


Enhancing civic teachers' multicultural competence through Servqual in professional Education

Jawatir Pardosi ^a 

Suryaningsi ^b 

Abstract

This study examines the impact of the Servqual-based model on teacher professional Education (TPE) in enhancing multicultural competence among civic Education teachers (MCCET). A total of 245 TPE-certified civic Education teachers in East Kalimantan Province participated in this study, with data collected both online and offline. The analysis, conducted using Structural Equation Modeling (SEM)-PLS, reveals that multicultural knowledge has a moderate effect on increasing multicultural awareness, with a coefficient of 0.184. The highest variance was found in the multicultural awareness and skills variables, at 33.1% and 36.0%, respectively. This suggests that the Servqual-based TPE model has a moderate impact on enhancing the multicultural competence of civic Education teachers. The study emphasizes that integrating multicultural competence into teacher development is crucial, and more targeted efforts are necessary to enhance these competencies among civic Education teachers in Indonesia.

Keywords: Civic Education Teachers. Multicultural Competence. Structural Equation Modeling (SEM). Teacher Professional Education (TPE).

1 Introduction

In today's globalised world, high-quality teachers play a crucial role in addressing the educational challenges that stem from cultural diversity (Astashova, Bondyрева,

^a Mulawarman University, Department of Civic Education, Samarinda, Indonesia.

^b Mulawarman University, Department of Civic Education, Samarinda, Indonesia.

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Zhuk, 2019). Teachers not only teach but also create a learning environment that values multiculturalism, ensuring equal educational opportunities for all students (Bromley, 2011). Multicultural Education reflects cultural diversity in schools to ensure equal learning opportunities, requiring continuous efforts from educators and administrators (Hjerm, Johansson Seva, Werner, 2018). Cultural competence refers to the ability to effectively engage across diverse cultures, understand the dynamics that arise from cultural differences, and design processes that accommodate individuals from various cultural backgrounds (Betancourt *et al.*, 2003). It encompasses awareness, knowledge, and skills related to different cultures (Subarimaniam, Zakaria, Jaafar, 2020). The key elements for fostering multicultural competencies are awareness, attitude, knowledge, and skills (Moule, 2008). Self-awareness helps individuals recognize their reactions to others, while attitudes adjust to values in other cultures. Knowledge prevents misunderstandings and discrimination and is the basis for multicultural competence. Communication skills, both verbal and non-verbal, are also necessary because they vary between cultures.

(Lehman, 2024) improving the multicultural competence of prospective teachers is important for teaching diverse students. It is necessary to develop a profession that integrates multicultural awareness to address the gap with student diversity. Enhancing the multicultural competence of prospective teachers is crucial for effectively teaching diverse students. It is necessary to develop a profession that integrates multicultural awareness to address the gap with student diversity. It emphasizes the effectiveness of civic Education as well as the need for a review of teacher Education programs and improved professional training. Cultural competency training is pivotal in managing classroom diversity, and enhancing teachers' cultural awareness is a crucial foundation for creating an inclusive and responsive learning environment, positively impacting the broader field of teacher professional development (Hallman, 2017). Teachers must understand the background of students to adjust their teaching. In the Servqual model, inclusive material selection is important to acknowledge diversity and build a sense of belonging. In addition, research-based intercultural strategies need to be applied in learning to encourage student engagement with various cultural perspectives (Dorado Zuñiga, 2022).

Dynamic social, political, and economic factors influence the global growth of multicultural Education (Turkmen, Zehir Topkaya, 2024). The increasing influx of minorities and refugees into developed countries calls for an educational paradigm that is inclusive of diverse cultural realities (Çelik, Gürmus, Gür, 2016). In tandem, the growing relevance of cosmopolitan citizenship and global economic interdependence necessitates that students be prepared to

understand and appreciate cultural differences. Equipping teachers with the ability to work with students from varied cultural backgrounds is essential not only for advancing academic performance but also for breaking the entrenched cycles of inequality and social exclusion (Martínez Bravo, Sádaba Chalezquer, Serrano-Puche, 2021). In this context, the goal is to prepare students as global citizens who value diversity and exhibit responsibility toward others across borders (Williams, Soriero, 2021). The cultivation of empathy (Sleeter, 2017), social awareness, and a commitment to justice are all integral to this educational approach (Hulsbosch, 2010) .

Worldwide, multicultural Education has gained momentum in policy and practice due to the intensification of migration, globalization, and the growing demand for intercultural competence in the workforce (Cha *et al.*, 2016). While the conceptualization of multicultural Education varies across national contexts, the core themes of cultural diversity, equity, and social justice prevail (Sleeter, 2018). Nations such as the United States, Canada, Australia, and many in Europe and Asia have institutionalized multicultural Education into their citizenship frameworks, ensuring the inclusion of historically marginalized populations (Banks, 1993). In Indonesia, with its ethnic, linguistic, and religious diversity as a key component of national identity, multicultural Education is essential. The Education system must address ethnic conflict by prioritizing transformative civic Education based on human rights and multicultural values (Nakaya, 2018). The current global and national context underscores the need for professional Education programs that foster teachers' multicultural competence, enabling them to function effectively in increasingly diverse educational environments.

