturally responsive learning environment. Through their transformational leadership, principals can support teachers' development in their multicultural dimension and foster a collaborative approach that values diversity. This is in line with the theory of school leadership, which emphasizes the importance of principals adopting leadership philosophies that promote inclusivity, trust, collaboration, and teacher empowerment (Cherkowski, 2010; Gómez-hurtado et al., 2021). By recognizing and leveraging the diverse expertise and perspectives of teachers, principals create an educational environment that celebrates cultural diversity, enhances the learning experiences of all students, and promotes respect and inclusivity.

The research findings contribute valuable insights into how principal leadership can build multicultural capital in educational institutions. The findings emphasize the interrelationships between the dimensions of teachers' multicultural capital and the feedback provided by the principal's transformational leadership. By recognizing and supporting teachers' development in their multicultural dimension, principals can create an empowering environment that promotes intercultural understanding, collaboration, and academic growth.

4. Conclusion

In conclusion, the research findings highlight the significance of the transformational leadership model of school principals in empowering teachers as multicultural capital. The feedback provided by principals plays a crucial role in supporting teachers' development in their multicultural dimension and promoting a holistic approach to school administration that values diversity. By recognizing and leveraging the diverse expertise and perspectives of teachers, principals can create an inclusive and culturally responsive learning environment. The interrelationships between the dimensions of teachers' multicultural capital, the principal's transformational leadership feedback, and the feedback objectives outlined in the research findings demonstrate the importance of a collaborative approach that empowers teachers and fosters multicultural understanding. These insights provide valuable knowledge for educational institutions seeking to promote respect, inclusivity, and academic growth among students through effective principal leadership and teacher empowerment in the context of multiculturalism.

5. References

Ahmed, I. N. E.-D. (2022). Raising undergraduate students' level of academic readiness through teaching intercultural communication. *Advances in Journalism and Communication*, *10*(02), 209–232. https://doi.org/10.4236/ajc.2022.102014

Allen, N., Grigsby, B., & Peters, M. L. (2015). Does leadership matter? Examining the relationship among transformational leadership, school climate, and student achievement. *NCPEA International Journal of*

