

INDONESIAN ENGLISH TEACHERS' MULTICULTURAL AWARENESS: A CASE STUDY AT TWO PESANTREN-BASED SCHOOLS

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Abstract: *Multicultural awareness is one of the pivotal things for English teachers. English teachers who teach a language linking people around the world with many differences, should have a good understanding of multicultural awareness so that they can be an excellent example for the students of how to behave well to people with different cultural background. The aim of this study is to describe Indonesian English teachers' multicultural awareness in teaching multicultural students and explore the influencing factors of English teachers' multicultural awareness in teaching multicultural students. This study was conducted using a qualitative approach. The data were collected through interviewing the English teachers and some students having different multicultural background as well as observing the English learning process. The gathered data were analysed using the steps of Miles and Huberman. The research result shows that the English teachers of the two pesantren-based schools have good multicultural awareness by showing good cultural empathy, open-mindedness, emotional stability, social initiatives, flexibility, and self-efficacy toward multiculturalism. This condition is encouraged by the teachers' knowledge about multiculturalism and the school leaders supporting solid relationships among the cultural differences. The result of this study is supposed to be able to build English teachers' awareness of how to show multicultural attitudes at school.*

Keywords: *Multicultural Awareness; English Teachers; Pesantren-Based Schools*

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INTRODUCTION

Indonesia is a country which has much diversity. Various customs, religions, races, ethnicities, and languages exist. This condition makes Indonesia known as a multicultural society (Soekarman & Bariyyah, 2016). It is because Indonesians are encouraged to interact harmoniously with them and have different habits, cultures, and beliefs. To unite those differences, Indonesia has a strong ideology named *Pancasila*, meaning five principles, and a slogan called *Bhinneka Tunggal Ika*, meaning that although there are many differences,

they are supposed to be united. However, there have been several group conflicts caused by low awareness of respecting others. Some of the disputes are ethnic conflicts that happened in NTT (<https://www.cnnindonesia.com>, 5th March 2020) and the one that occurred in Papua (<https://www.bbc.com/indonesia/>, 4th Oct 2021). Moreover, as stated in <https://www.kompas.com/s> (6/2/2020), at least 2.398 violent cases are happening in Indonesia. Of those cases, the highest percentage is caused by group diversity. 65% are caused by religious diversity, 20% are related to ethnic conflict, 15% are about gender violence, and the other 5% are about sexual violence. In addition, the condition gets worse when there is a fact that most of the conflict-doers are teenagers. It, of course, belongs to a big deal. Teenagers are the assets of this nation. They are supposed to be the agents of change and vital to keep the nation's unity. Therefore, one of the efforts that can be made to prevent the conflict is by conveying multicultural education to them at school. It is because school is a bridge linking home and society in delivering good values so that students can respect others no matter what background they come from (Yusuf et al., 2018) and becomes place as model for the expression of human rights and cultural differences (Gollnick & Chinn, 2017).

Multicultural education is a teaching strategy in the educational environment in which students' cultural background is involved in the learning instruction (Wei, 2013). It is an idea, an educational reform movement, and a process whose major goal is to change the structure of educational institutions so that male and female students, exceptional students, and students who are members of diverse, racial, ethnic and cultural groups will have an equal chance to achieve academically in school (Banks & Banks, 2010). By conveying multicultural education, it can develop students' skills of critical thinking (Antonio et al., 2004) and make students aware of human rights and oppression issues (Nagda et al., 2004) because it teaches students to be respectful to friends' cultures and values as well as their own (Tarman & Tarman, 2011). Its implementation cannot be apart from the role of the teacher. In this case, the teacher becomes the primary thing in cultivating the importance of respecting diversity among Indonesian people because teachers are the main keys to students' learning the knowledge, skills, and dispositions (i.e., values, attitudes, and commitments) (Gollnick & Chinn, 2017). They are encouraged to have multicultural awareness to lead the learning process into multicultural education, for example by incorporating multicultural-based text with many multicultural values and teaching how to respect others coming from different cultural background.