Multicultural values are principles and norms that emphasize respect for cultural, religious, racial, ethnic, and linguistic diversity in a society (Suri, Chandra, 2021). In the context of multicultural values, the term "value" refers to the principles, norms, or beliefs that a society upholds in respecting cultural, religious, racial, and ethnic diversity. This value aims to foster social harmony, tolerance, and inclusivity in society (Radhouane, Maleq, 2020). Civic Education in Indonesia incorporates religious elements through moral and ethical values derived from Pancasila, particularly the belief in one God. It does not teach specific religious doctrines but promotes tolerance, respect for diversity, and national values based on the principle of *Bhinneka Tunggal Ika* (Unity in Diversity). By strengthening tolerance and fostering inclusivity, Civic Education helps prevent misunderstandings. Therefore, teachers must deliver the material neutrally to ensure that all students feel valued and benefit from learning (Yawisah *et al.*, 2022).

Civic Education strengthens national identity by prioritizing human rights and multiculturalism. This approach integrates these values in the context of national identity. The ethnic conflict in Indonesia that caused trauma and casualties underscores the urgency of multicultural Education through transformative citizenship Education (Nakaya, 2018). Furthermore, the relevance of multicultural citizenship Education aligns with the principles of global citizenship Education (GCED), which adopts a multidimensional approach. It seeks to cultivate global awareness, respect for human dignity, an appreciation of cultural diversity, and a commitment to human rights, social justice, and environmental sustainability (Ahmed, Mohammed, 2022).

According to a study by (Treviño *et al.*, 2017) in Chile, Colombia, and Mexico, there is a link between teachers' practices and attitudes and citizenship outcomes. Research shows that although teachers' practices and attitudes predict students' civic knowledge, they do not necessarily correlate with students' attitudes or engagement with diversity. In contrast, the democratic environment in schools has a significant influence on shaping student attitudes and involvement. The Servqual model is used to assess the quality of teacher professional Education (TPE) training in civics Education based on participants' perceptions, which are tailored to the professional needs of teachers. The dimensions of the Servqual model address aspects such as the quality of training materials, responsiveness, training outcomes, individual needs, and supporting elements like facilities and technology. Using 15 multicultural Servqual indicators, this model assesses the effectiveness of training in improving the multicultural competence among civic Education teachers (MCCET). Effective civic TPE demands a focus on developing students' multicultural awareness through inclusive lesson planning, an understanding of diversity, the inclusive use of materials, intercultural strategies, and proficient conflict management in the context of differences. This study aims to enhance TPE in Civics Education by applying the Servqual model, with a focus on improving the awareness, understanding, and multicultural competence of Civics Education teachers. Ultimately, this research seeks to promote a more inclusive and culturally sensitive learning environment in Civics Education by equipping teachers with the necessary skills to engage students in learning within culturally diverse settings.

2 Methods

This study employs a quantitative method using Structural Equation Modeling - Partial Least Squares (SEM-PLS), involving 245 Civic Education teachers from high schools and vocational schools in East Kalimantan who have participated in TPE over the past five years. Civic Education teachers play a crucial role in

instilling tolerance and diversity, especially in heterogeneous regions such as East Kalimantan. Given the complexity of social diversity at the high school and vocational levels, improving teachers' multicultural competence is essential. This study assessed the effectiveness of the TPE program using a census method to ensure validity and representativeness. The selection of samples was based on the participants' direct experience and the relevance of East Kalimantan as the new capital of Indonesia. The Servqual approach is used to assess the quality of professional Education and its impact on teacher competence.

2.1 Instrumentation

This study employed the Servqual Model framework to understand and evaluate customer satisfaction with the services provided (Cueva, Akhmedova, Marimon, 2023). The model encompasses five dimensions of service quality: tangibility, reliability, responsiveness, assurance, and empathy. Thus, adapting this model for application in teacher professional training was crucial. The five-dimensional Servqual model for assessing customer satisfaction has been widely applied in Education. For instance, employed a service quality approach to compare the quality of distance Education services offered by public and private institutions in Malaysia. The Servqual model for TPE has been used to evaluate the quality of higher Education services in West Kalimantan (Husain *et al.*, 2022). Similarly, the five-dimensional service quality approach assessed student and tutor satisfaction while implementing teacher Education strengthening initiatives in Tanzania (Swai *et al.*, 2022).

