

Multicultural Education in English Language Teaching: A Study of Paradigms, Perceptions, and Implementation Strategies

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Abstract

This study aims to investigate multicultural education in English language teaching: a study of paradigms, perceptions, and implementation strategies in Indonesia. The mix-method approach was used in this research. Respondents in this study were English teachers and students from three Junior High Schools (SMP) in Indonesia. The quantitative data were collected through Questionnaire, and Qualitative data were collected through interviews. The results showed that teaching English has a positive influence on multicultural education. Multicultural learning implementation strategies have a significant positive effect on English Language Teaching. The paradigm of Multicultural Education has a positive influence on multicultural education. The multicultural education paradigm has a positive influence on the teaching of English. The multicultural learning implementation strategy (x3) has no significant positive effect on multicultural education. Teacher & Student Perception (X2) significantly positively affects English Teaching. Teacher & Student Perception (X2) has no significant positive effect on Multicultural Education. English Teaching can mediate the influence of the Multicultural education Paradigm on Multicultural Education. English Teaching can mediate the influence of Multicultural Learning Implementation Strategy on Multicultural Education. English Teaching can mediate the influence of Teacher & Student Perception on Multicultural Education.

Keywords: multicultural education, English Language Teaching, paradigms, perceptions, and strategies

1. Introduction

Multicultural education is an attitude of mutual tolerance that will make dynamic diversity and cultural wealth into a national identity that deserves to be preserved. Multicultural education is critical when viewed from the reality of the condition of Indonesian society, which consists of various ethnic, religious, linguistic and cultural differences. Multicultural education needs to be developed so that Indonesian people better understand the importance of maintaining harmony between people; in understanding, something must be intact so that what is a multicultural understanding can widen out not only narrowly as respecting differences, more than that, understanding the importance of maintaining harmony, providing ethics in other groups' opinions, upholding humanitarian principles and so on is expected to be able to give glory in this multi-paced country (Silva, 2022). In the existence of multicultural education, students are expected to have the ability to think critically (critical thinking) about various developments and changes that lead to damage to the natural environment, social and cultural as well as divisions both vertically and horizontally (Hummelstedt et al., 2021). Multicultural-based education is directed so that the student community has a strong sense of nationality, unity, unity, and integrity of the nation, has a sensitivity to the current rotation of globalization and democratic development, and is critical of various doctrinal models of monoculturalism, radicalism and fundamentalism (Silva, 2022).

Through multicultural education, students understand each other regardless of socioeconomic status, gender, sexual orientation, ethnic background, race, culture, or religion. The absence of multicultural education will not reduce all forms of thinking, behaving and radical tendencies (Lash, 2021). Multicultural education becomes a form of social engineering and a strategic instrument to develop an awareness of one's pride in one's nation

The government's efforts to develop a locally based curriculum exemplify multicultural education. However, multicultural education in Indonesia only prepares students with an awareness of their own ethnic culture. In contrast, multicultural education aims to prepare students with several knowledge, attitudes, and skills needed in their ethnic and cultural environment, national culture, and other ethnic cultures. Education as the development of cultural awareness like this is still at the level of soft multiculturalism (multicultural awareness that is only on the surface) (Abacioglu et al., 2022).

Some of the problems of multicultural education learning in teacher perception that have an impact on the implementation of students, according to them, are that teachers lack control of the outline of the structure and ethnic culture of their students, especially in the context of the subjects to be taught, as well as the low ability of teachers to prepare the equipment that can stimulate interest, memory, and reintroduction of students to cultural treasures in the context of the learning experience obtained (Silva, 2022).

Multicultural education in English teaching is not only for the mastery of science, skills, and professionals in specific fields but also needs to be equipped with verbal communication skills as a means of social communication as well as a means of scientific development and knowledge of foreign languages. The importance of multicultural education in English Language Teaching in people's needs for English language skills in the global era is increasing. In addition to being a global language, English Language Teaching has several benefits that will later be indispensable in facing global life and resource preparation. Multicultural education in English teaching is not only for the mastery of science, skills, and professionals in specific fields but also needs to be equipped with verbal communication skills as a means of social communication as well as a means of scientific development and knowledge of foreign languages. The importance of including multicultural education in English Language Teaching in people's needs for English language skills in the global era is now increasing; in addition to being a global language, English Language Teaching has several benefits that will later be indispensable in facing global life and resource preparation (Barros-del Rio et al., 2022).