Multicultural awareness is the ability to bother about cultural values, perceptions, and beliefs (Soekarman & Bariyyah, 2016). It refers to people's ability to understand and respect cultural variety, especially when the culture becomes the characteristic of personality directly shown through someone's actions. People having multicultural awareness are those that can show cultural empathy, open mindedness, emotional stability, social initiatives, flexibility, and self-efficacy toward multiculturalism (Zee & Oudenhoven, 2000). By having good multicultural awareness in teaching the students, teachers will treat the students well and can make students feel safe and comfortable in joining the class.

Hence, multicultural awareness is pivotal from the teachers' perspective, especially for English teachers. English teachers who teach a language uniting many people from around the world with various differences should have good understanding of multicultural awareness, so that they can be an excellent example for the students of how to behave well

to people no matter from what cultural background they are from. By doing so, students not only have good language skills in English, but they can also show good social attitudes. Besides, teachers showing positive multicultural awareness towards students' diversity can also lead to positive evaluation result of the students (Kustati et al., 2020).

There are some empirical evidences showing good multicultural awareness of the teachers. The teachers have integrated multicultural education into English teaching and learning well by having Cultural Journey Series, Native American's Cultural Nurturing, and creating Cultural Immersion in Growing-up QQ English Group (Wei, 2013). Moreover, a recent previous study also revealed that teachers played a significant role in handling multicultural values to be integrated into the learning process by asking students from different cultural religions to lead the prayer before the lesson began and making the cultural diversity begin in writing practice (Mubaraq et al., 2019). Although studies about multicultural education and multicultural awareness have been conducted by some previous researchers in English language teaching, it is scarcely conducted in English language teaching at pesantren-based schools whose input come from various cultural backgrounds, from Sabang until Merauke, in which the teachers are used to facing and interacting with many people with different cultural background. An initial survey conducted by the researcher shows that the English teachers of those two pesantren-based schools deliver same treatment to all students there no matter where they are from. One of the students said that there is a harmonious interaction between one ethnic group to others. This condition makes the researcher interested in having a deep exploration of the English teachers' awareness as well as the factors supporting the English teachers to be aware of multiculturalism in English teaching. The result of this study supports the theory of multicultural dimensions of Van Der Zee as well as gives some discourse to English teachers about multicultural awareness by showing the dimensions of multicultural attitudes in the learning process.

LITERATURE REVIEW

Multiculturalism and Multicultural Competence

Gollnick & Chinn (2017) stated that multiculturalism refers to attitudes of valuing culture difference among groups as members to interact and communicate with. People supporting multiculturalism respect various races, ethnics, religion, as well as languages. Moreover, multiculturalism is developing not only an awareness of how another person's views differ from your own, but additionally a sensitivity to and tolerance of others' views, are important steps in acquiring multicultural competence (MacCluskie, 2010). Hall & Theriot (2016) mentioned that multicultural competence includes one's understanding as well as awareness of cultural difference, and the use of appropriate way of intervention culturally. In this case, the process of becoming culturally competent requires that individuals acknowledge that it is important for one to investigate their own cultural heritage, pay attention to the influence of privilege on their understanding of cultural issues, educate themselves through diverse sources of information, develop diverse relationships, and understand the influence of sociocultural contexts (Sue & Sue, 1982). Therefore, in other words, to make the teachers culturally competent, they must recognize and see that there are similarities and differences of different groups. Sue & Sue (1982) stated that

multicultural competence consists of three competencies that aim to negotiate different culture background in order to create positive learning environment, including (1) multicultural awareness, (2) multicultural knowledge, and (3) multicultural skills. In this paper, multicultural awareness is attempted to examine along the English language teaching at pesantren-based schools.