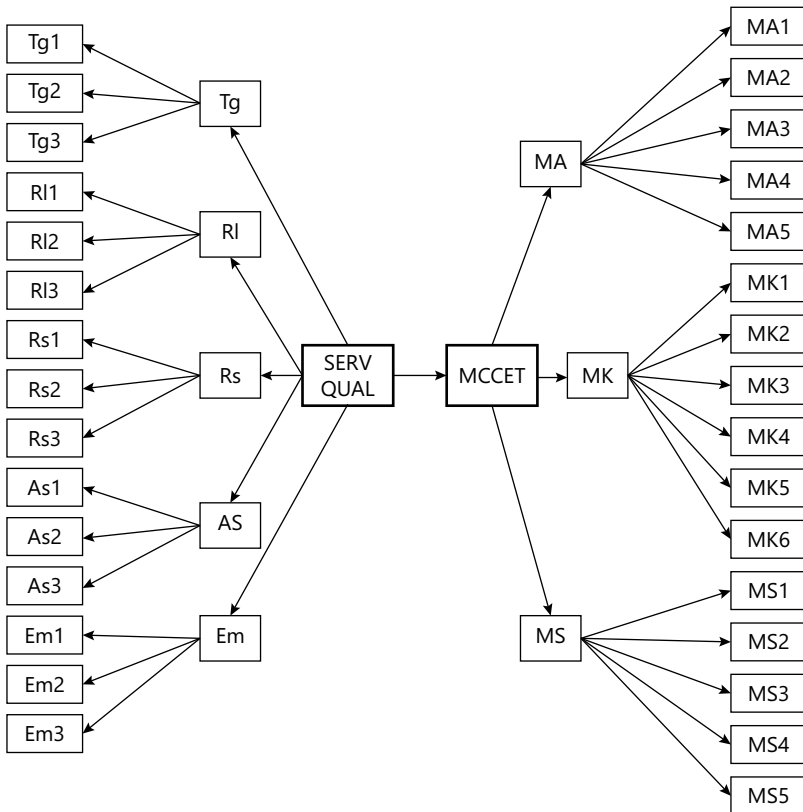
The Servqual model was employed to assess the quality of training as perceived by the participants in the teacher professional development sessions. In the context of professional training for Civics Education teachers, the specific dimensions of the Servqual model were customized to meet the particular needs and characteristics of the trainees. For instance, the reliability dimension was adapted to measure the dependability of the training materials. At the same time, responsiveness was adjusted to gauge the extent to which the training met the needs of the participants. Similarly, assurance was modified to evaluate the quality of the training outcomes, empathy was tailored to consider the individual needs of the trainees, and tangibility was expanded to assess the availability of facilities and technological support during the training.

After defining these Servqual dimensions, developing measurable indicators of each was crucial. The five dimensions—tangibility, reliability, responsiveness, assurance, and empathy—were operationalized through three specific indicators, resulting in 15 multicultural Servqual indicators. The Servqual model parameters

selected for this study were designed to assess the quality of the training sessions from the participants' perspective, with particular attention to the unique requirements of Civics Education teacher professional development. The model's dimensions were aligned with the training content, responsiveness to participant needs, training outcomes, individual-specific considerations, and supporting infrastructure, including facilities and technology.

This framework employed 15 multicultural Servqual indicators to measure training effectiveness, using a 5-point Likert scale (ranging from 1 = Strongly disagree to 5 = Strongly agree). SEM-PLS was employed to test the hypotheses regarding the relationships between the indicators and the constructs derived from the study variables, as illustrated in Figure 1.

Figure 1 - The conceptual framework of the impact of the Servqual TPE Model on enhancing the multicultural competence of civics Education teachers



Source: Framework by the author (2023)

2.2 Data Collection

Data were collected online (via WhatsApp/Google Drive) and offline. For online data collection, participants were required to complete an online consent form before filling out the questionnaire to ensure the confidentiality of their personal information. The offline data collection involved site visits to each respondent's workplace, assisted by several enumerators.

3 Results and Discussion

Below are the results of the research.

3.1 Results

Based on Table 1, it can be concluded that the majority of respondents have experience teaching in diverse environments (65%). However, the integration of multicultural materials in learning remains limited, with only 10% of educators using them frequently. Participation in training related to multiculturalism remains low (38%), although cross-cultural interaction is relatively high (76%), and support for diversity reaches 78%. Therefore, the application of Servqual in professional Education is crucial for improving the multicultural competence of Civic Education teachers in managing ethnic diversity and cross-cultural interactions. The gap between support for diversity and low training indicates that without teacher capacity building, the potential for leveraging diversity as a strength in learning cannot be fully optimized.

3.1.1 Characteristics of the Respondents

Table 1 - Characteristics of the respondents (N = 245)

No	Indicator	Category	Percentage (%)
1	Gender	Male /Female	43/57
2	Age (Years)	≤ 30/31–40/41–50/≥ 51	11/42/30/17
3	Formal Education	S1/S2/S3	69/28/3
4	Long Teaching Time	≤ 5/6–10/11–20/> 20	31/56/11/2
5	Ethnic group	Javanese/Bugis/Banjar/Dayak/Kutai/ Toraja/Others (Flores, Batak, Chinese, etc.)	44/22/13/13/9/5/4

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Continuation			
6	Religion	Islam/Christianity/Catholic/Hindu/ Buddhist/ Others	84/9/3/2/1/1
7	Training Attended	Multiculturalism/Tolerance & Moderation/ Inclusive Education/More	9/14/15/49
8	Other Cultural Interactions	Often/Sometimes/Rarely/Never	22/42/24/12
9	Diversity Perspective	Strongly supportive/Supportive with limitations/ Neutral/Less likely to support/Not supportive	32/46/13/6/2
10	Multicultural Material Integration	Often/Sometimes/Rarely/Never	10/38/49/3

Source: Research Results (2023).

