DEVELOPMENT OF A MULTICULTURAL-BASED SCHOOL MANAGEMENT (MSBM) TRAINING MODEL TO IMPROVE THE PERFORMANCE OF STATE ELEMENTARY SCHOOL PRINCIPALS IN SUBULUSSALAM CITY, ACEH PROVINCE

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ABSTRACT

The objectives of this study are to: (1) To find a Multicultural-Based School Management Training Model (MSBM) to Improve the Performance of State Elementary School Principals in Subulussalam City, Aceh Province. (2) To test the feasibility of the Multicultural-Based School Management Training Model (MSBM) to Improve the Performance of State Elementary School Principals in Subulussalam City, Aceh Province. (3) To measure the effectiveness of the implementation of the Development of a Multicultural-Based School Management Training Model (MSBM) to Improve the Performance of State Elementary School Principals in Subulussalam City, Aceh Province. This type of research is a development research using the ADDIE model. It was carried out in 82 State Elementary Schools spread across 5 sub-districts of the city of Subulussalam, involving 82 school principals as subjects. The research instruments and model design are first validated by experts and tested on midwives to obtain their feasibility and effectiveness of use. The trial was carried out 2 times, namely a limited trial (20 respondents) and a broad trial (62 respondents). Based on the results of the study, it was found: (1) The MSBM Training Model is the development of a Multicultural-Based School Management model to improve the performance of Principals on multicultural school planning, Multicultural-based curriculum management, Multicultural learning supervision, Teacher professional development, Inclusive facilities and infrastructure management, Transparent and equitable financial management, School partnerships and school-based self-evaluation. multicultural so as to improve the performance of the Principal. (2) The feasibility of the MSBM Training Model to improve the performance of school principals in the city of Subulussalam is very valid and very feasible to use. The results of the feasibility test are obtained through expert validation and user trials. The feasibility of the model was reviewed from expert validation of 88.5% (very feasible) and the feasibility test of the model by users of 91.6% (very feasible). (3) The MSBM Training Model is very effective in improving the performance of school principals in carrying out their duties. The improvement in performance can be seen in the results of the second paired t test and the average N-Gain score. The value of sig. (2 tailed) the two trials were < 0.05 so that Ho was rejected and Ha was accepted, meaning that the application of the MSBM training model had an effect on improving the performance of school principals in the city of Subulussalam. The average N-Gain Score (g) for both tests was 0.74 and 0.75. Because the g>0.7 value is in the high category, it can be concluded that the use of the MSBM Training Model can improve the performance of school principals in the city of Subulussalam.

INTRODUCTIONS

The Indonesian nation is known as a multiethnic, multicultural, multi-literary, and multi-lingual nation. Every ethnic group in Indonesia, which numbers hundreds or even thousands, has a wealth of thoughts, attitudes and

behaviors contained in various forms of culture, Indonesian society is a society with a very complex level of diversity. Every ethnic group in Indonesia, which numbers in the hundreds, even thousands, has a wealth of thoughts, attitudes and behaviors contained in various forms of culture. As a multiethnic country, Indonesia has $\pm$ 1,028 ethnicities that use their own local or regional languages. The number of languages reaches about 746 languages. (Harun & Lasriani, 2024)

Indonesian society with diversity is known as a multicultural society. Multiculturalism formed in Indonesia is the result of diverse socio-cultural and geographical conditions, according to geographical conditions, Indonesia has many islands where each island is inhabited by a group of people who form a society. The characteristics of the plurality of Indonesian society are ethnicity that is manifested in the form of ethnic communities, and the use of ethnicity as the main reference for identity such as the Malays, Javanese, Minang tribes, Batak tribes and many other tribes. (Suwarno & Aeni, 2022)

Subulusalam is a city located in the province of Aceh, Indonesia. This city was formed based on Law Number 8 of 2007, on January 2, 2007, and is an expansion of Aceh Singkil Regency. Subulussalam City is directly adjacent to West Pakpak Regency and Dairi Regency, North Sumatra province. In 2021, the population of Subulussalam city was 93,710 people, with a density of 68 people/km². The majority of the population of Subulussalam City is Muslim, namely 96.67%, Christians 3.33%, Protestants 2.75% and Catholics 0.58% of the total population. While the tribes or ethnicities in the city of Subulussalam are mostly Aceh Singkil, Batak Pakpak, Aceh, Java and Alas. (Haj & Marno, 2024; Saud et al., 2025)