Dimensions of Multicultural Awareness

Multicultural awareness refers to the ability of knowing either each culture differences or point of view difference as variety (Locke & Bailey, 2014). In other words, someone with multicultural awareness is the one that can show tolerance attitude to other people coming with different culture including language, race, ethnic, and soon. There are some dimensions of multicultural awareness according to Ruben in Van der Zee (van der Zee et al., 1998). The first is cultural empathy. It refers to the ability to empathize with the feelings, thoughts and behaviours of members of groups with a different cultural background. The second is open mindedness. It can be shown by having an open and unbiased attitude towards members of a group with other cultural norms and values. Moreover, it can be seen by listening to different opinions and explanations carefully and sincerely without prejudices. This dimension can also be seen from having no stereotypic beliefs about cultural differences. The third is emotional stability. This dimension can be seen from the ability to deal with psychological stress. The fourth is social initiatives. It can be seen from how to make contact with people from other cultures. The fifth is flexibility. This is seen from how someone can switch from one mode to another, depending on what is desired in a particular or appropriate context. The last is self efficacy. This dimension seen from representing the level of confidence in teaching students coming from different cultural background.

Besides, Abe & Wiseman (1983) stated that there are five dimensions of multicultural awareness. They are (1) being able to have interpersonal communication, (2) being able to adapt with different cultures, (3) being able to deal with different societal systems, (4) being able to establish interpersonal relationships, and (5) being able to understand another. Similarly, Hammer et al., (1978) also revealed some dimensions of multicultural awareness. It includes (1) the ability to deal with psychological stress; (2) the ability to communicate effectively; and (3) the ability to establish interpersonal relationships.

Influencing Elements of Multicultural Awareness

There are various elements making up the interaction involved in the teaching-learning process in multicultural class; these include "the teacher's intervention, peer interactions, learning methodology, materials, management of classroom space (Garrote, 2014). It shows that teachers have important role in teaching a language classroom with multicultural and multilingual students. Besides, the school leaders have significant role in supporting the multicultural awareness of the teachers in teaching multicultural class as well (Supadi et al., 2020). In this case, they can integrate the culture in the school curriculum, students' activities, and students' organization (Jason, 2000). It means that as a policy maker at school, the school leaders can direct the school management into culture-based activities.

METHOD

This study is qualitative research and belongs to a case study. Its use is supposed to be able to establish cause and effect and observe effects in authentic contexts. Moreover, by using a case study, the writers could investigate and report the complex dynamic and unfold interactions of events, human relationships and other factors in a unique instance (Cohen et al., 2007). This study involved four English teachers from two pesantren-based schools as well as 4 students coming from different areas, including Bekasi, Papua, Kalimantan, and Sumatra. Those two pesantren were chosen because it was informed that there are various ethnicities of students there, coming from Sabang until Merauke. The study focuses on the complex issue of analyzing the English teachers' multicultural awareness and the influencing factors of English teachers' multicultural awareness in teaching multicultural students. The writers applied multiple sources of information, including; observations and interviews. The researcher and the English teachers engaged in one-on-one in-depth interviews for between sixty to ninety minutes through direct interviews. These interviews employed standard, semi-structured conversational interview techniques. Besides, to ensure the interview data, the researcher also conducted direct observation in the English class. The data were then analyzed using Miles and Huberman's interactive analysis model consisting of data reduction, data display, conclusion drawing and verification (Miles & Huberman, 1994). In data reduction, the researchers selected simplified and transformed the data written in the field notes obtained from observation and interview. Next, in data display, the researchers delivered the data by paraphrasing the data into extended text. Finally, the researchers concluded the data by connecting the data with several relevant theories and previous studies related to teachers' multicultural awareness as well as its factors.

RESULTS AND DISCUSSION

Results

English Teachers' Multicultural Awareness in Teaching Multicultural Students

This research was conducted by interviewing English teachers and some students coming from different cultural background. Based on the result of observation and interviews, it was found that the English teachers have good understanding of multicultural education. They said that they had treated all students the same way without considering where they are from. Some of the attitudes that could be seen from the teachers' multicultural awareness are:

Cultural empathy

Gaining the teachers' responses through interviews and getting information from learning process observation, it is worth mentioning that teachers show good empathy to every student in the classroom without considering their cultural background. As one of the teachers said:

I appreciate all students who are active, regardless of where they are from." (Lintang, direct interview, 17th March 2022).

Another teacher said the same thing as well:

"I often ask the active students without considering their regions, to help me teach their friends who are still getting confused about one certain topic." (Mawar, direct interview, 17th March 2022).