Educational Leadership Preparation, *10*(2), 1–22.
Arifin, Bafadal, I., Imron, A., & Sonhadji, A. (2017). Cultivating character education through transforming school cultural values. *Studia Humanitatis*, *4*(594). https://cyberleninka.ru/article/n/cultivating-character-education-through-transforming-school-cultural-values
Arifin, I., & Ubaidillah, A. F. (2018). Religion education with beyond the wall model to promote tolerant behavior in the plural society of indonesia. *International Conference of Learning Innovation* (ICLI 2017), 182–186. https://doi.org/10.2991/icli-17.2018.35
Baihaqi, M. (2019). Implementation of multicultural education in south africa. *Edutec-Journal of Educaation And Technology*, *4*(3), 504–526. https://doi.org/10.21125/iceri.2019.1712
Bakri, M. (2013). *Metode Penelitian kualitatif tinjauan teoritis dan praktis.* Surabaya: Lembaga Penelitian Universitas Islam Malang Kerjasama Dengan Visiprees Media.
Banks, J. A. (2006). Multicultural education and its critics: Britain and the united states. In *Race, Culture, and Education The Selected Works of James A. Banks* (1st ed.). Routledge. https://doi.org/https://doi.org/10.4324/9780203088586
Banks, J. A. (2009). Multicultural education: Dimension and paradigm. In J. A. Banks (Ed.), *The Routhledge International Companion to Multicultural Education* (pp. 9–32). New York: Routhledge - Taylor & Francis Group.
Banks, J. A. (2010). Multicultural education: characteristic and goals. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural Education – Issues and Perspectives* (Sevent, pp. 3–26). : John Wiley & Son, Inc. http://docshare01.docshare.tips/files/20751/207517255.pdf
Banks, J. A. (2014). Multicultural education: development dimensions , and callenges. *Phi Delta Kappa International*, *75*(1), 22–28.
Barakat, M., Lakin, J. M., Reames, E., & Kochan, F. (2021). The cultural competence of educational leaders: Developing a conceptual framework and assessment tool for leadership development. *Journal of School Leadership*, *31*(6), 483–501. https://doi.org/10.1177/1052684620972059
Barr, R. (2022). Building Equitable access and inclusion for children growing up in the digital age. *Policy Insights from the Behavioral and Brain Sciences*, *9*(1), 73–80. https://doi.org/10.1177/23727322211068388
Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education – an introduction to theories and methods* (Fifth). Boston: Pearson Education, Inc.
Carter, S., & Abawi, L. A. (2018). Leadership, inclusion, and quality education for all. *Australasian Journal of Special and Inclusive Education*, *42*(1), 49–64. https://doi.org/10.1017/jsi.2018.5
Cherkowski, S. (2010). Leadership for diversity, inclusion and sustainability: teachers as leaders. *Citizenship, Social and Economics Education*, *9*(1), 23–31. https://doi.org/10.2304/csee.2010.9.1.23
Cosentino, C., Fortson, J., Liuzzi, S., Harris, A., & Blair, R. (2019). Can scholarships provide equitable access to high-quality university education? Evidence from the Mastercard Foundation Scholars Program. *International Journal of Educational Development*, *71*(September), 102089. https://doi.org/10.1016/j.ijedudev.2019.102089
Danurahman, J., Prasetyo, D., & Hermawan, H. (2021). Kajian pendidikan multikultural di era digital. *Jurnal Kalacakra: Ilmu Sosial Dan Pendidikan*, *2*(1), 8. https://doi.org/10.31002/kalacakra.v2i1.3515
Faas, D., Smith, A., & Darmody, M. (2018). The role of principals in creating inclusive school environments: insights from community national schools in Ireland. *School Leadership and Management*, *38*(4), 457–473. https://doi.org/10.1080/13632434.2018.1430688
Gómez-hurtado, I., Valdés, R., González-falcón, I., & Vargas, F. J. (2021). Inclusive leadership: Good managerial practices to address cultural diversity in schools. In *Social Inclusion* (Vol. 9, Issue 4, pp. 69–80). https://doi.org/10.17645/si.v9i4.4611
Janu Setiyowati, A., Indreswari, H., & Maya Simon, I. (2019). *Analyzing Classroom Diversity and its Contribution to Multicultural Education in Indonesia*. *285*(Icet), 11–15. https://doi.org/10.2991/icet-18.2018.3
Junaedi, M., Nasikhin, Hasanah, S., & Hassan, Z. (2023). Learning patterns in influencing attitudes of religious tolerance in indonesian universities. *Education Sciences*, *13*(3), 285. https://doi.org/10.3390/educsci13030285
Karacsony, P., Pásztóová, V., Vinichenko, M., & Huszka, P. (2022). The impact of the multicultural education on students' attitudes in business higher education institutions. *Education Sciences*, *12*(3). https://doi.org/10.3390/educsci12030173
Khan, M. Q. (2018). Relationships between principal leadership style, school climate, and teacher stress. *Global Journal of Human-Social Science:G Linguistics & Education*, *18*(7), 30–35. https://globaljournals.org/GJHSS_Volume18/5-Relationships-between-Principal.pdf
Kurniawan. (2020). The enhancing national values through multicultural learning. *International Journal of Scientific and Technology Research*, *9*(2), 4491–4495.
Madsen, J. A., & Mabokela, R. O. (2002). Introduction: Leadership and diversity: Creating inclusive schools. *Peabody Journal of Education*, *77*(1), 1–6. https://doi.org/10.1207/S15327930PJE7701_1
Malla, H. A. B., Yusuf, K., Sapsuha, M. T., & Misnah, M. (2020). The transformative leadership of school principal paradigm in developing students' religious and social characters. *Al-Ta Lim Journal*, *26*(3), 298–308. https://doi.org/10.15548/jt.v26i3.581
Miles, M. B., Hubberman, A. M., & Saldana, J. (2014). *Qualitative data analysis – a methods sourcebook* (3rd ed.). Los