Multiculturalism is a concept that provides an understanding to recognize cultural diversity and recognize the existence of cultural diversity. One of the efforts that can be made to fight for multiculturalism is through multicultural education. Multicultural education is a process of multiculturalization. This conclusion is based on the concept of culture as a learning process that demands the total and intensive psychological involvement of the perpetrators. Parents, principals, teachers, the physical building of the school, the teaching and learning process, the treatment of students, the opportunity to be involved in group activities, learning to make comparisons from various cultures are examples of several tools to create a multicultural education. (Ana & Arsyadana, 2025; Salsabila et al., 2025)

SBM (School-Based Management) is a form of change in the education system (reform) system. The term reform itself is equated with revolution in terms of massive change. This is an overhaul and an education development system that is more dominated by the government. Where the development of education by the government must indeed be overhauled, because it has proven to be less effective, efficient and productive.

School-based management (SBM) in the era of regional autonomy is considered to be able to realize the goals of national education, but in practice SBM experiences many obstacles due to adverse local government policies in the field of education. The problems that arise from this policy are for example the restriction of students from outside the region in entering schools through the admission of new students (PPDB) as much as 5% of the quota, the mutation between regions for teachers which is very difficult, and the strengthening of regional and ethnic spirit so as to narrow the view of school residents towards their environment. The spirit of regionalism and ethnicity led to an increase in the spirit of primordialism. (Khofi & Santoso, 2024; Mustoip et al., 2023)

In practice, multicultural education can help increase the sense of tolerance and mutual respect in students. In addition, multicultural education also upholds the values of peace in every implementation. This is in line with Saleh's (2012) opinion that multicultural education aims to develop a human mindset towards a true learner who is always enthusiastic, curious, critically reasoning, open to new perspectives, and respectful of differences. (Suwarno & Aeni, 2022)

Meanwhile, he explained that multicultural education must be carried out systematically so that the goals of learning can be achieved. This is in line with the findings of those who explain that the implementation of multicultural education needs to be carried out holistically by applying all dimensions of multicultural education in the learning process. Schools and teachers can develop the implementation of multicultural education with various approaches so that students can easily digest the substance of the multicultural education applied, for example by using innovative learning methods, models, and curricula as well as optimal school cultural empowerment. Shopiana (2025) Rahmatulloh (2023)

Based on observations of the implementation of the management of State Elementary Schools in Subulusalam in January 2022, there are still several problems related to discriminatory treatment, both in aspects of religion, race, socio-economic, socio-cultural, language and so on. According to Darryl A. Pifer (2020), problems often occur in students due to injustice, often making students uncomfortable. We can also see the problem from the inactive learning process, maintaining student achievement and how to assess it. Therefore, schools need to have school management that can avoid social conflicts and realize a school that respects and respects each other between school residents, both teachers, students, principals, school committees and so on with clear roles and mechanisms. This should receive attention through the development of multicultural-based school management so that school goals can be achieved. (Salsabila et al., 2025)

The implementation of multicultural-based school management should pay attention to its management functions. This is in line with the opinion that it is necessary to consider school inputs, including: (1) the diversity of school residents, both teachers, employees, students, school committees, (2) quality assurance as a multicultural school and (3) the need for diverse educational services. Thus, it will be in line with the mandate of the Law on the National Education System number 20 of 2003 article 4 that national education is organized democratically, justly and non-discriminate by upholding human rights, religious values, cultural values, and the plurality of the nation. Freeman (2023)

It can be said that the education of multicultural values to form religious character in students is important, because it is important to realize students to become human beings who believe and fear God Almighty, have noble character, and become democratic and responsible citizens. Meanwhile, multicultural values need to be instilled in the scope of educational institutions or schools, because Indonesia is one of the multicultural countries. This truth can be seen from the socio-cultural and geographical conditions that are so diverse and wide, with the number of islands around 17,000 large and small islands. Its population is more than 257 million people, and consists of more than 300 tribes that speak almost 200 different languages. This diversity, whether acknowledged or not, can cause various problems, such as thuggery, political feuds, poverty, violence, sepatism, environmental destruction and a sense of loss of humanity to always respect the rights of others. In fact, these various problems also occur in the world of education or schools, for example violence that occurs in schools.

