



Kuram ve Uygulamada Eğitim Yönetimi
Educational Administration: Theory and Practice
2023, Cilt 29, Sayı 1, ss: 12-28
2023, Volume 29, Issue 1, pp: 12-28
www.kuey.net



Islamic Education Management: A Study of Multicultural Paradigm

Amiruddin Siahaan  ¹, Candra Wijaya  ², Rusydi Ananda  ³, Fatkhur Rohman  ⁴, Ojak Manurung  ⁵

<p style="text-align: center;">Article History</p> <p>Article Submission 10 November 2022</p> <p>Revised Submission 20 December 2022</p> <p>Article Accepted 11 05 January 2023</p>	<p style="text-align: center;">Abstract</p> <p>Islamic education management is a challenge for teachers and school management leaders. Multicultural enrolled students are critically evaluated at their schools for their learning. To avoid any kind of cultural bias, teachers are required to have multicultural personalities. This research is developed for investigation of the impact of multicultural attitude, multicultural attitude on multicultural teacher culture with moderating impact of multicultural school leadership. The primary data based on a Likert scale questionnaire is employed. Smart PLS 3.0 is used for data analysis and study findings. The outcomes reveal the impact of multicultural attitude, multicultural attitude on multicultural teacher culture with moderating impact of multicultural school leadership is significant. This research is remarkable as it is based on the research gap in the literature. The scope of this study is limited to educational institutes in China. Furthermore, the research is significant because of its theoretical as well as practical implications based on its findings. The study has explored the literature very carefully, and the limitations of this research are directing the future directions for scholars to explore further literature and contribute new dimensions to the model of Islamic education management. The research also has future directions for scholars to explore further gaps in the literature.</p> <p>Keywords: Multicultural attitude; Multicultural personality; Multicultural teacher culture; Education management; Multicultural paradigm</p>
---	--

¹Department of Islamic Education Management, Universitas Islam Negeri Sumatera Utara, Medan, Indonesia, amiruddin.siahaan@uinsu.ac.id

²Department of Islamic Education Management, Universitas Islam Negeri Sumatera Utara, Medan, Indonesia, candra.wijaya@uinsu.ac.id

³*Department of Education Mathematics, Universitas Islam Negeri Sumatera Utara, Medan, Indonesia, rusydiananda@uinsu.ac.id*

⁴*Department of Social Sciences Education, Universitas Islam Negeri Sumatera Utara, Medan, Indonesia, fatkhurrohman@uinsu.ac.id*

⁵*Department of Education Mathematics, Universitas Islam Negeri Sumatera Utara, Medan, Indonesia, ojakmrg@gmail.com*

Introduction

The education system is developing in China and students from diverse cultures and personalities are enrolled. The role of management is to maintain the level for the students and teaching belonging to different cultures. Since the students have direct interaction with their teachers, thus the students should be treated well by their teachers. Education management is required to focus on the cultural belongingness of the students and design the working personality to facilitate the students. According to Vasilyeva and Nurutdinova (2018), the students in any school are sharing their cultural values without proper understanding and information about each other. The culture and values of the students need to be protected by the teachers and school administration (Chen & Wong, 2022). Although Kalinina and Gubina (2019) reported that Islamic education management is a challenge, adopting different strategies, this education system can be managed to appropriately facilitate the students.

Multicultural attitude can adopt and respect the culture and values of other people (Kholis & Mufidah, 2020). The personalities of teachers are critical to the learning of the students (Smolyaninova, 2020). Suvorova, Khilchenko, Ponomareva, Gan, and Obukhova (2019) reported that teachers with a proper understanding of the students are respecting their cultural values and beliefs. Scharoun and Liu (2020) pointed out that teachers should work in an innovative way for the management of Islamic education. Zimmermann, Greischel, and Jonkmann (2021) emphasized that the personality of teachers is critical to consider because teachers with positive attitudes are best for the students. Cultural clashes in the education system are common (Bhatti, Alshagawi, Zakariya, & Juhari, 2018), but teachers are required to be self-motivated and they should not tolerate any kind of cultural discrimination against their students. Grishaeva, Vagner, Gagarin, and Spirin (2020) highlighted that learners in China are facing different clashes regarding their culture and other values. Grigoryeva and Grigoryeva (2020) also added that the instructors should be self-motivated for their best performance, and their cultural background should be free from any kind of bias. Markova, Yakovleva, Krasnova, and Gerasimova (2021) concluded the cultural background of school management is critically important for the learner's performance.

The research in the body of knowledge has discussed multiple perspectives of cultural learning. The study conducted by Ayuningtyas, Sevilla, and Uljanatunnisa (2022) reported that the teachers are motivating students to accept the cultural difference in the class. Firdaus, Anggreta, and Yasin (2020) also reported that teachers with multicultural personalities are influencing students' personalities for avoiding bias in cultural values. Burdine and Koch (2021) concluded that the learning of the students is necessary, but they must accept the cultural values of each other. Hofhuis, Jongerling, and Jansz (2022) highlighted that cultural differences should be treated fairly and the teachers are required not to focus more on cultural differences. Bohatryyova, Barabanova, and Udovichenko (2021) added that teachers with multicultural personalities are motivating their students to advance learning by avoiding cultural differences. The studies in the literature have explained these aspects of the multicultural personality of teachers and their attitudes. However, a clear gap in research is identified to develop this study for contribution to the literature as well as in the knowledge.

Hence, this research is developed to investigate the impact of multicultural attitude, multicultural attitude on multicultural teacher culture with moderating impact of multicultural school leadership. This research is remarkable as it is based on the research gap in the literature. The scope of this study is limited to educational institutes in China. Furthermore, the research is significant because of its theoretical as well as practical implications based on its findings. The study has explored the literature very carefully, and the limitations of this research are directing the future directions for scholars to explore further literature and contribute new dimensions to the model of Islamic education management. Thus, the research is majorly contributing to theory for its advancement and a better understanding of the researchers.

Research Hypotheses

The following null hypotheses were explored for the current study.

H1: Multicultural personality has an impact on multicultural teacher culture.

H2: Multicultural attitude has an impact on multicultural teacher culture.

H3: Multicultural school leadership has moderating impact between multicultural personality and multicultural teacher culture.

H4: Multicultural school leadership has moderating impact between multicultural attitude and multicultural teacher culture.