The statement above is in line with what has been said by the students. One of the students said:

"Yes, for sure. She always cares about all the students. She is very helpful, without discriminating from our background." (Melati, direct interview, 17th March 2022).

The similar information was also obtained from the English teachers of another school. One of the teachers said:

"As a teacher, I usually build a sense of care of the students by observing them so that I can apply a particular approach to help me deal with the differences of culture among students." (Flamboyan, Direct Interview, 28 March 2022).

Another teacher of the school also said:

"I don't have any problems when the students use their regions dialect as long as the students have courage to communicate and respond my questions." (Kenanga, Direct Interview, 28 March 2022).

The statements that have been said by the teachers above are associated with the student's responses:

"Ms. Anggrek doesn't care about where her students come from. When a student like me, who comes from Bekasi, asks about a topic in English lesson which I still don't understand, she is happy to respond." (Tulip, Direct Interview, 28 March 2022).

What has been said by the teachers and the students is in line with the observation data. It shows that the teachers care to their students. They teach and help the students who have not understood the material, without considering where the students come from and the cultural background of the students

Open-mindedness

In addition, the multicultural awareness of the teachers could be seen from their open-mindedness towards multicultural students. English teachers had a wise attitude towards members of different cultural norms and values. It can be seen from the following statement.

"Cultural difference is normal. It is not something that needs to be questioned in teaching. And I think it is not actually different, just the same. Sometimes I also ask them to share the unique culture of their respective regions." (Lintang, direct interview, 17th March 2022).

Another teacher, Mawar, also stated a similar thing.

"It does not matter at all, no matter where they are from. I don't discriminate. In fact, from the difference in culture. Sometimes I used it to be used as teaching materials, for example I ask them to tell the typical foods from their respective regions." (Mawar, 17th March 2022).

The same thing was also explained by one of the students.

"Ms. Mawar is a very kindhearted teacher to all her students. She does not fully consider where the students come from." (Melati, direct interview, 17th March 2022).

Another result gained from teachers and students is that the teachers have promising open-mindedness in multicultural classroom practices and activities, as Anggrek expressed:

"I'm not picky when the students want to ask. I ask them to raise their hands when they want to give their opinion. I am open and do not consider the differences in cultural background, origin, and so on" (Anggrek, Direct Interview, 28 March 2022).

Kenanga also added what Anggrek said.

“As a teacher, I don't really force the students to practice more, especially for grade 12, because they have already been familiar with the use of English. I also have no problem and feel open to the accent of their regional language when they are performing dialogue in English.” (Kenanga, Direct Interview, 28 March 2022).

The students also stated a similar statement.

“Ms. Anggrek is a teacher who doesn't discriminate where her students come from, whether from Java or outside Java. When we, the students, express opinions or ask questions, she always responds openly. Mrs. Anggrek is not a teacher who often judges her students because of their cultural background, characteristics, or our spoken language.” (Anyelir, Direct Interview, 28 March 2022).

The observation data also show the same thing. The open-mindedness of the English teachers towards multiculturalism can be seen from their expression who enjoy teaching multicultural students. They asked the students to describe something special from their region, asked them to present it. It means that the English teachers are ready to face any cultural differences among the students, even the teachers made the cultural differences among the students as a learning source in teaching descriptive text

Social initiative

Moreover, the multicultural awareness of the teachers can be seen from social initiatives. Based on the gathered data, the English teachers had good contact with all students from different cultures. It can be seen from the following data:

“Yes, I act normally and it's the same for all students. I used to interact with all of them, with those from Java, Papua, Sumatra. They are all the same. I myself also often ask them to want to communicate and group with everyone, without discriminating and choosing friends even though they are from different origins.” (Lintang, direct interview, 17th March 2022).

Ms Mawar explained a similar thing.

“I communicate normally with all students without discriminating against their different cultural backgrounds. I used to mingle chatting with all of them. Occasionally joking. Just doing normal.” (Mawar, direct interview, 17th March 2022).

The students' information below also supported the statement above.

“Mr. and Mrs. teachers can interact well with all of us. We are also taught not to discriminate between friends in making friends. During group discussions, we were directed to mingle with everyone so that communication can be established with all friends.” (Melati, direct interview, 17th March 2022).