The forms of violence that occur in schools are quite diverse, such as cases handled by the Indonesian Child Protection Commission (KPAI) which include, physical, sexual, verbal, psychological, and *cyber bullying*. Usually, these forms of violence arise because of the diversity that exists between students in various ways, which then arises various forms of problems such as threatening, offending, ostracizing, sneering, and humiliation. In fact, it is not uncommon for the consequences of trivial problems such as mocking each other, crossing paths on buses, or football matches to cause fights between students, even leading to the death of the victim. A series of problems that arise in the school environment are due to poor student morals so that they cannot accept the diversity that occurs around them. So it is very important to build religious character through education of multicultural values in students.

This multicultural management model focuses on tolerance, fostering an attitude of not feeling bothered by differences, fostering an attitude of wanting to know and learn, fostering an attitude of acknowledging and appreciating differences, and finally fostering a pluralist attitude. so that it can be predicted that it will help school principals improve their performance in developing multicultural education values, this is the background for the importance of researching the implementation of multicultural education in schools to improve the performance of school principals with the title "Development of Multicultural-Based School Management Training Model (MSBM) to Improve the Performance of State Elementary School Principals in Subulussalam City, Aceh Province".

METHOD

The type of research used in this study is research and development or *Research and Development* (R and D). The research was carried out in the city of Subulussalam, Aceh province. The research was conducted in 82 State Elementary Schools spread across 5 sub-districts of the city of Subulussalam, The research time was carried out from May to July 2024.The subjects in this study consisted of 82 principals of public elementary schools in Subulussalam. The object of this study is a multicultural-based school management model (MSBM) to improve the performance of public elementary school principals in the city of Subulussalam, Aceh Province.

The research on the development of multicultural-based school management (MSBM) uses the following data collection techniques: (1) Data observation and interviews with school principals, (2) model feasibility tests by experts and practitioners as well as users through the principal's response questionnaire instrument to the assessment questionnaire, (3) *Pretest* and *posttest* to determine the performance of school principals scientifically through a model developed using performance observation instruments. The type of instrument in the ADDIIE R&D *Research and Development* model in an effort to develop a multicultural-based school management model (MSBM) is a type of multi-stage research, where researchers must conduct at least three types of research in one research period. Some instruments that can be used by researchers based on the stages of research:

1. Analysis Stage; in the analysis stage, instruments that can be used by researchers include: Questionnaires, interviews and documentation.
2. Design Stage. The design stage is the stage of designing the product concept to be developed. The design stage is carried out by formulating the initial design of the MSBM training model based on the results of the needs analysis.
3. Conceptual model development *(Development);* in developing a conceptual model, researchers must go through several stages such as: model development, and model validation. The development stage is focused on the preparation of a conceptual model of MSBM training in a complete and systematic manner.
4. *Model implementation; In the model implementation activities, the researcher prepared several instruments to evaluate the process and results of the experiments carried out. The implementation stage is carried out through a trial of the MSBM training model in the field.*
5. *Model Evaluation* ; In process evaluation, the researcher uses a questionnaire (Quantitative) and digs deeper into the information in the process evaluation (*Triangulation mixed method)* triagulates with interviews. Meanwhile, in the evaluation of results, especially to determine the effectiveness of the model, the instrument used is in the form of a questionnaire. The evaluation stage aims to assess the process and results of the implementation of the MSBM training model.

RESULT AND DISCUSSIONS
Expert Validation Analysis
1. Characteristics of MSBM Models
    a. Analysis Stage (Analize)

At this stage, needs analysis is carried out, model needs analysis activities are carried out by observation and interviews based on phenomena in the field and data collected by researchers which show that:

1) Subulussalam City is one of the autonomous regions in Aceh Province which is known as an area with a high level of social heterogeneity. Despite being administratively relatively young, Subulussalam grew up as a multicultural living space inhabited by various ethnic groups with different cultural characteristics. This diversity is formed from the history of migration, population mobility, and socio-economic interaction that has taken place since the period of settlement expansion in the Aceh-North Sumatra border area.
2) The performance of elementary school principals is still not optimal. The performance of elementary school principals in Subulussalam City is still considered not optimal in carrying out their strategic roles as learning leaders, education unit managers, and quality drivers. This condition can be seen from various indicators of education quality, school management, and the quality of learning services that have not shown significant development as targeted in the National Education Standards.
3) The existing school management model has not been effective in improving the performance of elementary school principals in Subulussalam.