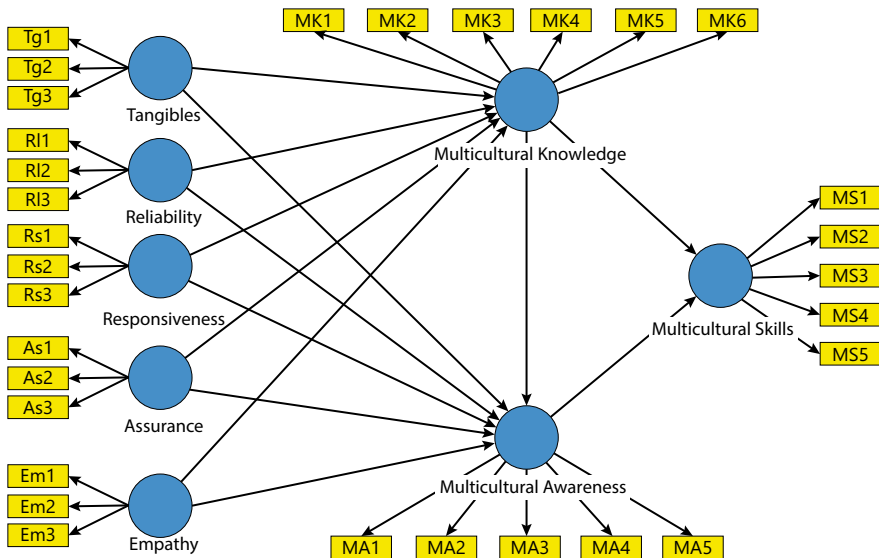
3.1.2 Measurement model

The obtained data for each outer model were analysed as follows, based on the criteria for evaluating the measurement model.

Indicator Reliability overviews the indicator loadings used to measure or represent latent variables. There are various perspectives on the acceptable loading criteria. As shown in Figure 2, each latent variable (Tangibles, Reliability, Responsiveness, Assurance, and Empathy) is measured using several observed indicators, which reflect the concept of Indicator Reliability through their loading factor values. According to Hair *et al.* (2017), the recommended threshold is 0.7, while (Garson, 2016a) suggests that loadings above 0.6 are still acceptable for exploratory research. All items were deemed suitable on the basis of these acceptable loading criteria and proceeded to the following evaluation stage.

The subsequent evaluation assessed internal consistency reliability using Cronbach's Alpha and Composite Reliability values. Cronbach's Alpha is considered acceptable and reliable if it exceeds 0.7 or 0.6 for the exploratory models. Based on these criteria, all items were accepted as fitting the model. However, (Garson, 2016b) points out that Cronbach's Alpha may be biased and suggests using Composite Reliability as an alternative to assess consistency. Composite Reliability ranges from 0 to 1, with values closer to 1 indicating better reliability. A good Composite Reliability score should exceed 0.7 (Chin, Newsted, 1998) asserts that a good Composite Reliability score should exceed 0.7. It is recommended that the model has an AVE greater than 0.5. If the AVE is below 0.5, the error variance exceeds the described variance.

Figure 2 - Multicultural competency construct of citizenship Education teachers in East Kalimantan



Source: Construct developed by the author (2023)

Table 2 - Psychometric properties

Variable	Dimension	Item	Indicator	Item Reliability		Convergent Validity			
				Loadings	a	rho_A	CR	AVE	
Servqual	Reliability	Tg1	The trainer provides a conducive learning environment with the latest technology to support multicultural Education.	0,861	0,800	0,801	0,883	0,715	
		Tg2	The trainer offers high-quality, up-to-date textbooks and multimedia teaching materials to facilitate multicultural learning.	0,836					
		Tg3	Easy access to teaching materials and necessary resources is provided to ensure the success of multicultural learning.	0,839					

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Continuation

Servqual	Tangibility	R11	The trainer consistently delivers accurate and reliable information on the topics covered in each training session.	0,846	0,816	0,829	0,891	0,731
		R12	Assignments and schedules are clearly and realistically communicated, enabling teachers to complete tasks on time.	0,890				
		R23	Regular and consistent feedback is provided on teachers' progress in multicultural skill level development, allowing them to measure their growth.	0,827				
	Responsiveness	Rs1	The trainer is responsive to teachers' needs in multicultural Education, providing assistance and support as needed.	0,831	0,784	0,802	0,873	0,695
		Rs2	Prompt responses are given to the teachers' inquiries, accompanied by appropriate solutions or suggestions.	0,847				
		Rs3	The trainer swiftly addresses teachers' complaints and suggestions, providing suitable solutions to meet their needs and improve the quality of multicultural learning.	0,823				
	Assurance	As1	The trainer demonstrates expertise and credibility in conducting multicultural skills training for teachers.	0,885	0,816	0,823	0,891	0,731
		As2	Integrity is maintained in guiding teachers, ensuring adherence to ethical standards in every interaction.	0,845				
		As3	The trainer guarantees the quality of the training outcomes and provides additional guidance when necessary to help teachers achieve their multicultural learning objectives.	0,834				