Concerning social initiatives, other English teachers also initiated themselves to make good contact with students from multicultural backgrounds, as Anggrek stated below:

“When teaching materials in class, I often take the initiatives to form groups with members of students of different cultural origins and backgrounds. I hope they can build good interactions with each other.” (Anggrek, Direct Interview, 28 March 2022).

The above statement was also agreed by Kenanga who said:

“I always need to compensate for students who have different ways of understanding the material by forming groups where those who already understand the material can share and explain it to their group mates. This grouping is not based on regional origin or culture. It's all the same.” (Kenanga, Direct Interview, 28 March 2022).

Anyelir, one of the students, also said:

“Ms. Anggrek is a teacher who interacts highly with her students. Ms. Anggrek often creates good communication relationships among her students with playing game

activities so that her students can get to know to each other." (Anyelir, Direct Interview, 28 March 2022).

The observation data also reveal the same case. The teachers seem enjoy to have social interaction with all students, without considering their cultural background. Both the teacher and the students responded one another properly. They even encouraged their students to have multicultural group. In this case, the teachers determine the group members of each group consisting of multicultural students.

Flexibility

Another multicultural awareness shown by English teachers is their flexibility in communication. In this case, the English teachers show an appropriate attitude to whom they communicate with. They know how to communicate with different people coming with other characteristics. For example, they can respond when they talk to students from Batak or Madura with their powerful features.

"Yes, for sure. I always consider my language style based on with whom I talk to. When I talk to students coming from Batak/Madura that have strong characters, I try to adapt their language style." (Lintang, direct interview, 17th March 2022).

Ms Mawar also explained a similar statement.

"I never make cultural background differences among my students as a big deal. That's why, it's easy for me to communicate with anyone flexibly." (Mawar, direct interview, 17th March 2022).

The student supported the above statement.

"All teachers here are kind to all students without differentiating which province they are from. It's just that flexible either to talk to those coming from Java or outside Java. We treat them the same." (Melati, direct interview, 17th March 2022).

Another result of interview showing flexibility can also be seen from Ms Anggrek's statement.

"Because this school has strong character of Islamic values, I need to be flexible with any materials contained in the English text book materials providing both English language and sometimes its western culture. In this case, I have to identify, mix and match which is from the text book can be taught here." (Anggrek, Direct Interview, 28 March 2022).

The above statement is in line with Kenanga's response.

"Whatever their cultural background is, showing various slang, habit, and characters, it's not a big deal for me. I respond it flexibly." (Kenanga, Direct Interview, 28 March 2022).

Anyelir, also mentioned the same point as well.

"Ms. Anggrek is easy to adapt with her students. Sometimes she also introduces other cultures related to Islamic values." (Anyelir, Direct Interview, 28 March 2022).

The researcher also found the same thing in the observation activity. In this case, the teachers seem to be able to put their selves in the right context. They can behave properly when they talk to Batak or Madura students coming with strong characteristics. By doing so, the communication can be well handled.

Self-efficacy

Other proof that English teachers have good multicultural awareness is that they are confident enough to teach students with different cultural backgrounds.

"As I said before, I have never questioned their differences in culture or background. When I teach in front of them, I'm normal, stay calm, and don't worry about anything." (Lintang, direct interview, 17th March 2022)

Ms. Mawar explained the same thing as well:

"There are no worries. It is just like teaching normally, even though they have different cultural background and different accent. I am okay, it doesn't matter." (Mawar, direct interview, 17th March 2022)

Melati, one of the students, also stated a similar thing.

"She never looked nervous or anything. She looked ready and steady in teaching us who have different cultural backgrounds." (Melati, direct interview, 17th March 2022).

Other English teachers also show that they had good self-efficacy. Anggrek expressed that:

"I try to feel confident in front of the students from diverse backgrounds because with the confidence that I have, I hope they can be inspired. So far there have been no significant problems regarding the preparation of materials, learning activities, or techniques or approaches." (Anggrek, Direct Interview, 28 March 2022).