Literature Review

In every country, the cultural personality of the teachers has a significant impact on their teaching style and behavior (Bohatryova et al., 2021). The personality of the teachers can improve the learning of the students who are following their teachers and are motivated to learn more in the class (Gagarina, 2021). Karpushina, Kozlova, Asatryan, Parshina, and Militsina (2020) pointed out that the personality of the teachers has an impact on the learning of the students. Aslan and Aybek (2020) asserted that teachers should try their best to maintain classroom activities when there are students from diverse cultures in any class. The teaching method is influenced by the personality of any teacher (Vallone, Dell'Aquila, Dolce, Marocco, & Zurlo, 2022). Eskici and Çayak (2018) highlighted that teachers with a positive attitude to the students are innovative in their learning and they are facilitating their students for their better training as well. The culture of norms of teachers is necessary for the students because they are interacting with students of multicultural personalities (Rahman, Ruswandi, & Erihadiana, 2021). The educational centers that have students from multicultural personalities are required to focus more on the teacher's attitude toward their learning. Garifullina, Zakirova, Bashinova, Pomortseva, and Garifullina (2019) reported that the personality of the students is necessary to be understood by the teachers because they should respect the students belonging to any culture or value. Sulistyarini, Joyoatmojo, and Kristiani (2022) also highlighted that the teachers in world-class institutes have a better understanding of the personality of the students, and the personality of the students motivates the teachers for their better and more advanced learning. Astashova, Bondyrevva, and Zhuk (2019) asserted that personality matters a lot in classroom activities, and teachers should respect the students that are representing students belonging to different cultures and set of values.

H1. Multicultural personality has an impact on multicultural teacher culture.

The attitude of teachers is reflecting their behavior toward the students (Debbag & Fidan, 2020). Teachers with a positive attitude are highly motivated because they believe that their students have different cultural values (Korol, Fietzer, & Ponterotto, 2018), and they respect the culture of each student. Vasilyeva and Nurutdinova (2018) reported that the students with multicultural personality are focused on by the teachers because their attitude and living standard is different. Chen and Wong (2022) further added that teachers are required to respect their students because they are the key stakeholders of their students' learning. Kalinina and Gubina (2019) pointed out that teachers with innovative ideas have positive attitudes changeable over time according to the situation. Kholis and Mufidah (2020) added that the changeable working behavior of the students is appropriate as it facilitates them to learn well with the positive attitude and better personality of their teachers. Suvorova et al. (2019) pointed out that the teachers in countries where the students in their course belong to a different set of values are more positive toward the multiple cultural backgrounds of their students because they want to facilitate their students in a way of better and more advanced learning. Bhatti et al. (2018) reported that teachers with a negative attitude are not appropriately facilitating their students in their learning because they have a bias against the cultural background of their students. Additionally, Grishaeva et al. (2020) highlighted that the multicultural attitude of the teachers is the key to their success in classroom activities because the students learn more who is respecting their cultural values. Markova et al. (2021) concluded that a multicultural attitude is key to success, and teachers should respect their student that are representing different cultural backgrounds.

H2. Multicultural attitude has an impact on multicultural teacher culture.

The role of leadership is important in the learning of the students and the personality development of the teachers (Hofhuis et al., 2022). The leadership in any administration of

educational organizations is necessary to develop policies that are equally facilitating each individual for their better learning (Bohatyryova et al., 2021). Gagarina (2021) highlighted that the teachers shall have appropriate support from the leaders, these teachers are appropriately managing their personalities as compared to the other teachers that are less attractive in their work. Furthermore, Karpushina et al. (2020) reported that the administration respecting the cultural background of teachers is influencing the personality development of the students. Rahman et al. (2021) added that school leadership belonging to diverse cultures is appropriate for respecting the culture of the students and influencing the personality of the teachers. The study conducted by Garifullina et al. (2019) emphasized that Indian teachers should respect students from any background because India is a place of diverse cultures. Sulistyarini et al. (2022) added that the cultural background of the school leadership is necessary to understand because without the cultural values and cultural background there is less attention paid to the teachers and learning environment. Korol et al. (2018) highlighted that multicultural school leadership is necessary to manage all the teaching affairs and other administrative duties for advanced development with sustainable learning of the students. Shen, Hao, and Peng (2022) reported that when the school leadership failed to maintain the teachers' personalities attractively, there would be little attention paid to the diversity and the personality of teachers representing any culture.

H3. Multicultural school leadership has moderating impact between multicultural personality and multicultural teacher culture.

Attitude is a personality trait and the attitude of the teachers is necessary to be maintained as it is useful for the students (Vasilyeva & Nurutdinova, 2018). Chen and Wong (2022) highlighted that the teachers' attitude governed by their personality development is appropriate for better and advanced learning. Kalinina and Gubina (2019) highlighted that teachers should be motivated to perform their role in classroom activities by determining the cultural background of the students. According to Smolyaninova (2020) the school administration that has a multicultural leadership style in management is rightly managing all the activities of the students that are necessary to be maintained innovative. Scharoun and Liu (2020), pointed out that teachers with multicultural attitudes are the best instructors as they are appropriately working to develop the personality of the students. Grishaeva et al. (2020) highlighted that the culture and values of the teachers are necessary for their teaching style and behavior, and when the teaching is properly monitored by the top management, it facilitates respecting the cultural difference. Kalinina and Gubina (2019) asserted that teachers should be self-motivated and they should not go for any kind of bias against the culture and values of the students. The multicultural personality of the teachers is necessary for their interaction with students to observe the capabilities of students and perform their duties to facilitate the students.

H4. Multicultural school leadership has moderating impact between multicultural attitude and multicultural teacher culture.

Based on the above literature and hypothesis development, the following framework has been made as shown in figure 1.