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Continuation

Servqual	Empathy	Em1	The trainer demonstrates appreciation and respect for cultural diversity, aiding teachers in understanding and valuing cultural differences.	0,870	0,850	0,856	0,909	0,769
		Em2	A safe and supportive environment is established where teachers can openly share their experiences facing multicultural challenges, ensuring that they feel heard and valued.	0,869				
		Em3	Emotional support is provided to teachers who face multicultural challenges, including motivation to continue developing their multicultural skills.	0,892				
Teachers' multicultural competence	Multicultural awareness	MA1	You are committed to creating an inclusive educational environment for all students, regardless of their religion or beliefs.	0,828	0,869	0,871	0,905	0,656
		MA2	You actively engage in dialogue and collaboration with fellow teachers from different religious backgrounds to enrich students' learning experiences.	0,822				
		MA3	You are aware of the importance of emotional awareness in multicultural practice.	0,811				
		MA4	You can accurately compare your culture with that of others from different cultural backgrounds.	0,802				
		MA5	You recognise the significance of fostering empathy in multicultural communication with colleagues of different religions.	0,787				

Continue

Continuation

		Respondents' knowledge regarding how to design lesson plans to enhance students' multicultural competence.	0,805	0,897	0,897	0,921	0,660
		Respondents' understanding of multicultural teaching strategies that teachers can employ.	0,838				
		Respondents' awareness of efforts to maintain harmony in Indonesia's pluralistic society.	0,792				
	Multicultural knowledge	Respondents' knowledge of the impact of discrimination on societal life.	0,798				
		Respondents' understanding of the factors contributing to religious, ethnic, and political intolerance issues in Indonesia.	0,804				
		Respondents' knowledge of Indonesia's diversity of religions, languages, ethnicities, and cultures.	0,835				
Teachers' multicultural competence		Your level of expertise in appreciating cultural diversity and demonstrating respect for people from different cultural backgrounds.	0,849	0,877	0,878	0,910	0,670
		Your proficiency in enhancing students' multicultural competence through the learning process.	0,803				
	Multicultural skills	Your ability to collaborate with individuals from diverse cultural, ethnic, or religious backgrounds.	0,789				
		Your ability to effectively and peacefully manage conflicts arising from cultural, traditional, and religious differences.	0,811				
		Your skill in identifying stereotypes and prejudices in intercultural interactions.	0,838				

Source: Research results (2023)

The measurement evaluation criteria outlined above indicate that all items met the required standards and proceeded to the following evaluation stage (see Table 2). In the subsequent evaluation process, discriminant validity was examined using the Fornell-Larcker criterion (see Table 3) and Cross Loadings (see Table 4). The requirement for achieving discriminant validity is that the variance of the latent variable must be greater than the variance with other latent variables. The variance of each latent variable is indicated by the diagonal and bolded constructs in the Fornell-Larcker table. As shown in Table 2, the discriminant validity criteria are satisfied because the variance values are higher than those below them (Grace, Bollen, 2005).

(Adewale, Adekunle, 2023) suggests that discriminant validity can also be assessed through cross-loadings. (Grace; Bollen, 2005) noted that cross-loadings can be an alternative to AVE for evaluating discriminant validity in reflective models. Discriminant validity is achieved when the cross-loading values between the latent variables and their respective indicators (highlighted in grey in the cross-loading table) are more significant than those with other latent variable indicators. As demonstrated in Table 3, discriminant validity was achieved.

After assessing the measurement model, it can be concluded that it is fit, meaning that the parameters for indicator reliability, internal consistency reliability, convergent validity, and discriminant validity have all been met. Therefore, the model is suitable for evaluating the structural model.

Table 3 - Discriminant construct validity

Variable	Reliability	Tangibility	Responsiveness	Assurance	Empathy	Multicultural awareness	Multicultural knowledge	Multicultural skills
Discriminant validity (Fornell-Lacker Criterion)								
Reliability	0,845							
Tangibility	0,442	0,855						
Responsiveness	0,538	0,461	0,834					
Assurance	0,472	0,483	0,468	0,855				
Empathy	0,503	0,438	0,440	0,516	0,877			
Multicultural awareness	0,336	0,260	0,333	0,388	0,361	0,810		
Multicultural knowledge	0,382	0,303	0,386	0,389	0,380	0,527	0,812	
Multicultural skills	0,336	0,302	0,311	0,410	0,304	0,528	0,521	0,818
Heterotrait-Monotrait (HTMT) criteria								
Reliability	0,553							
Tangibility	0,677	0,575						
Responsiveness	0,579	0,590	0,581					
Assurance	0,606	0,527	0,531	0,610				
Empathy	0,403	0,308	0,390	0,454	0,417			
Multicultural awareness	0,450	0,352	0,451	0,451	0,434	0,595		
Multicultural knowledge	0,487	0,353	0,369	0,484	0,349	0,601	0,587	
Multicultural skills								

Source: Research results (2023)