Considering self-efficacy plays a vital role in the classroom, like what Anggrek said, Kenanga also stated that:

"Having self-confidence, in my opinion, is very important for teachers, especially in this school. We know that the students come from various cultural areas. Because the teachers are the role model in the class, they need to show a positive mood in front of the students so that the materials delivered can be well received by the students." (Kenanga, Direct Interview, 28 March 2022).

Determining the self-efficacy in English teachers when teaching in the classroom, a student, Anyelir, also responded in the interview:

"Ms. Anggrek is confident when she explains the materials and answers questions from her students. Even when my non-Javanese friends often ask questions, Ms. Anggrek confidently answers them." (Anyelir, Direct Interview, 28 March 2022).

The statement is in line with the observation result. The teachers looked ready and confident in teaching their multicultural students. They could explain the material well and gave clear instructions to their students. It could be seen from the students who can follow the instruction and do the assignment well.

Emotional Stability

Moreover, the multicultural awareness of the teachers is shown by the good emotional stability in teaching multicultural students.

"Facing children with different cultural backgrounds can be seen from the positive side. Just take it easy. Different accents and different language skills are no problem." (Lintang, direct interview, 17th March 2022).

Ms Mawar said the same case as well.

"Differences in accent and language habits often appear in class. But I am not at all bothered by it all. In fact, sometimes I make jokes funny with all students." (Mawar, direct interview, 17th March 2022).

The above statement is in line with Melati, one of the students.

"She never got angry or looked displeased. She also does not mind that there are lots of different accents just to joke around together and to have fun together." (Melati, direct interview, 17th March 2022).

Ms Anggrek also stated similar thing:

"When pronouncing words, I try to respond well when students who are not native to the local area of Java practice speaking English with their accent. I always encourage them to be active in speaking without paying too much attention to accents." (Anggrek, Direct Interview, 28 March 2022).

The above statement was also agreed by Kenanga who said:

"I always need to control my own emotions personally when teaching students with various activities. By looking at the strengths and competencies of each student, not considering the aspect of their regional background." (Kenanga, Direct Interview, 28 March 2022).

From the above statements, Anyelir, one of the students also told that:

"Our English teachers show great empathy towards their students. Not focusing on the area of origins. In addition, if there are mistakes from us when answering questions or questions, our English teachers can manage our emotions well." (Anyelir, Direct Interview, 28 March 2022).

The interview data above shows that the English teachers never make the different cultural background among the students as a big deal. They took it easy and regard the different slang among the students as a small joke during the learning process. It is in line with the observation data showing that emotional stability of the teachers in teaching multicultural students are good enough. They can handle any language differences among the students without any stress at all.

Influencing Factors of English Teachers' Multicultural Awareness in Teaching Multicultural Students

The previous explanation showed that English teachers had shown good multicultural awareness in teaching multicultural students. After having interviews and observation, the researchers have found that two factors influence English teachers to show good multicultural awareness, namely the teachers' knowledge of multiculturalism and the school leader.

Teachers' knowledge of multiculturalism

Based on the interview and observation results, the researcher concludes that teachers' knowledge of multiculturalism is the main factor in realizing multicultural awareness. Ms. Lintang said:

"Yes, I understand that cultural differences between students within Islamic boarding schools are a necessity that definitely exist, and we should be wise and respect all those differences.." (Lintang, 17 March 2022).

The statement above is also supported by Ms. Mawar:

"I realize and really understand the importance of respecting the differences between one tribe and another. So, there is nothing to worry about or be questioned about due to differences in cultural background between these students." (Mawar, 17 March 2022).

Ms Anggrek also said:

"The background of this school comes from various regions so that the physique, the dialect and language are also different. So, as a teacher, I need to care and always directly observe my students so that there are no striking differences between them." (Ms. Anggrek, Direct Interview, 28 March 2022).

Ms Kenanga, an English teacher, also expressed the same point as well:

"I realized there were differences in the language and accent they used because they came from different regions. However, when asking students to use English, they still want to mingle with various conditions or backgrounds from those who come from various regions." (Ms Kenanga, Direct Interview, 28 March 2022).