Based on the above data and analysis, it can be concluded that the school management model at SD Kota Subulussalam has not been effective enough in improving the performance of school principals. Factors such as the large number of schools, school-based management that is still formalistic, accreditation that does not have an educational impact, limited digital resources, the leadership role of school principals that are not optimal as instructional leaders, and weak supervision and accountability systems are the main obstacles. In the long term, if not

addressed, this ineffective school management can hinder the improvement of the quality of Basic Education in Subulussalam, including low learning outcomes, student participation, and educational sustainability.

Subulussalam City, with its high ethnic and cultural diversity, has great potential to implement multicultural-based school management (MSBM). This model is not only relevant in terms of social values and character, but is also able to strengthen the leadership capacity of elementary school principals and significantly improve the performance of school principals.

1) Analysis of MSBM Training Variables and Principal Performance

The results of the analysis of the relationship between the two variables can be seen in the following table 1.1:

Table 1.1. Results of Analysis of the Relationship between MSBM Training Variables and Principal Performance in

| MSBM Training | Principal Performance | | | | | X2 | P | RP | 95% CI |
	SB	B	C	K	Stuart O'T				
Multicultural School Planning	18	30	10	4	1	10,82	0,012	2,15	1.18-3.92
Multicultural-Based Curriculum Management	20	28	11	3	1	12.44	0.006	2.32	1.24–4.11
Multicultural Perspective Learning Supervision	17	31	12	2	1	11.27	0.010	2.21	1.19–3.97
Professional Development of Teachers	19	29	11	3	1	9.98	0.018	2.08	1.12–3.76
Inclusive Facilities and Infrastructure Management	18	32	10	2	1	13.66	0.004	2.41	1.30–4.29
Transparent & Fair Financial Management	21	27	10	3	1	10.35	0.016	2.05	1.11–3.64
School Partnerships	20	30	9	3	1	12.73	0.005	2.28	1.23–4.05
Multicultural-Based School Self-Evaluation	19	31	9	3	1	11.94	0.008	2.18	1.17–3.89

Subulussalam

Description: n = 22; p = p-value ; $x2$ = Chi-Square; CI= Confidence interval; RP = Prevalence Ratio

a. Design Stage

At the design stage, the activities carried out were to design a Multicultural-Based School Management (MSBM) training model to improve the performance of school principals which include: Model specifications, preparation of model implementation handbooks and standard operational procedures for the implementation of MSBM.

The determination of model specifications, product specifications of the MSBM model are obtained through the stages of needs analysis and theoretical studies that are built. Based on the theoretical study and the results of the needs analysis, the product specifications of the MSBM model are as follows: 1) Development of a Multicultural-Based School Management training model to improve the performance of the Principal which is developed by first increasing the Principal's understanding of multicultural school planning, Multicultural-based curriculum management, Supervision of learning with a multicultural perspective, Teacher professional development, Facilities management and inclusive infrastructure, transparent and fair financial management, school partnerships and multicultural-based school self-evaluation so as to improve the performance of school principals. 2) The MSBM training model to improve the performance of elementary school principals in Subulusslam is oriented towards the needs to improve the performance of school principals who still do not meet the target. 3) The MSBM training model can be an effective and efficient guide or guideline to create the performance of the Principal of the Elementary School in Subulusslam, because the model is equipped with guidelines or guidelines so that it can improve the performance of the Principal. 4) Theoretically, the MSBM training model was born by combining the theory of Banks, Khalifa, and

the national MBS principle, so the Grand Theory of MSBM for the context of State Elementary School can be formulated as a school management system based on social justice, cultural collaboration, and responsiveness to the needs of multicultural students. This grand theory provides the basis for designing a management model that focuses on improving the performance of school principals as learning leaders, cultural leaders, and community leaders as seen in the following figure 4.1:

Figure 1. Specification of MSBM Training Model

2. Feasibility of the MSBM Training Model
   a. Development stage
1. Expert Validation

Table 1.3 Expert Validation

No	Validator	Aspects Assessed					
		Self Instructional	*Self Contained*	*Independent*	*Self Assessed*	*User Friendly*	Stuttgart
1.	Member 1	29	25	19	14	15	29
2.	Member 2	24	20	16	12	12	24
	Total	54	54	47	35	28	30

Based on the results of the assessment of material experts, a total score of 186 was obtained, while the expected score was 210 (21x5x2), then the percentage of feasibility of the model was calculated by the formula of the percentage of feasibility according to Arikunto (2010):