Table 4 - Cross loading second order

Item/ Indicator	Servqual					Teachers' multicultural competence		
	Reliability	Tangibility	Responsiveness	Assurance	Empathy	Multicultural awareness	Multicultural knowledge	Multicultural skills
Tg1	0,861	0,291	0,438	0,389	0,474	0,303	0,325	0,327
Tg2	0,836	0,374	0,436	0,405	0,394	0,278	0,311	0,354
Tg3	0,839	0,460	0,492	0,405	0,405	0,272	0,331	0,356
R11	0,364	0,846	0,393	0,435	0,378	0,241	0,250	0,258
R12	0,368	0,890	0,429	0,433	0,351	0,242	0,290	0,292
R23	0,411	0,827	0,354	0,364	0,405	0,178	0,233	0,216
Rs1	0,417	0,407	0,831	0,460	0,337	0,261	0,336	0,279
Rs2	0,478	0,358	0,847	0,368	0,421	0,343	0,351	0,266
Rs3	0,449	0,397	0,823	0,337	0,329	0,204	0,264	0,226
As1	0,387	0,458	0,441	0,885	0,405	0,355	0,342	0,349
As2	0,346	0,428	0,400	0,845	0,375	0,268	0,305	0,374
As3	0,468	0,357	0,361	0,834	0,530	0,360	0,345	0,333
Em1	0,402	0,426	0,370	0,455	0,870	0,321	0,331	0,236
Em2	0,430	0,320	0,395	0,407	0,869	0,279	0,307	0,247
Em3	0,488	0,400	0,396	0,489	0,892	0,345	0,358	0,311
MA1	0,284	0,215	0,273	0,307	0,357	0,828	0,402	0,379
MA2	0,250	0,180	0,260	0,339	0,337	0,822	0,461	0,472
MA3	0,327	0,191	0,268	0,319	0,282	0,811	0,467	0,424
MA4	0,252	0,212	0,320	0,307	0,196	0,802	0,416	0,436
MA5	0,250	0,264	0,226	0,295	0,289	0,787	0,382	0,421
MK1	0,289	0,247	0,321	0,336	0,285	0,407	0,805	0,443
MK2	0,338	0,286	0,338	0,299	0,359	0,420	0,838	0,404
MK3	0,321	0,217	0,263	0,333	0,297	0,448	0,792	0,436
MK4	0,265	0,208	0,289	0,255	0,306	0,417	0,798	0,413
MK5	0,317	0,244	0,330	0,332	0,265	0,420	0,804	0,438
MK6	0,326	0,273	0,338	0,334	0,341	0,455	0,835	0,405
MS1	0,379	0,306	0,264	0,401	0,286	0,439	0,440	0,849
MS2	0,333	0,220	0,278	0,336	0,269	0,472	0,432	0,803
MS3	0,303	0,230	0,225	0,272	0,224	0,386	0,401	0,789
MS4	0,298	0,212	0,196	0,310	0,243	0,397	0,434	0,811
MS5	0,353	0,265	0,304	0,350	0,218	0,459	0,422	0,838

Source: Research results (2023)

3.1.3 Structural model

Structural models represent the inner model that connects each factor or latent variable with other factors. In structural modeling, (Ringle, Sarstedt, Straub, 2012) recommend calculating the R^2 and f^2 in reflective PLS-SEM models to determine the coefficient of determination. The variance of the exogenous variables on the endogenous variables is presented in the form of R^2 values. Based on the criteria from (Pérez-Pérez; Serrano-Bedia; Garcia-Piqueres, 2020), the R^2 values can be categorized as follows: 0.19 (weak), 0.33 (moderate), and 0.67 (substantial). Table 1 displays the R^2 values from evaluating the variables related to multicultural awareness, knowledge, and skills.

Table 5 - R^2

	R^2	R Square Adjusted	Category
Multicultural awareness	0,331	0,308	Moderate
Multicultural skills	0,360	0,353	Moderate
Multicultural knowledge	0,240	0,219	Weak

Source: Research results (2023)

In Table 5, the R^2 for multicultural awareness is 0.331, categorized as moderate, indicating that the Servqual model can explain 33.1% of the variance in multicultural awareness through its dimensions of tangibility, reliability, responsiveness, assurance, empathy, and multicultural knowledge. Meanwhile, the R^2 for multicultural skills is 0.360, also categorized as moderate, indicating that the Servqual model's dimensions explain 36.0% of the variance in multicultural skills. The lowest R^2 score, 0.240, corresponds to multicultural knowledge, which falls into the weak category, indicating that the Servqual model can explain only 24% of the variance in this area.

Table 6 - f^2

	f^2	Category
Reliability → Multicultural awareness	0,002	Weak
Reliability → Multicultural knowledge	0,014	Weak
Tangibility → Multicultural awareness	0,000	Weak

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Continuation		
Tangibility → Multicultural knowledge	0,001	Weak
Responsiveness → Multicultural awareness	0,002	Weak
Responsiveness → Multicultural knowledge	0,021	Weak
Assurance → Multicultural awareness	0,019	Weak
Assurance → Multicultural knowledge	0,021	Weak
Empathy → Multicultural awareness	0,008	Weak
Empathy → Multicultural knowledge	0,018	Weak
Multicultural awareness → Multicultural skills	0,139	Weak
Multicultural knowledge → Multicultural awareness	0,184	Moderate
Multicultural knowledge → Multicultural skills	0,127	Weak

Source: Research results (2023)