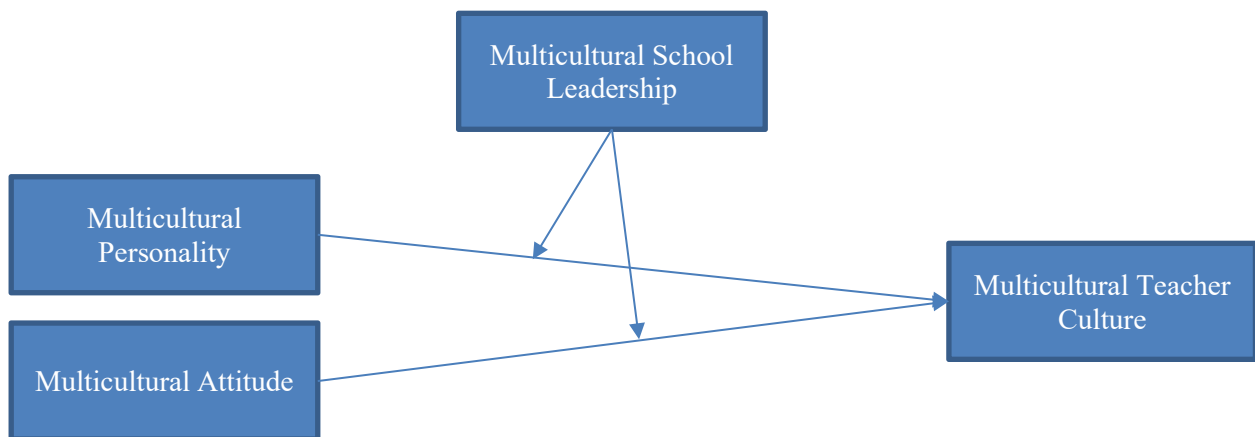


Figure 1. Theoretical Framework

Methodology

Primary data is used in the studies of social sciences. This research also used "primary data" for its findings because it can be collected easily and the results demonstrate the findings appropriately. The "measurement scale" for this research questionnaire was adopted from the existing research found in the literature. The research questionnaire of this study is developed by adopting scale items for each variable of the study. The items for multicultural personality were adopted by Summerfield, Prado-Gascó, Giménez-Espert, and Mesa-Gresa (2021), after investigating the "Cronbach alpha" and "factor loadings". These items were carefully considered in this study after contextual and facility. Secondly, the items for multicultural attitude were adopted by Munroe and Pearson (2006), after investigating the "Cronbach alpha" and "factor loadings". Also, these items were carefully considered in this study after contextual and facility. Thirdly, The items for multicultural school leadership were adopted by Velarde, Adams, and Ghani (2020), after investigating the "Cronbach alpha" and "factor loadings". Lastly, the items for multicultural teacher culture were adopted by Alismail (2016), after investigating the "Cronbach alpha" and "factor loadings". These all items were carefully considered in this study after contextual and facility. The "population" for this research were the "principals and teachers" belonging to different educational institutes in China. 500 questionnaires were surveyed with a "cross-sectional" data collection method for obtaining the sample for this study. only 270 questionnaires were returned with the final response. Thus, the "sample size" for this research is 270 which is appropriate for the findings of this research. Also, the participants responded to their questionnaires regarding the study. In the last, the respondents were appreciated for their contribution to the study. After careful consideration of sample size, this research has applied "Smart PLS 3.0" software for study findings. The "measurement model" and "structural model" findings are obtained for this research to determine the relationship among constructs. The scale items are available in Table 1.

Table 1. Measurement Items

Constructs	Items
Multicultural Attitude	Teachers understand why students from other cultures act differently.
	Teachers avoid racism.
	Teachers respect the cultural values of students.
	Teachers act to stop racism.
	Teachers encourage students from different cultures to work together.
Multicultural Personality	Teachers love to know other deeply.
	Teachers are motivating students from other cultures.
	Teachers are tender towards students having different values.
	Teachers show less discrimination when having students from other cultures.
	Teachers have a positive attribute for other cultures.
Multicultural School Leadership	The principal maintains positive interactions despite differences in religious or ethnic beliefs.
	Principals adapt their cultural knowledge by recognizing the reality of cultural coexistence and by embracing cultural diversity.
	Cultural differences are avoided by principals.
	Cultural acceptance is common among school principals.
	The principal is adopting other cultural values for integration with teachers and students.
Multicultural Teacher Culture	Teachers teach students to become aware of the importance of tolerance and sensitivity to diversity.
	Teachers behave positively toward students of any culture.
	Teachers care for the cultural association of students.
Multicultural Teacher	Teachers teach students to become aware of the importance of cultural differences.

Culture	Teachers enroll students from different cultures.
	Teachers are guided by management to avoid cultural bias.

Results

At the start, "skewness and kurtosis values" were identified for the "normality test" with PLS Software. Ringle, Da Silva, and Bido (2015) report that when the value is not below + 1.0, the distribution is "right-skewed", and when the value is not greater than -1.0, the distribution is "left-skewed". Also, Hair, Sarstedt, Pieper, and Ringle (2012) report that for "kurtosis", when the value is not less than +1.0, the distribution is "leptokurtic", and when the value is not greater than -1.0, the distribution is "platykurtik". Thus, this research has normal "kurtosis and skewness" (see Table 2).

Table 2. Kurtosis and Skewness

Items	Missing	Mean	Median	Standard Deviation	Excess Kurtosis	Skewness
MP1	0	3.234	3	1.479	-0.335	0.09
MP2	0	3.275	3	1.802	-0.527	0.457
MP3	0	3.543	3	1.917	-0.808	0.337
MP4	0	3.52	3	1.89	-0.732	0.395
MP5	0	3.539	3	1.725	-0.41	0.333
MA1	0	3.513	4	1.804	-0.638	0.254
MA2	0	3.543	4	1.84	-0.813	0.176
MA3	0	3.721	4	1.867	-0.759	0.201
MA4	0	3.725	3	1.891	-0.787	0.298
MA5	0	3.714	3	1.95	-0.813	0.347
MSL1	0	3.584	3	1.885	-0.685	0.394
MSL2	0	3.617	3	1.873	-0.639	0.379
MSL3	0	3.625	3	1.89	-0.741	0.335
MSL4	0	3.498	3	1.791	-0.458	0.448
MSL5	0	3.55	4	1.905	-0.852	0.229
MTC1	0	3.491	3	1.828	-0.617	0.327
MTC2	0	3.677	4	1.743	-0.501	0.297
MTC3	0	2.981	3	1.441	0.026	0.624
MTC4	0	3.097	3	1.434	0.795	0.947
MTC5	0	3.156	3	1.363	1.271	1.009
MTC6	0	3.074	3	1.399	0.705	0.792

Further, the "measurement model" tests are used to study "reliability and validity." This model is measured with "composite reliability (CR), average variance extracted (AVE), Cronbach's alpha (α), and factor loadings (FL)." The findings of the "measurement model" disclosed the research has "validity and reliability" based on its findings (see Table 3). The threshold for "reliability and validity" are achieved; "CR > 0.70, AVE > 0.50, FL > 0.60 and α > 0.70" recommended by Hair et al., (2012) and Henseler, Ringle, and Sinkovics (2009). Also, the results can be traced in Figure 2.