Percentage of eligibility (%) $= \frac{\textbf{Skor Yang didapatkan}}{\textbf{Skor yang diharapkan}} \textbf{x 100}\%$

$= \frac{186}{210} \text{x100}\%$

$= 88.5$

Table 1.4 Average Validation of Expert Assessments

No	Aspects	Average Introduce yourself	Categories
1.	*Self Instructional*	88,3	Highly Worth It
2.	*Self contained*	90	Highly Worth It
3.	*Independent*	87,5	Highly Worth It

4.	*Self assessed*	86,7	Highly Worth It
5.	*User friendly*	90	Highly Worth It
	Total	88,5	Highly Worth It

Thus, based on the results of expert validation, it can be concluded that the MSBM training model is very feasible to use.

1) User Trial

Table 1.5 Recapitulation of User Response Results

No	Aspects	Average Presentation	Categories
1.	Relative advantages	94	Highly feasible
2.	Compatibility/compatibility	93	Highly feasible
3.	Complexity level	90	Highly feasible
4.	Observable ability	91	Highly feasible
5.	Ability to be tested	92	Highly feasible
	Total Average	91,6	Highly feasible

The feasibility results of the MSBM training model were reviewed from the aspects: relative advantage, suitability/suitability aspect, level of complexity, observability aspect and testability aspect. From the five aspects measured, the average model feasibility score was 91.6% with the very feasible category.

1. Effectiveness of the MSBM Training Model
   a. Implementation Stage

   The MSBM training model that has been valid and suitable for use is then implemented in a wide group in 62 SDN Subulussalam City with a total of 62 school principals. The implementation of the model is carried out with the implementation stage of post-training training and mentoring. The training was carried out for 2 days starting at 08.00 to 17.00 WIB and was attended by 62 school principals, the Subulussalam City Education Office, resource persons and Subulussalam City Education practitioners.

   b. Evaluation Stage
   1) Limited Trial

Table 1.6 Completeness of *Pretest* and *Posttest Results* of Limited Trials

No	Tests	Principal Performance									
		SB		B		C		K		Stuart O'T	
		f	%	f	%	f	%	f	%	f	%
1.	*Pretest*	0	0	3	15	8	40	5	25	4	20
2.	*Posttest*	12	60	6	30	2	10	0	0	0	0

Ket:
SB=Excellent   C=Sufficient   SK=Very Less
B = Good   K=Less

Based on table 1.6 above, it can be seen that the number of respondents to the principal is 20 people. The number of respondents of school principals with very good performance in the pretest results was non-existent, while the number of respondents of school principals who performed well in the pretest was 3 people or 15%, good performance was 8 principals or 40%, poor performance was 5 people or 25% and very poor performance was 4 people or 20%. At the posttest, the number of respondents of school principals who had very good performance was as many as 12 people or 60%, and principals with good performance as many as 6 people or 30%, sufficient performance was 2 people or 10% and there were no principals with poor and very poor performance. Thus, it can be seen that there was a significant increase in the performance of the Principal from none of them had very good performance (0%) during the pretest to 12 people (60%) during the posttest.

Table 1.7 Normality Test Results

Tests of Normality		
	Kolmogorov-Smirnova	Shapiro-Wilk

	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest Performance	.133	20	.200*	.940	20	.236
Postest Performance	.203	20	.031	.938	20	.218

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The results of the normality test using Shapiro-Wilk showed that the significance value (p) for the pretest was 0.236 (p > 0.05) and the significance value (p) for the posttest was 0.218 (p > 0.05). Because the two test values are greater than 0.05, based on the basis of decision-making in the Shapiro-Wilk normality test, it can be concluded that the data on the results of the pretest and posttest of the principal's performance in the limited trial are normally distributed.

Table 1.8 Homogeneity Test Results

Based on the *output of the test of homogeneity of variances* in table 1.8, it is known that the significance value

Tests of Homogeneity of Variances

Pretest		Living Statistic	df1	df2	Sig.
	Based on Mean	.618	1	80	.434
	Based on Median	.614	1	80	.436
	Based on Median and with adjusted df	.614	1	79.263	.436
	Based on trimmed mean	.654	1	80	.421

(*Sig.*) of the *pretest* value variable of the limited group and the broad trial group is 0.434>0.05, so as the basis for decision-making in the homogeneity test above, it can be concluded that the variance of the pretest result data in the limited trial and the broad trial is the same or homogeneous.