Angeles: SAGE Publication Inc.
Moleong, L. J. (2005). *Metodologi penelitian kualitatif*. Bandung: PT. Remaja Rosdakarya.
Munardji, Kholis, N., & Mufidah, N. (2020). Community multicultural integration pattern in environment-based learning. *International Journal of Instruction*, *13*(1), 101–124. https://doi.org/10.29333/iji.2020.1317a
Nguyen, H. T. T. (2021). Project-based assessment in teaching intercultural communication competence for foreign language students in higher education: A case study. *European Journal of Educational Research*, *10*(2), 933–944. https://doi.org/10.12973/EU-JER.10.2.933
Pranata, R. H., Aman, & Setiawan, J. (2020). Implementation of Multicultural Values in Indonesian History Learning to Build Tolerance and Nationalism Attitudes of Students of Ngaglik 1 Senior High School, Sleman. *(ICoSSCE 2019)*, 131–136. https://doi.org/10.2991/assehr.k.200130.028
Retnasari, L., Hidayah, Y., & Prasetyo, D. (2021). Reinforcement of character education based on school culture to enhancing elementary school students' citizenship character. *Jurnal Ilmiah Sekolah Dasar*, *5*(2), 351. https://doi.org/10.23887/jisd.v5i2.38072
Semwenda, V. B., & Solomon, O. (2022). The impacts of transformational leadership style on school academic performance in gairo district. *Asian Journal of Educational Research*, *10*(1), 24–31.
Setiyowati, A. J., Indreswari, H., & Simon, I. M. (2019). *Cultural Diversity Profile and the Values of Bhinneka (Diversity) in Multicultural Education of Elementary School*. *Icli 2018*, 84–89. https://doi.org/10.5220/0008408100840089
Shonfeld, M. (2020). Intercultural education in the digital age. In A. Tatnall (Ed.), *Encyclopedia of Education and Information Technologies* (pp. 973–981). Springer, Cam. https://doi.org/https://doi.org/10.1007/978-3-030-10576-1_105
Suncaka, E., Islam, U., & Nur, A. (2023). *Leadership and management of the multicultural education curriculum in senior high school*. *5*(1), 192–205. https://doi.org/10.37680/scaffolding.v5i1.2370
Supriyanto, A. (2016). Strategi pemimpin dalam membangun organisasi multikultural dalam pendidikan. *Prosiding Seminar Nasional: Penguatan Manajemen Pendidikan Di Era Kompetisi Global, Jurusan Administrasi Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Malang*, 317–326.
Supriyanto, S., & Amrin, A. (2022). Curriculum management and development of multicultural values based learning on State Madrasah Tsanawiyah 15 Boyolali. *AL-ISHLAH: Jurnal Pendidikan*, *14*(4), 5991–6002. https://doi.org/10.35445/alishlah.v14i4.2201
Suryaman, S., & Suharyanto, S. (2020). Revitalization of leadership in designing multicultural education management. *Journal of Applied Management (JAM)*, *18*(2), 337–344. https://doi.org/10.21776/ub.jam.2020.018.02.14
Suyahman. (2016). Implementation of multicultural education in indonesia between expectations and reality. *The 2nd International Conference on Science, Technology, and Humanity (ISETH)*, 202–215.
Tian, J., Zhang, W., Mao, Y., & Gurr, D. (2022). The impact of transformational leadership on teachers' job burnout: the mediating role of social-emotional competence and student-teacher relationship. *Journal of Educational Administration*, *60*(4), 369–385. https://doi.org/https://doi.org/10.1108/JEA-04-2021-0075
Turan, S., & Bektas, F. (2013). The relationship between school culture and leadership practices. *Egitim Arastirmalari-Eurasian Journal of EducationalResearch*, *52*, 155–168. https://doi.org/10.1111/1467-8527.00177
Ubaidillah, A. F., Bafadal, I., Ulfatin, N., & Supriyanto, A. (2020). Cultivating marine leadership character through multicultural boarding-school system. *Cakrawala Pendidikan*, *39*(1), 191–206. https://doi.org/10.21831/cp.v39i1.28344
Vassallo, B. (2016a). *Contextualising leadership in multiethnic schools: perceptions, roles and way forward*. *6*(3), 17–32.
Vassallo, B. (2016b). School leaders' perceptions on intercultural education. *The Online Journal of New Horizons in Education*, *6*(4), 171–177. www.tojned.net
Vassallo, B. (2022a). Leading the flock: Examining the characteristics of multicultural school leaders in their quest for equitable schooling. *Improving Schools*, *25*(1), 22–36. https://doi.org/10.1177/1365480221999133
Vassallo, B. (2022b). Leading the multicultural school: Some insights from dedicated school leaders. *Management in Education*, *36*(4), 159–166. https://doi.org/10.1177/0892020620973041
Xu, M. A., & Storr, G. B. (2012). Learning the concept of researcher as instrument in qualitative research. *The Qualitative Report 2012*, *17*(21), 1–18. https://doi.org/http://dx.doi.org/10.1108/17506200710779521
Yin, R. K. (2017). *Case study research and applications: Design and methods*. Sage publications.
Zarbaliyev, H. (2017). Multiculturalism in globalization era: history and challenge for indonesia. *Journal of Social Studies (JSS)*, *13*(1), 1–16. https://doi.org/10.21831/jss.v13i1.16966
Zembylas, M., & Iasonos, S. (2010). Leadership styles and multicultural education approaches: an exploration of their relationship. *International Journal of Leadership in Education*, *13*(2), 163 — 183. https://doi.org/10.1080/13603120903386969
Zhou, S. (2022). Legal protection of equal rights in the digital age. *Proceedings of the 2022 8th International Conference on Humanities and Social Science Research (ICHSSR 2022)*, *664*(Ichssr), 1423–1427. https://doi.org/10.2991/assehr.k.220504.258