Language teaching, especially English in Indonesia, has many benefits related to scientific development, socio-political communication, economics and culture, and even everyday life (Herman et al., 2022). Multicultural education in English teaching can also be applied to respect each other between existing cultures. The importance of English Mastery as a means to succeed someone in the academic field, but in reality, in the field, found the phenomenon of the low ability of students in English Mastery.

Based on previous research by (Jayadi et al., 2022) on the paradigm of Multicultural Education states that the implementation of multicultural education is needed to develop local wisdom in developing an attitude of tolerance, mutual respect, harmony, and tolerance, for the sake of the integrity of Indonesian nationality towards a just and prosperous society. Other research on perceptions of teachers and students in multicultural education on research (Jayadi et al., 2022) stated that the positive perception of stakeholders and teachers towards multicultural learning would greatly determine the ability to engage and participate actively, especially at the level of learning and optimization of multicultural education can be implemented. The implementation strategy of multicultural education in English Language Teaching in previous research described in (Cortina-Perez & Andugar, 2017) states that the development of the English syllabus by integrating the multicultural perspective in the topic of teaching materials and learning activities based on a multidimensional model (Multidimensional Syllabus) views that language as a social semiotic system in which the learning process is influential in. Structural language, in addition to aspects of language user experience, is also in multicultural education.

This study has the benefit of examining the elaboration of various learning influences in applying multicultural education as a broader research object using the mix-method methodology. Therefore, based on the explanation described above, this paper aims to determine how the elaboration of multicultural education in English teaching by knowing the paradigm, perception, and implementation strategy in Indonesia. Therefore, the solution that can be applied in the formulation of the problem is to know and formulate the correct paradigm of perception, concept and understanding of teachers and students, as well as the implementation strategy of multicultural education in teaching English, which can be with the addition of material on related subjects, how to tolerate and appreciate, incorporate elements of good advice and teachers provide wisdom from learning and behave reasonably to learners.

2. Literature Review

2.1 Multicultural Education in Global English Language Teaching

English is a global language that serves as a communication medium between nations and a tool for exploring science. In an increasingly globalized world, the interaction between nations' impact on the interaction of language, culture, and even ideology becomes inevitable. However, in practical terms, these functions are often biased, especially about foreign language functions, especially in English. Historically, the nation's founders have laid solid foundations for solving linguistic problems that can arise in a multicultural state. Therefore, in addition to aiming to develop English language skills, English learning also has a role in imparting multicultural education. It follows what was conveyed by (Seijts & Milani, 2021) that the concept of character education, including respecting diversity, must have principles, namely sustainable, internalizing and developing values for learning subjects.

Using foreign languages, especially English, in Indonesia is strongly associated with teaching foreign languages in formal and informal education. Some foreign languages have been introduced even from an early age. In the discourse of Foreign Language Teaching in Indonesia, of course, many factors or variables can be considered in determining the level or probability of success of teaching itself. Teaching foreign languages, such as English, has an excellent opportunity to inculcate cross-cultural awareness while simultaneously manifesting the previously established standards of multicultural education. For this reason, multicultural education inserted into the teaching of foreign languages is expected to overcome the adverse reactions that may arise due to cultural differences.

Multicultural education is the impact of postmodern philosophy that embraces phenomenology and existentialism. This school of philosophy became the foundation for the individual to recognize the existence and give human freedom to get the same opportunity. In addition, multicultural education is an attitude of concern and understanding of differences or political recognition of the community or people of minority groups (Karacabey et al., 2019). Multicultural education is familiar education in Indonesia. It is held through formal education and can be implemented in community life and the family.

Multicultural education is a social policy based on cultural maintenance and mutual respect between all cultural groups. Multicultural education is a national education program so that the multicultural community can participate in realizing the ideal democratic life for the nation. As an idea, multicultural education implies that all students, regardless of gender, social status, ethnicity, race or cultural characteristics, are obliged to have equal opportunities to learn in school. As a reform movement, multicultural education is designed to

make changes in schools and educational institutions so that all learners of all social classes, gender, race, and cultural groups can have equal opportunities to learn. As a continuous process multicultural education is a continuous process applied in all aspects of education in schools with the aim of equal rights to obtain education and improve academic achievement to achieve the highest potential (Shannon-Baker, 2018).

Multicultural education relies on social justice, educational equality and dedication to providing a learning experience in which all students can achieve optimal development. These indicators are 1) Emotional Stability, 2) Cultural Empathy, 3) Open Mind, 4) Social Initiatives, 5) Self-Efficacy and 6) Flexibility (Lu et al., 2022).