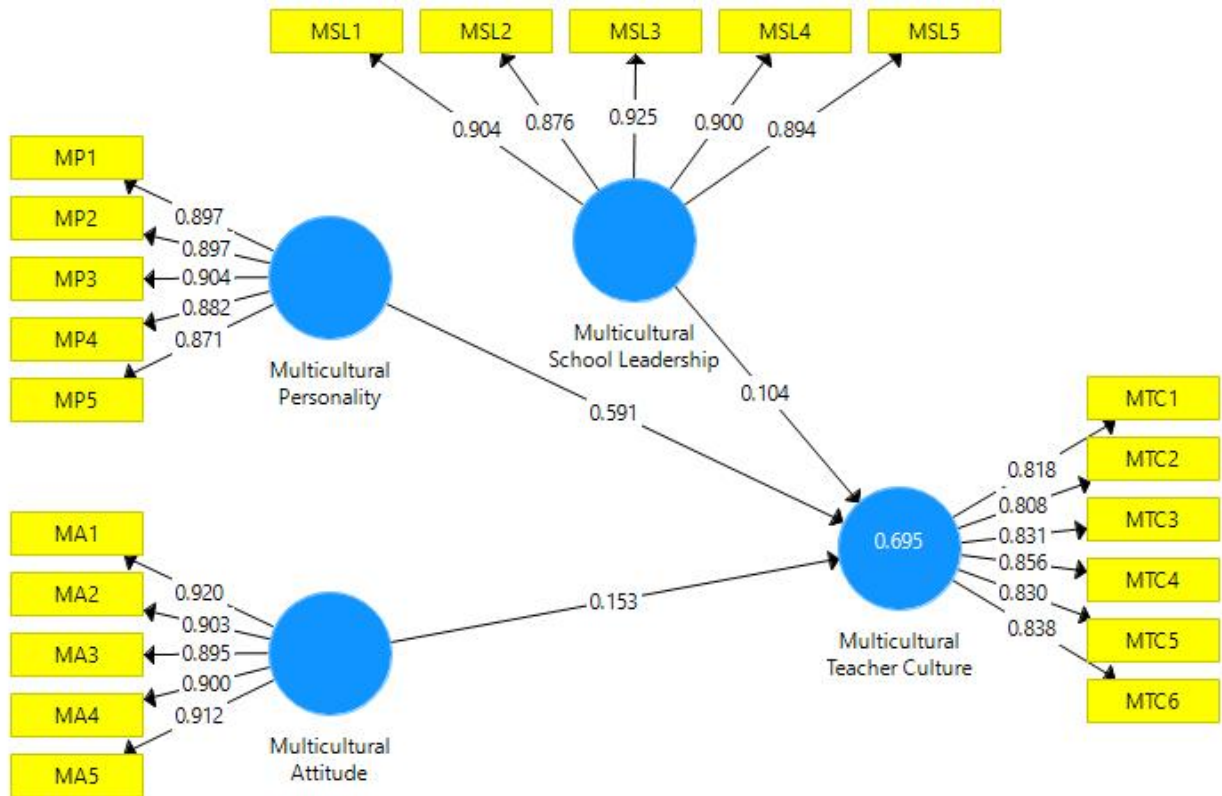


Figure 2. Measurement Model

Table 3. Convergent Validity

Constructs	Items	FL	Alpha	CR	AVE
Multicultural Attitude	MA1	0.92	0.946	0.958	0.821
	MA2	0.903			
	MA3	0.895			
	MA4	0.9			
	MA5	0.912			
Multicultural Personality	MP1	0.897	0.935	0.95	0.792
	MP2	0.897			
	MP3	0.904			
	MP4	0.882			
	MP5	0.871			
Multicultural School Leadership	MSL1	0.904	0.941	0.955	0.81
	MSL2	0.876			
	MSL3	0.925			
	MSL4	0.9			
	MSL5	0.894			
Multicultural Teacher Culture	MTC1	0.818	0.911	0.93	0.689
	MTC2	0.808			
	MTC3	0.831			
	MTC4	0.856			
	MTC5	0.83			
	MTC6	0.838			

Furthermore, "discriminant validity" is also checked in current research for investigating the differences between constructs findings. The "Heteritrait-Monotrait (HTMT)" test is applied in the current research (see Table 4). Gold, Malhotra, and Segars (2001) endorsed the threshold "HTMT < 0.90" for apparent discriminant validity. Thus, current research has "discriminant validity" to the findings of this research.

Table 4. Discriminant Validity

	Multicultural Attitude	Multicultural Personality	Multicultural School Leadership	Multicultural Teacher Culture
Multicultural Attitude				
Multicultural Personality	0.796			
Multicultural School Leadership	0.784	0.776		
Multicultural Teacher Culture	0.736	0.771	0.719	

Moreover, "cross-loadings" were also obtained for study results. As per findings, "the cross-loading values of each scale item are different from the loadings of other variables". Thus, a clear "discriminant validity" in the "scale items" is apparent (see Table 5).

Table 5. Cross Loadings

Items	Multicultural Attitude	Multicultural Personality	Multicultural School Leadership	Multicultural Teacher Culture
MA1	0.92	0.858	0.805	0.727
MA2	0.903	0.845	0.798	0.731
MA3	0.895	0.836	0.843	0.718
MA4	0.9	0.839	0.882	0.737
MA5	0.912	0.867	0.884	0.727
MP1	0.832	0.897	0.817	0.779
MP2	0.838	0.897	0.792	0.709
MP3	0.822	0.904	0.829	0.697
MP4	0.81	0.882	0.827	0.736
MP5	0.865	0.871	0.812	0.763
MSL1	0.854	0.831	0.904	0.723
MSL2	0.787	0.809	0.876	0.693
MSL3	0.824	0.815	0.925	0.683
MSL4	0.819	0.817	0.9	0.697
MSL5	0.893	0.846	0.894	0.743
MTC1	0.83	0.818	0.817	0.818
MTC2	0.797	0.806	0.802	0.808
MTC3	0.571	0.607	0.549	0.831
MTC4	0.584	0.62	0.573	0.856
MTC5	0.543	0.578	0.528	0.83
MTC6	0.551	0.597	0.523	0.838

PLS "structural model" is employed for the study's results. The threshold for significant outcomes " $t > 1.96$ and $p < 0.05$ " demonstrated by Ringle et al. (2015). The findings reveal H1 is accepted " $\beta = 0.602$, $t = 5.726$ and $p = 0$ " and the impact of multicultural personality is remarkable on multicultural teacher culture. Furthermore, the results reveal H2 is accepted " $\beta = 0.146$, $t = 6.083$ and $p = 0$ " and the impact of multicultural attitude is remarkable on multicultural teacher culture. The results are available in "Figure 3 and Table 6."