School leader

Another influencing element that also supports the teacher's multicultural awareness is the school leader's policy. The English teachers in one pesantren at Jepara also said that the leader's school policy helps them teach multicultural students. In this case, there is a policy to always show cultural performance in each event held in pesantren. Ms Anggrek said:

"Here there is a policy from the foundation to form jami'iyah associations as one of the concerns and programs of this institution so as not to create a feeling of difference that stands out from one region to another. Starting with associating students from the same area to share about their culture. Then, art performances are provided for students to present their cultures with their groups." (Anggrek, Direct Interview, 28 March 2022)

Ms Anggrek's statement was also agreed by Ms. Kenanga who she said:

"Yes, that's right. There is a jami'iyah association formed here. But outside the jami'iyah, Direct Interview, 28 March 2022).

Discussion

English Teachers' Multicultural Awareness in Teaching Multicultural Students

Cultural empathy

It is worth mentioning here from interviews that the teachers frequently show cultural empathy in their English teaching and learning classrooms with different cultural backgrounds on students. As stated by Zee & Oudenhoven (2000) that when someone has cultural empathy, he can emphasize attitudes, thoughts, and behaviours of multicultural groups well. This is also correlated with the observation data, which found that teachers also show a good impression and care when interacting while running the English learning activities in the classroom. They teach and help the students who find difficulties in understanding the material without considering their cultural background. They also learned to incorporate feelings, thoughts, behaviors, and culture in motivating ways, such as making a more exciting class by implementing various fun lesson activities. It means that multicultural awareness of the teachers has been clearly seen because they can show the ability of knowing either each culture differences or point of view difference as variety (Abe & Wiseman, 1983; Locke & Bailey, 2014).

Open mindedness

Based on the interview, the English teachers shows good attitude of multicultural awareness by promising open-mindedness and providing tolerance and respect for students from multicultural backgrounds in students. As stated by MacCluskie (2010) that a sensitivity to and tolerance of others' views, are important steps in acquiring multicultural competence. This was supported by the observation data, which found that the teachers performed equally by not considering the students' experience when they had arguments or opinions to share with the whole class. This is done by teachers, which aimed to enable students to feel free to contribute their perspectives. Besides, the teachers also asked the students to describe something special from their region. It means that English teachers are ready to face any cultural differences among the students; even the teachers make the cultural differences among the students a learning source in teaching descriptive text. Zee

& Oudenhoven (2000) stated, open-mindedness is shown by a neutral attitude towards certain group members with different cultural backgrounds. Abe & Wiseman (1983) also added that multicultural awareness those with strong ability to adjust to different culture. What has been demonstrated by the teachers strengthens the proof that they have an unbiased attitude toward all students without considering their cultural differences and the ability.

Social initiatives

From the obtained data, it can be reflected that how teachers initiated the students to start contact with the classroom society, and it can affect their knowledge about verbal and non-verbal communication. By performing social initiatives, the teachers can ask the students to collaborate with other friends from different cultural backgrounds. Another data to determine this point is from the observation, which showed that the teachers could provide good social initiatives by contacting students with multicultural backgrounds, establishing good manners, and maintaining good interaction with students from different cultural backgrounds through engaging activities. The above data reveals that the attitude of social initiative has been well shown by the teacher where they try to make contact with people having different cultural backgrounds (Zee & Oudenhoven, 2000). It can also be seen from how the teacher attempted to constantly interact and communicate with all students and initiate the students to start contact with the classroom society. It is also in line with Hall & Theriot (2016), Abe and Wiseman (1983), and Hammer et al., (1978) stated that people showing good multicultural awareness can show well understanding of cultural difference, use of appropriate way of intervention culturally, and be able to have interpersonal communication effectively as well.

Flexibility

Along with the interviews and observation data, in which mainly the teachers had already performed the flexibility well, the observation also showed that the teachers could adapt appropriately to students from multicultural backgrounds. In this case, the teachers could put themselves in the proper context. They could behave adequately when talking to Batak or Madura students with solid characteristics. By doing so, the communication can be well handled. This condition is in line with the concept of flexibility in multiculturalism, in which someone with good multicultural flexibility can tune himself wisely and adequately in any situation (Zee & Oudenhoven, 2000). In this case, the English teachers show they can adapt enough when interacting with different characteristics from various cultural backgrounds.