2.2 *Teaching English as a Global Language*

English is the most widely spoken language in the world. It is the mother tongue of more than 400 million people worldwide, and every day millions of people use English at work, in life and society. Another opinion states that students, as the nation's successor, should be able to filter the incoming negative flows from Western countries. Indeed, when we learn a foreign language, we indirectly learn the culture. However, as a generation of people with a solid religious mentality as Muslims should, when we learn foreign languages, we must maintain the quality of our nationality without having to change the culture/ customs and habits where we come from (Rao, 2019).

Learning a second language or foreign language, in this case, English is highly recommended. Bilingual ability is not only in speaking and writing but also can present and communicate with others through oral and written. In language learning, this theory considers that a person's language acquisition is obtained through the opportunity to develop himself through natural language exercises with his surroundings. Teaching foreign languages, such as English, has an excellent opportunity to inculcate cross-cultural awareness while promoting multicultural education standards. With balanced exposure between local, national, and international cultures and cross-cultural learning oriented to practical experience (cross-cultural encounter), acts of violence in the name of the language and cultural differences can be avoided (Halliday, 2019).

Based on the evaluation Foundation and the principles mentioned above, the teaching materials provided to students should be adapted to their culture to create a conducive teaching and learning process which will be pluralistic culture is not a significant obstacle. However, foreign learning design can also maintain cultural values. Indicators of ability in learning English with multicultural education are as follows:

Table 1. Indicators of ability in learning English with multicultural education (Cortina-P érez & And úgar, 2017)

Dimension	Indicators
The effectiveness of teaching content	Practical academic reading strategies
Instructional design	Summarized principles and specific examples
Teacher's teaching ability	Good teaching ability
Teacher's oral English proficiency	Straightforward and easy to understand
The richness of teaching content	Provide more supplementary Resources

2.3 *Paradigm of Multicultural Education*

Robert Friedrich (1970) proposed that a paradigm is the basis of a discipline's view on the subject matter to be studied and what rules to follow in interpreting the information to be collected in response to related issues. Multicultural education is a policy that is born from a deep awareness that society must appreciate and uphold the existence of differences, including the reality of the existence of various ethnicities, ethnicities, languages, and cultures, so it requires the existence of educational systems and practices that are equitable so that all students regardless of their background can get good educational services to achieve optimal achievement (Torres & Tarozzi, 2020).

Multicultural education is an idea or philosophy as a series of beliefs and explanations that recognize and assess the importance of cultural diversity, personal identity, and educational opportunities of individuals, groups and countries. Abduh (2022) stated that multicultural education is a concept or idea as a set of beliefs and explanations that recognize and assess the importance of cultural and ethnic diversity in shaping lifestyles, social experiences, personal identities and educational opportunities of individuals, groups and countries. The education in question is a multicultural paradigm education, namely education about cultural diversity in response to demographic and cultural changes in the environment of a particular society or even the world as a whole.

Multicultural education is developing the attitudes and manners of a person or group of people to develop human beings through teaching, training, process, manufacture, and educational ways that value plurality and heterogeneity in a humanistic manner. The paradigm of multicultural education delivered (Jayadi et al., 2022) are 1) Cultural preservation, 2) Social justice, 3) Equality, 4) Unity in diversity, 5) Social interaction (Jayadi et al., 2022).

2.4 *Multicultural Learning Implementation Strategy*

The term strategy was initially used in the military world. Strategy is different from tactics. Strategy in the military world is the most effective way to win a war. At the same time, tactics relate to the battle that must be done to carry out the war. So strategy is the science of warfare, while tactics are the science of combat. Strategy in the world of education (learning) is defined as a plan of activities to achieve the goal, while teaching methods are the means to achieve the goal. The teaching method is a tool to operationalize what is planned in the strategy. According to (Bergey et al., 2019), the basic concepts of teaching and learning strategies include: setting specifications and qualifications for behaviour change, making choices regarding approaches to teaching and learning problems, choosing teaching and

learning methods and techniques, and applying norms and criteria for the success of teaching and learning activities.

The learning process carried out by teachers in schools needs to pay attention to these aspects in ways: first, teaching is not just saying the words but needs to allow students to develop and actively seek and process the knowledge/information obtained so that it becomes an understanding that is integrated with the knowledge and experience possessed by students, second, the development, students come to school with the initial knowledge they have, so learning must be able to link new concepts with the experience they have.