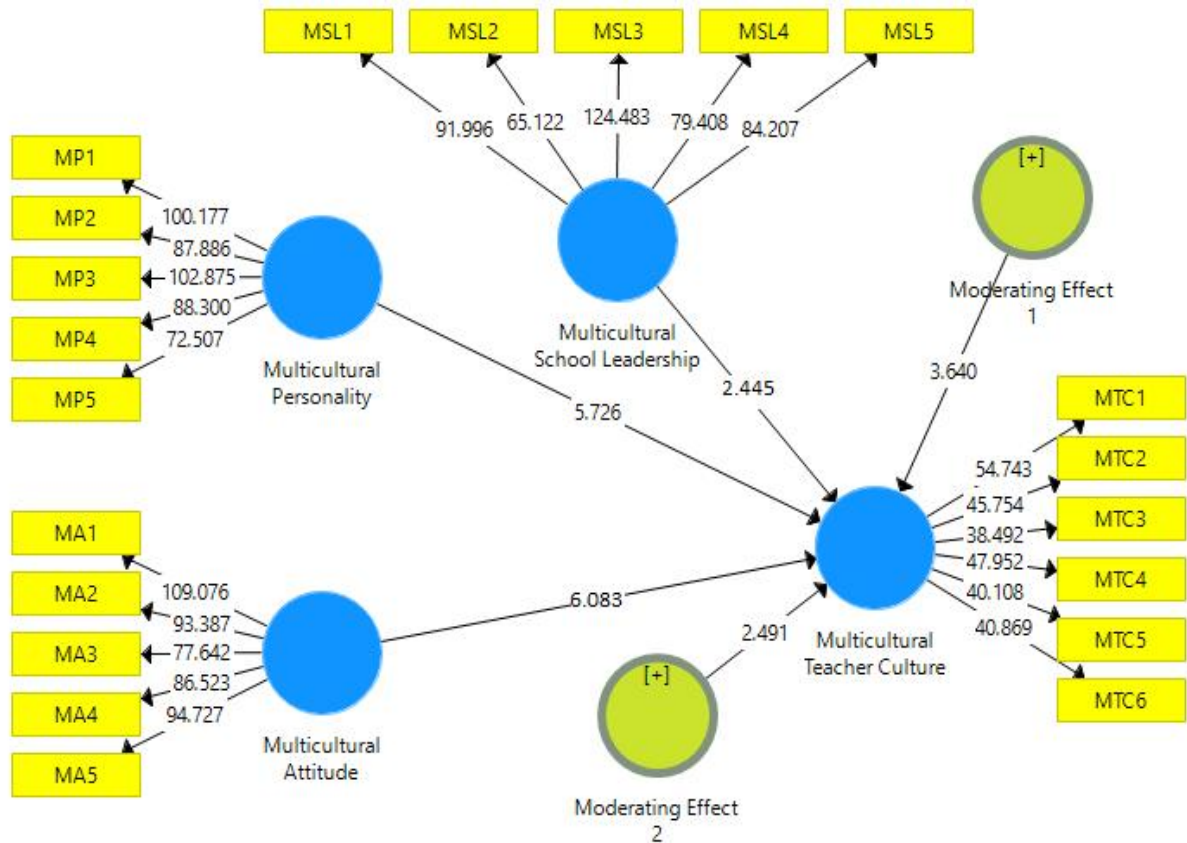


Figure 3. Measurement Model

Table 6. Hypotheses Results

Hypotheses	Beta	SD	T	P
Multicultural Personality -> Multicultural Teacher Culture	0.602	0.105	5.726	0.000
Multicultural Attitude -> Multicultural Teacher Culture	0.146	0.024	6.083	0.000
Moderating Effect 1 -> Multicultural Teacher Culture	0.370	0.102	3.640	0.000
Moderating Effect 2 -> Multicultural Teacher Culture	0.237	0.095	2.491	0.013

Thirdly, H3 is accepted as " $\beta = 0.370$, $t = 3.640$ and $p = 0$ " and the moderating impact of multicultural school leadership is substantial for the relationship of multicultural personality and multicultural teacher culture. This moderation is positive and it strengthens the connection between both variables (see Figure 4).



Figure 4. Moderation 1

Lastly, H4 is accepted as " $\beta = 0.237$, $t = 2.491$ and $p = 0.013$ " and the moderating impact of multicultural school leadership is substantial for the relationship between multicultural attitude and multicultural teacher culture. This moderation is positive and it strengthens the connection between both variables (see Figure 5).

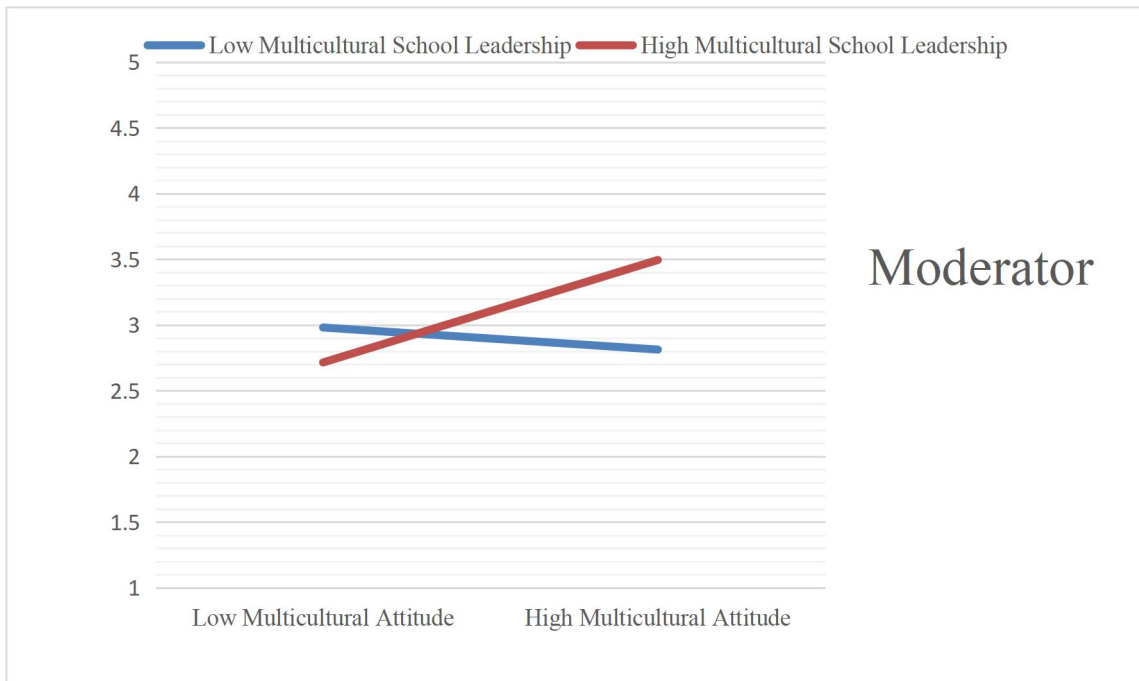


Figure 5. Moderation 2

Finally, "PLS Blindfolding" calculations were used for the predictive relevance test recommended by Ringle et al. (2015) see "Figure 6". According to Hair, Ringle, and Sarstedt (2013), "the value of Q^2 must not be below 0 for predictive relevance." Thus, the study has "strong predictive relevance" based on Table 7 results.