Paired *Sample t Test*

Table 1.9 Descriptive data *paired sample t test*

Paired Samples Statistics

		Red	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Performance	145.70	20	43.163	9.652
	Posttest Performance	229.90	20	15.751	3.522

The output of table 1.9 is a summary of the descriptive statistical results of the two tests, namely *the pretest* and *posttest* in the limited trial. The number of respondents from the principal was 20 people. The results of the principal's exam were 145.70 for *the pretest* score and 229.90 for *the posttest* score. The *standard value of the pretest* deviation was 43,163 and the *standard value of the posttest* deviation was 15,751. The average error standard score for *the pretest* was 9,652 and for *the posttest* was 3,522.

Table 1.10 Significance (2 tailed) *Paired sample t test*

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Red	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest Performance - Posttest Performance	-84.200	36.067	8.065	-101.080	-67.320	-10.441	19	.000

Based on the output in table 1.10, the *value of the Sign is known. (2 tailed)* <0.05, then based on the decision-making guidelines in the *paired sample t test,* Ho was rejected and Ha was accepted, so it can be concluded that there is an average difference between *the results of the pretest* and *posttest*, which means that the application of the MSBM model can improve the performance of school principals in the city of Subulussalam.

2) Extensive Trials

Table 1.11 Completeness of Pretest and Posttest Results

Yes	Tests	Principal Performance									
		SB		B		C		K		Stuart O'T	
		f	%	f	%	f	%	f	%	f	%
1.	*Pretest*	0	0	5	8,1	17	27,4	22	35,5	18	29
2.	*Posttest*	48	77,4	10	16,1	4	6,5	0	0	0	0

Ket:
SB=Excellent   C=Sufficient   SK=Very Less
B = Good   K=Less

Based on table 1.11 above, it can be seen that the number of respondents from the Principal is 62 people. The number of respondents of school principals with very good performance in the *pretest results* was non-existent, while the number of respondents of school principals with good performance was 5 people or 8.1%, good performance was 17 principals or 27.4%, poor performance was 22 people or 35.5% and very poor performance was 18 people or 29%. At the time of *the posttest*, the number of respondents of school principals who had very good performance was 48 people or 77.4%, and school principals with good performance as many as 10 people or 16.1%, sufficient performance was 4 people or 6.5% and there were no principals with poor and very poor performance. Thus, it can be seen that there was a significant increase in the performance of school principals from none of them had very good performance (0%) during *the pretest* to 48 people (77.4%) during *the posttest.*

Discussion

Development of a Multicultural-Based School Management Training Model (MSBM) to Improve the Performance of School Principals in Subulussalam City

The product development in this study aims to create a Multicultural-Based School Management Training model that can improve the performance of school principals. This model is designed using a systems approach, which allows the identification of the components and relationships within the system. The system approach begins by formulating *restrictions*, which include objectives, expected *performance standards*, and constraints. Based on the set goals, the first step is to formulate input to find out what needs to be achieved according to the desired goals. The input is then processed to produce the desired output. Evaluation of this *output* provides a basis for feedback, which is useful for making improvements or revisions to the processes and inputs used. This process ensures that the developed model can be continuously improved to achieve more effective goals and in accordance with needs. Overall, the development of this MSBM model integrates structured system analysis to achieve the goal of improving principal performance. (Amrulloh, 2024; Qaisra & Haider, 2023)

The product development in this study is an MSBM training model that is designed to represent a system with an implied process that visualizes or represents a school management process. The MSBM Training Model represents what happens, or will happen in the process of the principal carrying out his duties to improve the performance of the principal. The tools used are questions, statements that reflect, inspire and strengthen, supported by the skills that have been developed. An overview of the use of the model can be seen in the module that has been designed to make it easier for users to apply the MSBM training model.   (Sinnaiah et al., 2023; Zhang et al., 2023)

The MSBM training model to improve the performance of school principals in Subulussalam City has gone through the *development stages* and undergone changes. The changes that occurred were obtained from the results of revisions in the form of input/suggestions from experts and user trials. The MSBM training model after the development stage consists of several components that are interconnected in the system and lead to a single goal.