The multicultural learning implementation strategy, according to (Kim & Choi, 2020), has the dimensions of implementation, equality, and democracy with the following indicators:

Table 2. Implementation Strategy

Dimension	Indicators
Implementation	Provide varied learning with fun and open learning media
Equality	The integration of multicultural learning with other subjects Emphasize intercultural understanding and cultural appreciation.
Democracy	Strengthen knowledge and moral actions to build the nation's character. The balance between demanding rights and carrying out obligations

2.5 Perceptions of Teachers and Students in Multicultural Education

Studying the teacher's perception is important because the perception will be very closely related to expectations. Teacher perception is defined as the teacher's belief in something. It can be related to the teacher's confidence in student achievement, social behaviour, or ability level. Meanwhile, the impression of a teacher can often predict behaviour and achievement in the future. Teachers' perceptions and impressions can come from various sources, including race, gender, and social status. Gale Staerkles2019 is consistent with previous studies in Western countries where minorities are at risk of receiving lower social acceptance in school. The findings are of considerable theoretical and practical interest, mainly because of the potentially confounding effects of differences in teacher ethnicity, teacher gender, school achievement, and racial proportions in the classroom. Students have different intrinsic motivations and perceptions in social interactions. Multilateral education brings diverse individuals from students, employees, and existing teaching staff. By bringing the vision and mission to implement and understand multilateral education, students have not fully understood and mastered multicultural education. In addition, students provide information that multicultural education is absolute difference for each individual.

Table 3. Perception Indicator according to Susanto (2017)

Variabel	Indikator
persepsi menurut (Cherng & Davis, 2019)	Every student is entitled to educational services regardless of race, ethnicity, regional language, religion, gender, social class, age, and students with special needs.
	Teachers and students value differences in religion, ethnicity, culture, race, and belief during classroom and out-of-class learning.
	Students mingle with anyone in the class, even students of one school.
	In learning, you like the interaction of students of different cultures and ethnic groups and others.
	Students love the individual diversity and multicultural education that exists in the classroom.
	Students prepare themselves to be part of an individual diversity and multicultural education.
	Students recognize the differences between students in the classroom.
Students are involved in the learning process of individual diversity and Multicultural education conducted by lecturers.	

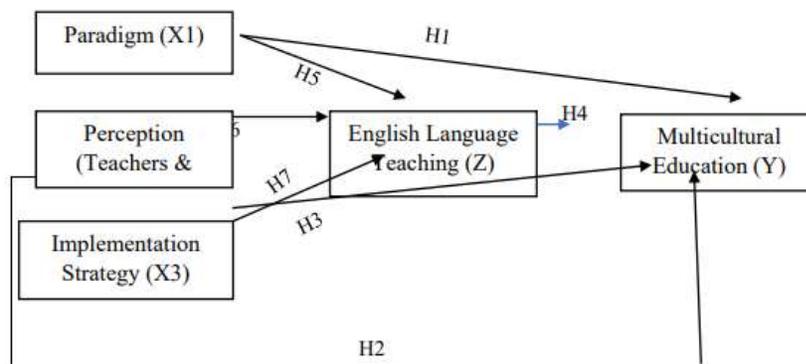


Figure 1. Conceptual Framework

Hypothesis:

H1: The influence of paradigms on Multicultural Education

H2: The Influence of teacher and student perception on Multicultural Education

H3: The Influence of implementation strategy on Multicultural Education

H4: The Influence of English teaching on Multicultural Education

H5: The influence of paradigms on English Language Teaching

H6: The Influence of teacher and student perceptions on English Language Teaching

H7: The Influence of implementation strategy on English Language Teaching

3. Research Method

The mix-method technique was used in this study. It means quantitative and qualitative data were collected from the respondents. English teachers and students from Junior High Schools (SMP) in Medan City, Indonesia were randomly selected as the respondents of this study.

3.1 Quantitative Approach

3.1.1 Quantitative Data Collection Techniques

Quantitative techniques were used in these studies. The instrument used in collecting the data was questionnaire. The questionnaire was distributed to respondents. The data from measurements performed using questionnaires on the study variables are used in this method. In this work, a structural equation model was employed for the analysis approached with the help of SmartPLS version 3.0 (Ghozali, 2018). This approach allows researchers to perform component-or variant-based measurements and simultaneously test relatively complex relationships.

1. Multicultural education paradigm in English Language Teaching
2. Multicultural Education implementation strategy in English Language Teaching

3.1.2.1 Validity and Reliability Test

The accuracy and dependability of the measurements employed are tested for validity and reliability (valid and reliable). Testing for validity and reliability can be shown in the examples below:

As seen in the standard loading factor, which describes the magnitude of the correlation between each measured item and its construct if correlated individual reflex measurements are said to be high if > 0.7, the first metric, convergent validity, is used to assess the correlation between item/component scores and construct scores.