Table 6 shows the impact of exogenous variables on endogenous variables. (Cohen, 1988) classifies the effect size as weak if $f^2 = 0.02$, moderate if $f^2 = 0.15$, and substantial if $f^2 = 0.35$. The effect sizes vary, as shown in Table 5. Weak effects were observed in the following relationships: Tangibility → Multicultural Awareness (0.002), Tangibility → Multicultural Knowledge (0.014), Reliability → Multicultural Awareness (0.000), Reliability → Multicultural Knowledge (0.001), Responsiveness → Multicultural Awareness (0.002), Responsiveness → Multicultural Knowledge (0.021), Assurance → Multicultural Awareness (0.019), Assurance → Multicultural Knowledge (0.021), Empathy → Multicultural Awareness (0.008), Empathy → Multicultural Knowledge (0.018), Multicultural Awareness → Multicultural Skills (0.139), and Multicultural Knowledge → Multicultural Skills (0.127). The only moderate effect in this structural model is the relationship between Multicultural Knowledge and Multicultural Awareness (0.184).

3.2 Discussion

The Servqual model was initially developed to assess service quality. (Velazco Gonzales *et al.*, 2021), has been adapted in various educational contexts to evaluate and enhance teaching quality. In this study, the model highlights the gap in the multicultural knowledge of Civic Education teachers, suggesting that targeted interventions are necessary to address this deficiency. Research by Dimmock and Walker (Arthur, Souza, 2023) supports the idea that educational models like Servqual can identify and address gaps in teachers' competencies, including their multicultural knowledge.

This study examines the multicultural competencies of Civic Education teachers using the Servqual model, focusing on multicultural awareness, skills, and knowledge. The results indicate that teachers' awareness and skills are moderate, but their knowledge is weak. Therefore, it is necessary to strengthen their knowledge base to enhance multicultural competence in classroom teaching. Multicultural competence, particularly in Education, fosters inclusive classrooms that respect and celebrate diversity (Mlinar, Krammer, 2021). Teachers play a pivotal role in shaping students' perspectives on diversity, equity, and inclusion.

The weak multicultural knowledge observed in Civic Education teachers corroborates findings from previous studies (Choompunuch, Kamdee, Taksino, 2024), arguing that teacher preparation programs often fail to adequately equip educators with the knowledge and skills to effectively address diverse student populations. This gap suggests that teacher Education programs frequently ignore the comprehensive multicultural understanding necessary for effective pedagogical practice, as some studies have affirmed (Highfield, Webber, Woods, 2024). This is further supported by some research showing that multicultural Education programs often do not adequately accommodate the integration of cultural awareness into daily teaching routines (Solehuddin, Budiman, 2019). This discussion highlights the importance of enhancing teachers' multicultural knowledge as a foundational component of their overall professional competence.

Knowledge is a key element in multicultural competence, fostering awareness and skills that support effective interaction with students from diverse cultural backgrounds. The limitations of multicultural understanding and knowledge hinder teachers' awareness of diversity, making it a crucial focus of professional development. The relationship between knowledge and multicultural awareness in this study is in line with the finding that teachers' cultural awareness increases significantly with a deeper understanding of multicultural issues (Kohli, Pizarro, Nevarez, 2017). In addition, increasing teachers' knowledge of cultural diversity also strengthens their ability to create an inclusive learning environment, so comprehensive multicultural training should include both theoretical aspects and practical application (Gomez Caride, Rivas, 2023).

Citizenship Education teachers have a moderate level of multicultural awareness and skills, with positive development, but still require professional development. The moderate level of multicultural skills observed in this study aligns with previous research, which suggests that teachers often struggle to translate their multicultural awareness into effective classroom practices. Similarly, teachers

must develop practical competencies to ensure that multicultural awareness is effectively implemented in learning processes (Chompunuch; Kamdee; Taksino, 2024).

This highlights the need for teacher Education programs to focus on increasing teachers' awareness and equipping them with the practical skills necessary to implement multicultural Education in their classrooms (Nieto, 2005). For instance, (Haataja *et al.*, 2023; Liu, Conner, Li, 2023) emphasized the importance of experiential learning opportunities in teacher training programs, where teachers can practice multicultural teaching strategies in real-world settings. This aligns with the findings of Ivenicki (2021a), which suggests that integrating multicultural Education into teacher training should not only build awareness but also develop the skills necessary for effective implementation, mainly through experiential learning.

The level of multicultural skills in this study suggests that teachers continue to struggle with applying multicultural awareness to effective learning practices. This underscores the importance of teacher Education programs that not only raise awareness but also equip teachers with practical skills to implement multicultural Education in the classroom. The integration of multicultural Education in teacher training must develop awareness and skills through experiential learning (Ivenicki, 2021b). Multiculturalism should not be limited to the curriculum or extracurricular projects. A multicultural perspective should not be limited to the curriculum or extracurricular activities alone but should be integrated across disciplines in the teacher training curriculum, taking into account various approaches, translations, limitations, and opportunities in each discipline (Ivenicki, 2018). The research highlights the significance of experiential learning opportunities in teacher training programs, where teachers can apply multicultural teaching strategies in real-world settings. This is in line with findings suggesting that the integration of multicultural Education in teacher training should not only build awareness but also develop the skills necessary for effective implementation, especially through experiential learning (Candau, Ivenicki, 2024).