Self-Efficacy

Based on the observation during the learning process and interview session, the English teachers showed that they have good self-efficacy by showing positive mind and persistence in helping the students to learn the materials. As stated by Yildirim & Tezci (2020) that self-efficacy presents reasonable confidence in teaching students from different cultural backgrounds. Hammer et al., (1978) and Abe & Wiseman (1983) also opined that someone with good multicultural awareness can be seen from their ability in having effective communication among multicultural people. In this case, the English teachers prepared well

for everything needed in the class activities and could explain the material well as well as gave clear instructions to their students. It could be seen from the students who can follow instructions and do the assignment well.

Emotional Stability

The data gathered from interview and observation show that the English teachers have good emotional stability toward multiculturalism. Zee (2000) stated that people with good emotional stability are those who stay calm in stressful conditions, especially when facing multicultural students' differences (Zee & Oudenhoven, 2000). In this case, the English teachers can fix the learning situation into a more motivating activity for multicultural students and never made the different cultural backgrounds among the students as a big deal. Thus, the teachers felt relaxed knowing that students have many different cultural backgrounds and learning styles. They took it easy and regarded the other slang among the students as a small joke during the learning process. It is also in line with the observation data showing that English teachers could perform positive engagement and control emotions properly regarding the multicultural awareness of different cultural backgrounds among students without any stress. The condition above is in line with Hammer et al., (1978) stating that those who are able to deal with psychological stress in facing multicultural environment can be regarded as people having good multicultural awareness.

Influencing Factors of English Teachers' Multicultural Awareness in Teaching Multicultural Students

Teachers' knowledge of multiculturalism

Based on the interview results, the English teachers realize that being in a pesantren community will find cultural differences among the students. They know how to behave when meeting people from a different culture. They also realize that issues or multiculturalism is something important that teachers should notice due to the various cultural backgrounds and the language uniqueness among students. The teachers have described that their pesantren is a place where students come from different cities and districts in Indonesia but feel unity in diversity. Furthermore, the teachers would not treat them differently by considering the specific cultural backgrounds of the students but treat them well, equally, and lovely. The observation result also provides the same thing. They seem aware of all students and can treat them well without considering their cultural backgrounds. The above data have found that teachers' knowledge of multiculturalism became one factor in considering students with various backgrounds. As stated by Garrote (2014) that the teachers' understanding of multiculturalism are supported by some elements include the teacher's knowledge and intervention, peer interactions, learning methodology, materials, and management of classroom space.

School Leader

Based on the interview and observations, the school leader is another influencing factor in teaching multicultural students. The English teachers said that the school policy in their pesantren is providing and holding various activities to promote multicultural awareness

and self-identity regarding the cultural background differences among students. The informal pesantren and the formal school have a community called Jami'iyah to support the needs of a pluralistic society in which the students can get along culturally with their friends of the same background and different backgrounds. A similar condition is also found at another pesantren-based school. It was found that there is always a policy to show various cultural performances in each event held by pesantren, such as graduation ceremony, Independence Day celebration, etc. This condition indicates that the leaders of those two pesantren have a crucial role in supporting and developing the teachers' awareness toward multiculturalism. It is in line with the statement stating that school leaders have a vital role in educating teachers about multiculturalism (Supadi et al., 2020). They can integrate the concept of multiculturalism into the school curriculum as well as students' activities (Jason, 2000)

CONCLUSION

This study concludes that the English teachers of the two pesantren teachings English at their junior and senior high school high schools have magnificent multicultural awareness. They show cultural empathy, open-mindedness, social initiative, flexibility, self-efficacy, and emotional stability in teaching multicultural students from different cultural backgrounds. This condition is in fact supported by well understanding of teachers' knowledge about multiculturalism and the school leaders supporting solid relationships among the cultural differences. The result of this study is supposed to be able to build English teachers' awareness of how to show multicultural attitudes at school.

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