Second, a measurement model with a reflection index evaluated based on size and cross-loading construct is known as discriminant validity. Third, a tool is considered valid if its AVE value > 0.5 when comparing the extracted root mean square of variance (Ave).

Third, Composite reliability measures a structure that can be explained by the coefficient of latent variables. The construction is highly reliable if the measurement value is greater than 0.70.

Last, a test called Cronbach's Alpha is used to support Composite reliability findings. For instance, if Cronbach's alpha > 0.5, a variable can be deemed dependable.

3.1.3 Testing Instruments

Test	Applied Test
Validity	Convergent Validity
	AVE
Reliability	Cronbach Alpha
	Composite Reliability

3.1.4 Test R Square

The R-square dependent construct is used to analyze the effect of a specific independent variable on the latent dependent variable, which displays the magnitude of the influence.

3.1.5 Inner Model Analysis

A method for determining causal linkages between model variables is deep model analysis, commonly referred to as structural modelling. In Smart PLS testing, each hypothesis is examined during deep model analysis. It is possible to exhibit T-statistical values and probability values while analyzing hypotheses. T-statistics yielded a result of 1.96 for an alpha of 5% when used to test the hypothesis using the statistical value. In contrast, the direction of the influence of the link between variables is determined by the beta score. The factors determining whether a hypothesis is accepted or rejected are:

Ha = t-Statistics > 1.96 with a p-values score < 0.05.

H0 = t-statistic <1.96 with P-values score>0.05

3.2 Qualitative Approach

3.2.1 Qualitative Data Collection Techniques

Qualitative analysis is carried out on data, written descriptions, and verbal descriptions and then associated with data, written descriptions, and other verbal descriptions to get clarity on truth or otherwise to obtain a new picture or strengthen an existing picture and vice versa.

Data collection techniques in qualitative research are to conduct interviews.

Interviews are conducted to find out how to complete the data and to obtain accurate data and appropriate data sources. In this study, the authors interviewed 6 English teacher informants, consisting of teachers and students on multicultural education in English Language Teaching.

3.2.2 Qualitative Data Analysis

An exploratory, descriptive qualitative investigation was conducted to explore teachers 'and students' perceptions of multicultural education in English Language Teaching. The authors used purposive sampling techniques to determine the informants in this study. The purposive sampling technique is a way to determine the informant by selecting informants following the criteria and needs of the authors in this study.

4. Findings and Discussion

4.1 Outer Model Analysis

4.1.1 Validity Test

A validity test is used to measure the validity or Invalid of a questionnaire. In this study, validity testing was conducted using convergent validity and AVE. The instrument is valid if the AVE value is >0.05 and the outer loading value is >0.6.

Table 4. Instrument Validity Test Results

Variable	Instrument Code	Outer Loading	AVE	Description
Multicultural Education Paradigm (X1)	X1.1	0.656	0.544	Valid
	X1.2	0.706		Valid
	X1.3	0.732		Valid
	X1.4	0.804		Valid
	X1.5	0.780		Valid
Multicultural Learning Implementation Strategy (X3)	X3.1	0.760	0.508	Valid
	X3.2	0.750		Valid
	X3.3	0.777		Valid
	X3.4	0.797		Valid
	X3.5	0.665		Valid
	X3.6	0.635		Valid
	X3.7	0.631		Valid
	X3.8	0.665		Valid
Teacher & Student Perception (X2)	X2.1	0.730	0.601	Valid
	X2.2	0.788		Valid
	X2.3	0.776		Valid
	X2.4	0.779		Valid
	X2.5	0.802		Valid
Multicultural Education (Y)	Y1.1	0.646	0.559	Valid
	Y1.2	0.633		Valid
	Y1.3	0.840		Valid
	Y1.4	0.847		Valid
	Y1.5	0.788		Valid
	Y1.6	0.700		Valid
English Teaching (Z)	Z1.1	0.852	0.613	Valid
	Z1.2	0.846		Valid
	Z1.3	0.827		Valid
	Z1.4	0.685		Valid
	Z1.5	0.685		Valid

4.1.2 Reliability Test

Two reliability tests were used in this study: the Composite Reliability and Cronbach Alpha tests. Cronbach's alpha measures reliability at its lowest value, or lower bound. As a result, a composite reliability score greater than 0.7 and a Cronbach alpha value greater than 0.7 indicate that the data are reliable.