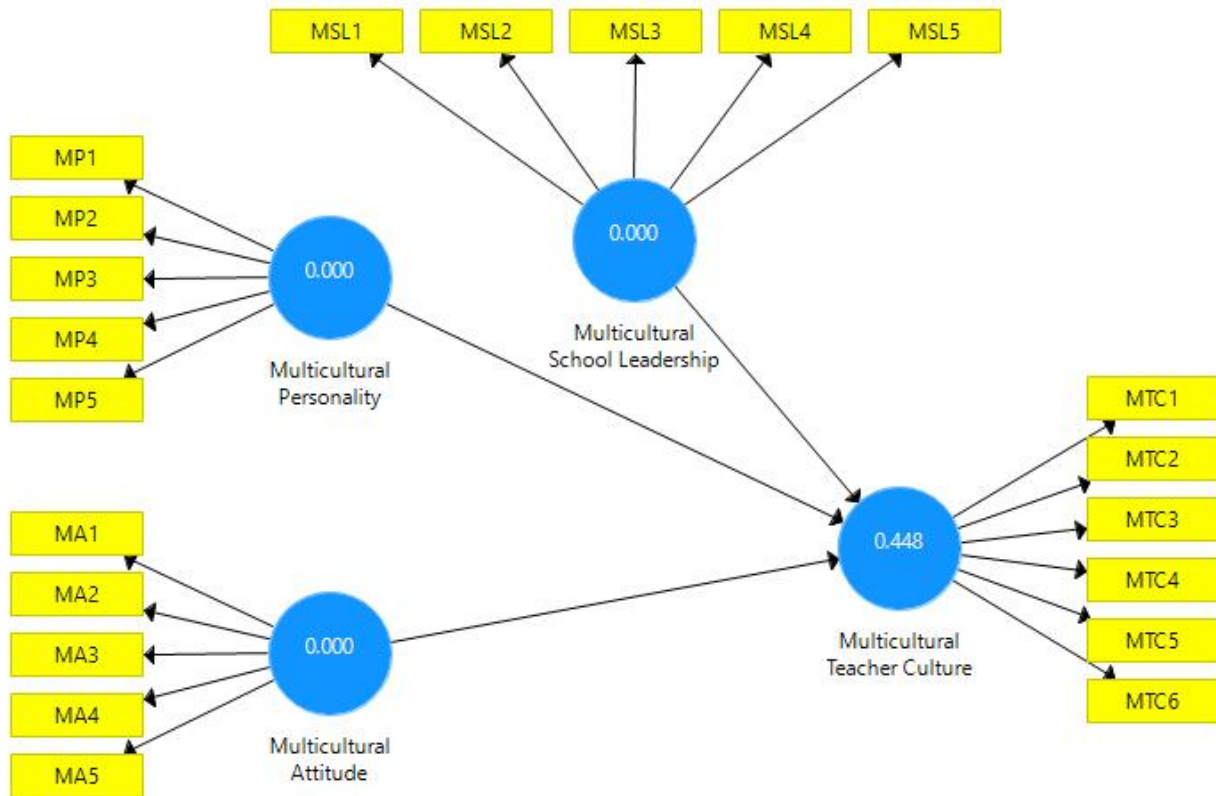


Figure 6. Predictive Relevance

Table 7. Predictive Relevance

Construct	SSO	SSE	Q ² (=1-SSE/SSO)
Multicultural Teacher Culture	1614	891.128	0.448

Discussion

Bohatryyova et al. (2021) demonstrated that the personality of any teacher influences his culture and values. Gagarina (2021) reported the same findings that the diverse personality of the students can change their behavior and influence the personality of the students. Karpushina et al. (2020) concluded that the multicultural personality can provide a way for accepting cultural differences and respecting people belonging to different cultures. Debbag and Fidan (2020) also enriched the literature with substantial findings explaining the impact of personality on the culture of teachers.

Aslan and Aybek (2020) highlighted that the attitude of management in schools influences the personalities and cultural acceptance beliefs of the teachers. Ridel, Kyrychenko, and Poliakova (2019) furthermore, added that the teacher who is expecting the best attitude of their students are the best learners according to their personalities and advancement of working. Vasilyeva and Nurutdinova (2018) reported that learning is a continuous process and teachers should learn the cultural values of the students and develop their attitude to accept these cultural differences without any bias.

Chen and Wong (2022) reported that cultural differences are common in educational institutes, but these differences can be managed easily if the top management of the schools has a multicultural perspective. Kalinina and Gubina (2019) also emphasized the importance of cultural values managed by the leadership. Bhatti et al. (2018) asserted that the leadership acceptance of culture can motivate employees to accept the cultural differences that are reasonable for learning. Grishaeva et al. (2020) also revealed the same results that multicultural leadership has critical importance to avoid bias in cultural differences in educational institutes.

Korol et al. (2018) pointed out that the attitude to cultural diversity can be managed

effectively if the routine work of the teachers is supervised by the school management. Furthermore, Vallone et al. (2022) reported that school management is to facilitate the teachers' in classroom activities by focusing on their values and understanding of cultural differences. Therefore, the outcomes of this research are necessary as the relationship between latent variables was found significant in the values. Also, the research has significant findings that are necessary for Islamic education management in China.

Conclusion

Summing up, this research has significant findings based on the results of data analysis. Therefore, all the hypotheses are significant in their findings. At first, H1 is a significant and multicultural personality that has an impact on multicultural teacher culture. The results of these hypotheses are lined up and validated by the findings of earlier studies. Similarly, the findings of the second hypothesis (H2) disclosed that the impact of multicultural attitudes on multicultural teacher culture is significant. Similarly, this relationship is also valued by the findings of existing studies in the body of knowledge. Thirdly, H3 demonstrated that multicultural school leadership has a significant moderating impact between multicultural personality and multicultural teacher culture. Meanwhile, the existing studies in the body of knowledge explained the same results. Finally, the fourth and final hypothesis (H4) demonstrated that multicultural school leadership has a significant moderating impact between multicultural attitudes and multicultural teacher culture. Although this relationship is newly developed in the literature, it has some support from the existing research on education management systems with cultural values.