The linkage between multicultural knowledge, awareness, and skills is crucial in enhancing teachers' competence in addressing diversity in the classroom (Badrin *et al.*, 2024). Strengthening teachers' knowledge of multicultural issues has a positive impact on their awareness and ability to interact with students from diverse backgrounds, making continuous professional development programs indispensable (Puhy *et al.*, 2021). In addition, digital learning initiatives, including

those that support lifelong learning, should be explicitly linked to multicultural Education, enabling teachers to better prepare for challenges in diverse classroom environments (Mello *et al.*, 2023). The expansion of teacher training programs may serve as an effective strategy to address the gaps in multicultural competence revealed by this study. Integrating the Servqual model in teacher training can assess and improve multicultural competencies by identifying gaps in knowledge, awareness, and skills. These models help design appropriate interventions, while ongoing assessments and feedback ensure teachers' readiness to deal with diverse students (Sleeter, 2017).

Experiential learning plays a vital role in teacher professional development by providing opportunities to engage directly in multicultural Education through workshops, simulations, and classroom observation (Liu, Conner, Li, 2023). This approach is particularly important for Civic Education teachers, as they are responsible for fostering students' understanding of citizenship in a multicultural society (Dejaeghere, 2009). By integrating experiential learning, teacher Education programs can enhance the practical application of multicultural Education, enabling teachers to create more culturally inclusive and responsive classrooms.

4 Conclusion

In conclusion, this study underscores the importance of enhancing Civic Education teachers' multicultural knowledge to improve their multicultural competence. The Servqual model provides a valuable framework for assessing and addressing teachers' knowledge, awareness, and skill gaps. The moderate relationship between multicultural knowledge and awareness underscores the interconnectedness of these competencies, suggesting that enhancing teachers' knowledge is crucial to improving their overall competence.

The findings contribute to the growing body of literature on multicultural Education and have practical implications for teachers' professional development. By integrating the Servqual model into teacher training programs and providing opportunities for experiential learning, policymakers and educators can equip Civic Education teachers with the tools they need to foster an inclusive and culturally responsive learning environment. Ultimately, this will help prepare students for success in an increasingly diverse and interconnected world.

Aprimorando a competência multicultural dos professores cívicos por meio do Servqual na Educação profissional

Resumo

Este estudo de pesquisa investiga a influência do modelo baseado em Servqual na Educação profissional de professores para a melhoria da competência multicultural entre professores de Educação cívica. Participaram deste estudo 245 professores de Educação cívica certificados pelo TPE na província de Kalimantan Oriental, e os dados foram coletados online e offline. A análise, conduzida usando Modelagem de Equações Estruturais, revela que o conhecimento multicultural tem um efeito moderado no aumento da consciência multicultural, com coeficiente de 0,184. A maior variância é encontrada nas variáveis consciência multicultural e habilidades, com 33,1% e 36,0%, respectivamente. Isso indica que o modelo TPE baseado em Servqual tem uma influência moderada na melhoria da competência multicultural dos professores de Educação cívica. O estudo destaca que a integração da competência multicultural no desenvolvimento de professores é crucial e que são necessários esforços mais concentrados para fortalecer essas competências para professores de Educação cívica na Indonésia.

Palavras-chave: Professores de Educação Cívica. Competência Multicultural. Modelagem de Equações Estruturais. Educação Profissional de Professores.

Mejorar la competencia multicultural de los docentes cívicos a través de Servqual en la Educación profesional

Resumen

Este estudio de investigación analiza la influencia del modelo basado en el Servqual en la formación profesional del profesorado en la mejora de la competencia multicultural entre los profesores de Educación cívica. Un total de 245 docentes de educación cívica certificados por TPE en la provincia de Kalimantan Oriental participaron en este estudio, y los datos se recopilaron en línea y fuera de línea. El análisis, realizado mediante el Modelado de Ecuaciones Estructurales (SEM)-PLS, revela que el conocimiento multicultural tiene un efecto moderado en el aumento de la conciencia multicultural, con un coeficiente de 0,184. La mayor varianza se encuentra en las variables de conciencia y habilidades multiculturales, con 33,1% y 36,0%, respectivamente. Esto indica que el modelo de EPT basado en Servqual tiene una influencia moderada en la mejora de la competencia multicultural de los docentes de Educación cívica. El estudio destaca que la integración de la competencia multicultural en el desarrollo de los docentes es crucial, y que se necesitan esfuerzos más específicos para fortalecer estas competencias para los docentes de Educación cívica en Indonesia.

Palabras clave: Docentes de Educación Cívica. Competencia Multicultural. Modelado de Ecuaciones Estructurales. Formación Profesional Docente.

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Information about the authors

Jawatir Pardosi: Lecturer in Department of Civic Education, Mulawarman University, Samarinda, Indonesia. Contact: pardo_si@yahoo.com

Suryaningsi: Lecturer in Department of Civic Education, Mulawarman University, Samarinda, Indonesia. Contact: suryaningsi@fkip.unmul.ac.id

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Ana Ivenicki

Alvaro Chrispino

Candido Gomes