Table 5. Instrument Reliability Test Results

Variables	Cronbach's Alpha	Composite Reliability
English Teaching (Z)	0.841	0.887
Multicultural Education (Y)	0.850	0.882
Multicultural Education Paradigm (X1)	0.795	0.856
Multicultural Learning Implementation Strategy (X3)	0.867	0.891
Teacher & Student Perception (X2)	0.835	0.883

The test results show that all instruments declared reliable with Cronbach Alpha and Composite reliability score > 0.7.

4.1.3 Convergent Test Validity after Modification

The following figure depicts the SEM PLS model's calculation results after the indicator that does not satisfy the loading factor value's requirements was removed: The picture demonstrates that the loading factor indicators for each variable do not fall below 0.6, so the Discriminant Validity test was used to continue the analysis.

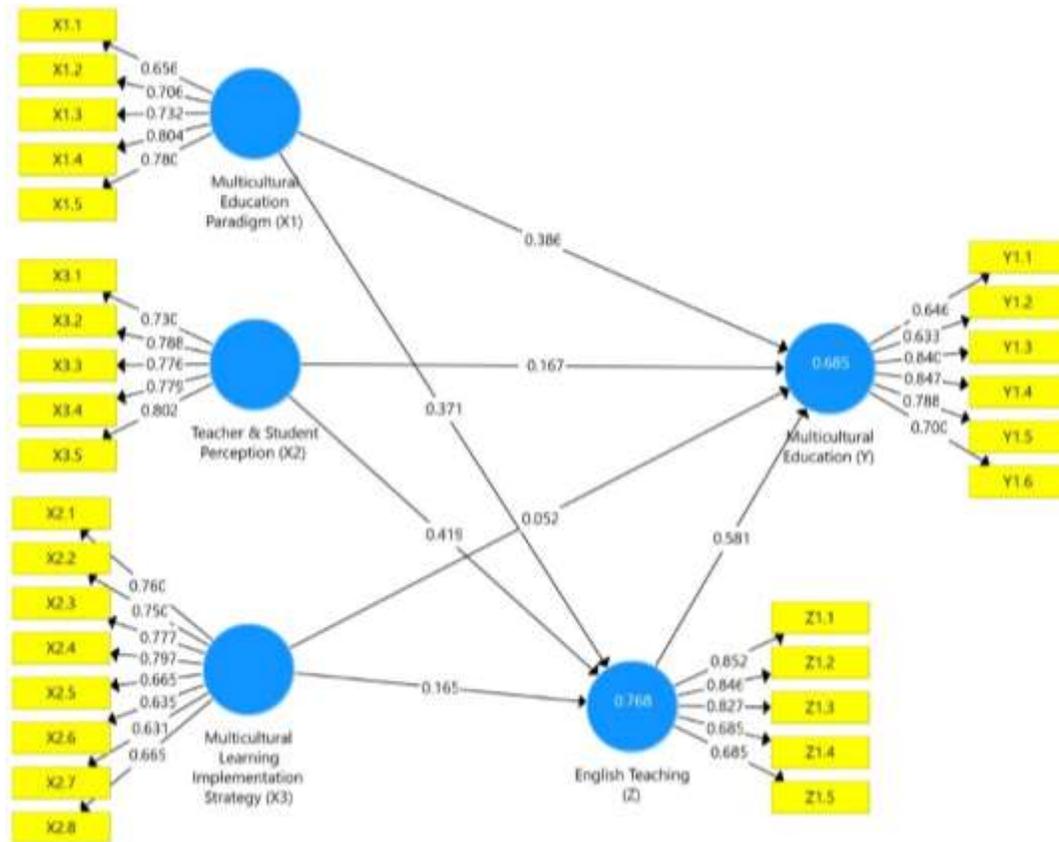


Figure 2. Test Convergent Validity after modification

4.1.4 R-square Test

The R-Square Coefficient determination (R-Square) test determines the extent to which other variables influence endogenous variables. The value of R-Square that was derived from the data that was analysed using the smartPLS program is presented in the table that follows:

Table 6. R-Square Test

Variables	R Square	R Square Adjusted
English Teaching (Z)	0.768	0.760
Multicultural Education (Y)	0.685	0.671

Based on the test results, obtained R-Square score for Multicultural Education of 0.316, which means that Multicultural Education is influenced by the Multicultural Education Paradigm (X1), Multicultural Learning Implementation Strategy (X3), Teacher & Student Perception (X2), English Teaching (Z) of 76.8% and 23.2% are influenced by other variables that have not been described in this study.

Based on the test results, obtained R-Square score for English Teaching of 0.316, which means that English Teaching is influenced by Multicultural Education Paradigm (X1), Multicultural Learning Implementation Strategy (X3), Teacher & Student Perception (X2), amounting to 68.5% and 31.5% the other is influenced by variables that have not been described in this study.