Implications

The current research is contributing practically and theoretically to the body of knowledge. Theoretically, the model developed by this research is appropriate for Islamic education management as this was not discussed by the earlier research. The study has introduced new direct and moderating relationships in literature. The study has presented multicultural personality as a significant factor for multicultural teacher culture that was not explored in the existing studies. Also, this research has presented multicultural attitudes as a significant factor for multicultural teacher culture that was not explored in the existing studies. Furthermore, the moderating influence on multicultural school management is also explained in this research. On the one hand, this study added a new moderating relationship of multicultural school management in the relationship between multicultural personality and multicultural teacher culture. On the other hand, current research contributed a new moderating relationship of multicultural school management in the relationship between multicultural attitude and multicultural teacher culture. This addition to the literature is significant. In addition, the study's theoretical framework is also a remarkable contribution to the body of knowledge that was also not discussed by the existing studies in the literature. Thus, theoretically, this research is significant in its contribution to knowledge and literature.

Practically, the findings of the research explored a new way the management of Islamic education from a multicultural perspective. The study demonstrated that the management of schools should be highlighted and motivated to accept cultural diversity because globalization requires cultural acceptance to deal with everyone fairly. Furthermore, the study rightly highlighted that the culture and values of the teachers can be modified according to the growth and learning of personality. In addition, the study clearly emphasized that the multicultural teachers' perspective should be considered in an advanced way by developing the positive attitude of the teachers. The teachers should be self-motivated and they must have a positive attitude toward their students to facilitate their learning. The study demonstrated that the practical cultural acceptance of the multicultural personality of the teachers would be possible when they are honestly supervised by their multicultural school management. For the advancement of cultural personality and Islamic education management, tolerance for the people of the other culture is necessary. Also, the study highlighted that the cultural values of teachers can facilitate them better when they are in Islamic schools because they have to tolerate people belonging to

other cultures and personalities. In addition, the coordination between the teachers and school management is important when there is any kind of deadlock related to cultural values and cultural acceptance. The study further demonstrates that Islamic education centers can be managed properly in any country if there are clear goals to accept the cultural differences of others. Hence, the theoretical, as well as practical implications of this research, are solving the practical problems that are a hurdle in the way of Islamic education management. In addition, the practical outcomes of current research are reasonable for Islamic education management by multicultural teacher culture.

Limitations

The findings reveal the impact of multicultural attitude, multicultural attitude on multicultural teacher culture with moderating impact of multicultural school leadership is remarkable. Also, the research is significant because of its theoretical as well as practical implications based on its findings. However, the research has some limitations that are required to be addressed by future studies. The scholars may focus on the factors that are impacting multicultural personality such as interaction with students and information about other cultures because this research has not explored these factors which are its limitation. Secondly, the scholars may focus on the factors that are impacting multicultural attitudes such as cultural bias and relationships with people of other cultures, as this research has not explored these factors which is its limitation. Finally, the scholars may focus on other factors that are impacting multicultural teacher culture because this research has not explored these factors which is its limitation. Therefore, scholars need to explore further variables that have a significant impact on the personality of teachers.

References

- Abbasnasab, S., Mohd Saad, M. R., & Boroomand, R. (2012). Self-regulated learning strategies (SRLS) and academic achievement in pre-university EFL learners. *California Linguistic Notes*, 37(1), 1-35.
- Abbaszadeh, M., & Sardoie, G. (2016). Compare academic self-efficacy and self-regulation among students with learning disorder and without learning disorder in normal elementary schools (fourth and fifth grade) of Kerman. *Biomedical and Pharmacology Journal*, 9(2), 751-759.
- Alismail, H. A. (2016). Multicultural Education: Teachers' Perceptions and Preparation. *Journal of education and Practice*, 7, 139-146.
- Aslan, S., & Aybek, B. (2020). Testing the Effectiveness of Interdisciplinary Curriculum-Based Multicultural Education on Tolerance and Critical Thinking Skill. *International Journal of Educational Methodology*, 6(1), 43-55.
- Astashova, N., Bondyreva, S., & Zhuk, O. (2019). Resources of interactive educational space as a basis for the organisation of multicultural education. *The Education and science journal*, 21(3), 29-49.
- Ayuningtyas, F., Sevilla, V., & Uljanatunnisa, U. (2022). How to Manage Distance Learning for Children with Autism during the COVID-19 Pandemic at Rumah Autis Depok, Indonesia? *International Journal of Multicultural and Multireligious Understanding*, 9(1), 304-315.
- Bhatti, M. A., Alshagawi, M., Zakariya, A., & Juhari, A. S. (2018). Do multicultural faculty members perform well in higher educational institutions? Examining the roles of psychological diversity climate, HRM practices and personality traits (big five). *European Journal of Training and Development*, 43(1/2), 166-187.
- Bohatryyova, G., Barabanova, V., & Udovichenko, H. (2021). Training Bachelor of Tourism to the Profession in Terms of Multicultural Educational Space. *Revista Romaneasca pentru Educatie Multidimensionala*, 13(1), 144-161.
- Burdine, K., & Koch, J. M. (2021). Multicultural competence and Big Five personality as predictors of instructor effectiveness in counseling and psychology faculty. *Scholarship of Teaching and Learning in Psychology*, 7(2), 81.
- Chen, S., & Wong, K. Y. (2022). Assessment of Preservice Music Teachers' Multicultural Personality: Multicultural Music Education Perspective. *Frontiers in Psychology*, 2096.
- Debbag, M., & Fidan, M. (2020). Relationships between Prospective Teachers' Multicultural Education Attitudes and Classroom Management Styles. *International Journal of Progressive Education*, 16(2), 111-122.
- Eskici, M., & Çayak, S. (2018). Teachers' Personal Characteristics and Metaphorical Perceptions to Multicultural Education. *Journal of Education and Training Studies*, 6(n3a), 98-108.
- Firdaus, F., Anggreta, D. K., & Yasin, F. (2020). Internalizing multiculturalism values through education: Anticipatory strategies for multicultural problems and intolerance in Indonesia. *Jurnal Antropologi: Isu-Isu Sosial Budaya*, 22(1), 131-141.
- Gagarina, E. Y. (2021). To the question of the problem of communicative behavior of the multicultural personality of a foreign student. *Лингвистика и образование*, 1(1), 31-38.
- Garifullina, A. M., Zakirova, V. G., Bashinova, S. N., Pomortseva, N., & Garifullina, A. M. (2019). Self-actualization of a young teacher's personality in multicultural child educational environment. *Almira M. Garifullina//Proceedings*, 102-111.
- Gold, A. H., Malhotra, A., & Segars, A. H. (2001). Knowledge management: An organizational capabilities perspective. *Journal of management information systems*, 18(1), 185-214.
- Grigoryeva, S. G., & Grigoryeva, L. G. (2020). Formation of tolerance among young people through multicultural education as a preventive factor of countering extremism and terrorism. *Systematic Reviews in Pharmacy*, 11(12), 1434-1438.