4.1.5 Hypothesis Testing

Probability values and t-statistics provide insight into the hypothesis's testing. By comparing the t count to the T table, statistical values for alpha 5% are used for hypothesis testing. Therefore, H0 rejection if t-statistic > t count is the criterion for accepting or rejecting the hypothesis. If p 0.05, Ha is obtained to reject or accept the hypothesis using probability.

Table 7. Hypothesis Testing

	Original Sample (O)	T Statistics (O/STDEV)	P Values
English Teaching (Z) -> Multicultural Education (Y)	0.581	6.057	0.000
Multicultural Education Paradigm (X1) -> English Teaching (Z)	0.371	3.829	0.000
Multicultural Education Paradigm (X1) -> Multicultural Education (Y)	0.386	2.278	0.023
Multicultural Learning Implementation Strategy (X3) -> English Teaching (Z)	0.165	2.471	0.014
Multicultural Learning Implementation Strategy (X3) -> Multicultural Education (Y)	0.052	0.521	0.603
Teacher & Student Perception (X2) -> English Teaching (Z)	0.419	4.957	0.000
Teacher & Student Perception (X2) -> Multicultural Education (Y)	0.167	1.473	0.141
Indirect Effects			
Multicultural Education Paradigm (X1) -> English Teaching (Z) -> Multicultural Education (Y)	0.216	3.209	0.001
Multicultural Learning Implementation Strategy (X3) -> English Teaching (Z) -> Multicultural Education (Y)	0.096	2.249	0.025
Teacher & Student Perception (X2) -> English Teaching (Z) -> Multicultural Education (Y)	0.243	3.854	0.000

English Teaching (Z) -> Multicultural Education (Y)

The results of testing the hypothesis of English Teaching to Multicultural Education get a score (p=0.581) with p values of 0,000 (p<0.05) and T statistics of 6,057 (p>1.96) showed that English Teaching has a significant positive effect on Multicultural Education. It means that better English teaching will also impact multicultural education. It is in line with research conducted by Karacabey et al. (2019) and Forrest et al. (2017), who stated that Multicultural Education was initiated by the founders of the Indonesian nation, primarily through the determination of the national language and the preservation of regional languages as a symbol of a pluralistic United State. However, the presence of foreign languages has made language and cultural contacts with a spectrum range that can only sometimes be responded to positively.

Multicultural Education Paradigm (X1) -> English Teaching (Z)

The results of the hypothesis testing the multicultural education paradigm on English teaching score (p = 0.371) with p-value of 0.000 (p<0.05) and T statistics 3.829 (p>1.96) showed that the multicultural education paradigm had a significantly positive effect on English teaching. The better the multicultural paradigm, the better the teaching of English. Based on the results of research by English first, or as we know it by the name on EF, countries that use English as a second language state that the ability to speak English in Indonesia is ranked 25th. This study began with research conducted by (Jayadi et al., 2022)

Multicultural Education Paradigm (X1) -> Multicultural Education (Y)

The results of the hypothesis testing the Multicultural Education Paradigm to Multicultural Education get a score (p=0.386) with p values of 0.023 (p<0.05) and T statistics of 2.278 (p>1.96) showed that the Multicultural Education Paradigm had a significant positive effect on Multicultural Education. The better the paradigm of multicultural education, it will also impact multicultural education. Multiculturalism can be established by using multiculturalism-based learning. Namely, the learning process leads to an effort to appreciate the differences between people so that there is peace and tranquillity in the order of community life.

Multicultural Learning Implementation Strategy (X3) -> English Teaching (Z)

The results of hypothesis testing Multicultural Learning Implementation Strategy (X3) to English Teaching get a score (p=0.165) with p values of 0.014 (p<0.05) and T statistics of 2.471 (p>1.96) showed that Multicultural Learning Implementation Strategy (X3) significantly positive effect on English Teaching. The better the Multicultural Learning Implementation Strategy carried out by the school, they will also have a good impact on English Teaching in the school. The culture of a democratic, equal, and just society is when in a life of plurality, but the morality of society still respects and treats each other equally. With this same treatment, they can achieve scientific competence and skills that match their talents and interests (Huang & Xia, 2022). In this regard, multicultural education will ensure that all students receive the same attention, regardless of background colour, ethnicity, religion, language, and culture of students. In addition, multicultural education will also not distinguish between intelligent and stupid learners and between rich and poor learners. Likewise, participants will get the same attention in learning English regardless of race, ethnicity and religion. It is in line with the research (Ta, 2021).

Multicultural Learning Implementation Strategy (X3) -> Multicultural Education (Y)

The results of hypothesis testing Multicultural Learning Implementation Strategy (X3) to Multicultural Learning Implementation Strategy (p=0.052) with p values of 0.603 (p<0.05) and T statistics of 0.521 (p>1.96) showed that Multicultural Learning Implementation Strategy

(X3) does not affect positively significant to Multicultural Education. It means that the better the implementation strategy of multicultural learning, the impact of multicultural education is insignificant. It demanded the results of research conducted by Murdiono (2012) stating that there is a positive relationship between the implementation strategy of multicultural learning to multicultural education.

Teacher & Student Perception (X2) -> English Language Teaching (Z)

The results of hypothesis testing Teacher & Student Perception (X2) of English Teaching get a score ($p=0.419$) with p values of 0.000 ($p<0.05$) and T statistics of 4.957 ($p>1.96$) showed that Teacher & Student Perception (X2) significantly positive effect on English Teaching. It means that better the perception of Teacher & Student Perception will also impact teaching English. The findings of this study support extensive studies already conducted by (Morganna et al., 2020), which state that a better perception of teachers and students in learning will have a good impact on the quality of English learning carried out in schools.

Teacher & Student Perception (X2) -> Multicultural Education (Y)

The results of hypothesis testing Teacher & Student Perception (X2) of Multicultural Education get a score ($p=0.167$) with p values of 0.141 ($p<0.05$) and T statistics of 1.473 ($p>1.96$) showed that Teacher & Student Perception (X2) has no significant positive effect on Multicultural Education. It means that Better Teacher & Student Perception has no impact on Multicultural Education. Furthermore, it resists research conducted by (Olur & Oguz, 2019), which states that there is a significant favourable influence between Teacher & Student Perceptions of Multicultural Education.

Multicultural Education Paradigm (X1) ->English Teaching (Z) -> Multicultural Education (Y)

The results of hypothesis testing Multicultural Education Paradigm to Multicultural Education with mediation English Teaching get a score ($p = 0.216$) with p values of 0.001 ($p<0.05$) and T statistics of 3.209 ($p>1.96$) shows that English Teaching can provide the influence of Multicultural Education Paradigm to Multicultural Education. Furthermore, it shows that mediation of English teaching can increase the influence between variables of the Multicultural Education Paradigm to Multicultural Education. It is in line with research conducted by Torres & Tarozzi, 2020.

Multicultural Learning Implementation Strategy (X3) -> English Teaching (Z) -> Multicultural Education (Y)

The results of hypothesis testing Multicultural Learning Implementation Strategy to Multicultural Education with the mediation of English Teaching get a score ($p=0.096$) with p values of 0.025 ($p<0.05$) and T statistics of 2.249 ($p>1.96$) show that English Teaching can provide the influence of Multicultural Learning Implementation Strategy to Multicultural Education. It shows that the mediation of English teaching can increase the influence of variable Multicultural Learning Implementation Strategy on multicultural education. It is in line with research conducted by (Kustati et al., 2020)

Teacher & Student Perception (X2) -> English Teaching (Z) -> Multicultural Education (Y)

The results of hypothesis testing teacher & student perceptions of multicultural education with the mediation of English teaching score ($p = 0.243$) with P value of 0.000 ($p<0.05$) and T statistics of 3.854 ($p>1.96$) showed that English teaching could provide the influence of teacher & student perceptions of multicultural education. It shows that the mediation of English teaching can increase the influence between variable Teacher & Student Perceptions of multicultural education. This is in line with research conducted by (Ahn et al., 2021)

5. Conclusion

To sum up, English Teaching has a significant positive effect on Multicultural Education. Multicultural Learning Implementation Strategy has a significant positive effect on English Teaching. The multicultural education Paradigm has a significant positive effect on Multicultural Education. The multicultural education Paradigm has a significant positive effect on English Teaching. Multicultural Learning Implementation Strategy (X3) has no significant positive effect on Multicultural Education. Teacher & Student Perception (X2) significantly positively affects English Teaching. Teacher & Student Perception (X2) has no significant positive effect on Multicultural Education. English Teaching is able to mediate the influence of the Multicultural education Paradigm on Multicultural Education. English Teaching can mediate the influence of Multicultural Learning Implementation Strategy on Multicultural Education. English Teaching can mediate the influence of Teacher & Student Perception on Multicultural Education. It is expected that schools can be more concerned about the perception of teacher and student, as well as English teaching to improve multicultural education further and expected for further research to add variables in influencing multicultural education.

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