- Grishaeva, Y. M., Vagner, I., Gagarin, A., & Spirin, I. (2020). Educator training for ecological education of students in a multicultural environment. In *European Proceedings of Social and Behavioural Sciences EpSBS* (pp. 359-371).
- Hair, J. F., Ringle, C. M., & Sarstedt, M. (2013). Partial least squares structural equation modeling: Rigorous applications, better results and higher acceptance. *Long range planning*, 46(1-2), 1-12.
- Hair, J. F., Sarstedt, M., Pieper, T. M., & Ringle, C. M. (2012). The use of partial least squares structural equation modeling in strategic management research: a review of past practices and recommendations for future applications. *Long range planning*, 45(5-6), 320-340.
- Henseler, J., Ringle, C. M., & Sinkovics, R. R. (2009). The use of partial least squares path modeling in international marketing. In *New challenges to international marketing*. Bingley, UK: Emerald Group Publishing Limited.
- Hofhuis, J., Jongerling, J., & Jansz, J. (2022). Who benefits from the international classroom? A longitudinal examination of multicultural personality development during one year of international higher education. <https://doi.org/10.31234/osf.io/93fq7>
- Kalinina, E., & Gubina, S. (2019, November). Audiovisual Sources of Developing an Authentic Personality in Multicultural Environment. In *International Conference on European Multilingualism: Shaping Sustainable Educational and Social Environment (EMSESE 2019)* (pp. 127-132). Dordrecht, The Netherlands: Atlantis Press.
- Karpushina, L. P., Kozlova, T. A., Asatryan, O. F., Parshina, L. G., & Militsina, O. V. (2020). Theoretical and Methodical Foundations of Supplementary Education for Children by Means of Art in the Multicultural Region. *International Journal of Applied Exercise Physiology*, 9(2), 134-141.
- Kholis, N., & Mufidah, N. (2020). Community Multicultural Integration Pattern in Environment-Based Learning. *International Journal of Instruction*, 13(1), 101-124.
- Korol, L., Fietzer, A. W., & Ponterotto, J. G. (2018). The relationship between multicultural personality, intergroup contact, and positive outgroup attitudes toward Asian Americans. *Asian American Journal of Psychology*, 9(3), 200.
- Markova, N. G., Yakovleva, E. V., Krasnova, E. L., & Gerasimova, O. Y. (2021). Forming conflictological competence of a would-be teacher in the multicultural educational space of a university. *Ilkogretim Online*, 20(4), 139-148.
- Munroe, A., & Pearson, C. (2006). The Munroe multicultural attitude scale questionnaire: A new instrument for multicultural studies. *Educational and Psychological Measurement*, 66(5), 819-834.
- Rahman, F., Ruswandi, U., & Erihadiana, M. (2021). The Strategy of Developing Multicultural Education. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 19(2), 373-387.
- Poliakova, O., Ridel, T., & Kyrychenko, T. (2019). Multicultural Competence of University Students in Ukraine: Reality and Perspectives. *Romanian Journal for Multidimensional Education/Revista Romaneasca pentru Educatie Multidimensionala*, 11(4), 221-247.
- Ringle, C., Da Silva, D., & Bido, D. (2015). Structural equation modeling with the SmartPLS. Bido, D., da Silva, D., & Ringle, C. (2014). Structural Equation Modeling with the Smartpls. *Brazilian Journal Of Marketing*, 13(2), 56-73.
- Scharoun, L., & Liu, J. H. (2020). Design for Healthy Ageing in Multicultural Societies: Approaching Issues Associated with Ageing in Singapore and Australia through Cross-Cultural and Multidisciplinary Workshops. *Cross-Cultural Design for Healthy Ageing*, 121-163.
- Shen, X., Hao, C., & Peng, J.-E. (2022). Promoting EFL learners' willingness to communicate through transmediation in a digital storytelling workshop. *Journal of Multilingual and Multicultural Development*, 1-18.
- Smolyaninova, O. G. (2020). Conflicts and Mediation in a Multicultural Society: Psychological, Pedagogical and Sociological Aspects. *Journal of Siberian Federal University*, 13(9), 1428-1434.

- Sulistiyarini, O. E., Joyoatmojo, S., & Kristiani, K. (2022). A Review Correlations between TPACK of Teacher towards Learning and Innovation Skills of Students. *International Journal of Multicultural and Multireligious Understanding*, 9(2), 507-516.
- Summerfield, L. P., Prado-Gascó, V., Giménez-Espert, M. d. C., & Mesa-Gresa, P. (2021). The Multicultural Personality Questionnaire (SF-40): Adaptation and Validation of the Spanish Version. *International Journal of Environmental Research and Public Health*, 18(5), 2426.
- Suvorova, S., Khilchenko, T., Ponomareva, L., Gan, N., & Obukhova, K. (2019). Cross-cultural training programs integration within the model of multicultural personality development. In *EDULEARN19 Proceedings 11th International Conference on Education and New Learning Technologies: Palma, Spain. 1-3 July, 2019* (pp. 798-803). Valencia, Spain: IATED Academy.
- Vallone, F., Dell'Aquila, E., Dolce, P., Marocco, D., & Zurlo, M. C. (2022). Teachers' multicultural personality traits as predictors of intercultural conflict management styles: Evidence from five European countries. *International Journal of Intercultural Relations*, 87, 51-64.
- Vasilyeva, E. R., & Nurutdinova, A. R. (2018). Vasilyeva, E. R., & Nurutdinova, A. R. (2018). The academic model of managing integration processes: study case of the multicultural educational space. In *SHS Web of Conferences* (Vol. 50, p. 01223). Les Ulis, France: EDP Sciences.
- Velarde, J. M., Adams, D., & Ghani, M. F. A. (2020). School Leadership in Multicultural Secondary Schools: Using Cultural Intelligence in Leading Culturally Diverse Learning Organisations. *International Online Journal of Educational Leadership*, 4(2), 4-17.
- Zimmermann, J., Greischel, H., & Jonkmann, K. (2021). The development of multicultural effectiveness in international student mobility. *Higher Education*, 82(6), 1071-1092.