These components are input, process and output components. The input components consist of: *Raw Input* 1) Principal of State Elementary School (SDN) Subulussalam City, 2) Law No. 20 of 2003 concerning the National Education System (Sisdiknas) which regulates SBM. *Instrumental Inputs:* 1) MSBM Training Program, 2) National and local Education Office Policies, 3) MSBM Training Model Module. *Environmental Input:* 1) Ethnicity/Race, 2)

Culture/Customs, 3) Community Habits, 4) Regional Language, 5) Arts, and 6) Patterns of Religious Life. The Process Component consists of: ADDIE stages which aim to answer the research objectives through the MSBM model. The stages of ADDIE in the MSBM model consist of: *Analyze, Design, Development, Implementation and Evaluation.* The *analysis* stage consists of needs analysis, analysis of research variables, and material analysis. The *Design stage* consists of: 1) Determination of model indicators, 2) Preparation of model implementation modules, 3) design of MSBM implementation syntax and 4) design of MSBM model questionnaire instruments. The *development* stage consists of expert validation and small/limited group user trials. The *output components* consist of: 1) Improving the Performance of State Elementary School Principals in Subulussalam, 2) MSBM Model Implementation Module, 3) Publication of Scopus Indexed International Journals and 4) IPR.   (Minaiy, 2025)

The Feasibility of a Multicultural-Based School Management Training Model to Improve the Performance of State Elementary School Principals in Subulussalam City

The feasibility of the MSBM training model was tested through validation by experts/experts/school management practitioners, from the validation process the results were obtained that the MSBM model is very feasible to use. Model validation was carried out quantitatively and qualitatively through questionnaires and *Focus Group Discussions (FGD) meetings.*

The results of expert validation and user trials show that the MSBM training model is very useful and reliable to use. For expert validation, five elements were assessed: *self-instructional, self-contained, independent, self-evaluated, and self-friendly*. Of these five aspects, the average score of expert validation was 88.5%, which is included in the very feasible category. Furthermore, the results of the model feasibility according to users were reviewed from five aspects: relative advantage, suitability, level of complexity, observability, and testability. Of the five aspects, the average score of material feasibility was 91.6%, which is also included in the very feasible category.

Multicultural leadership theory provides a critical perspective for understanding and developing leadership in a culturally diverse and conflict-sensitive environment. Rooted in the principles of inclusivity, equality, and intercultural understanding, this theoretical approach emphasizes the capacity of leaders to engage effectively across cultural boundaries, foster mutual respect, and navigate complex social dynamics. In regions such as Thailand's three southern border provinces, where ethnic, religious, and linguistic diversity is deeply entrenched, multicultural leadership offers a contextualized, grounded model that equips young leaders with the skills to address intergroup tensions and foster peaceful coexistence.   (Kilag et al., 2023; Mincu, 2022)

The multicultural educational paradigm aims to eliminate stereotypes as well as selfish, individualistic, and exclusive attitudes among students. In contrast, multicultural education is geared towards building a more comprehensive view of others, recognizing that the existence of individuals is inseparable from diverse environments, including ethnicity, race, religion, culture, and societal needs. Therefore, multicultural education is expected to help students in recognizing global cultures, ethnicities, and society.

Cultural introduction includes an introduction to various places of worship, social institutions, and schools. Meanwhile, the introduction of ethnicity trains children to live according to their abilities and contribute positively as members of society. Through global understanding, students are expected to take an active role in the context of global life they face.

The Effectiveness of the Implementation of the Development of Multicultural-Based School Management Training Models to Improve the Performance of Public Elementary School Principals in Subulussalam City

The MSBM training model is very effective in improving the performance of school principals in carrying out their duties. The improvement in performance can be seen in the results of the second paired *t test* and the average *N-Gain* score . The value *of sig. (2 tailed)* the two trials were < 0.05 so that Ho was rejected and Ha was accepted, meaning that the application of the MSBM training model had an effect on improving the performance of school principals in the city of Subulussalam. The *average N-Gain Score* (g) for both tests was 0.74 and 0.75. Because the g>0.7 value is in the high category, it can be concluded that the use of the MSBM model can improve the performance of school principals in the city of Subulussalam. The MSBM model is very effective in improving the performance of school principals.

Based on the results of the effectiveness test, the findings of the research conducted are that the MSBM training model is a model that is designed and tested 2 times, resulting in the design of the MSBM training model with stages, namely: analysis stage, *design* stage, *development* stage, *implementation* stage and *evaluation stage.* The MSBM model consists of; Multicultural school planning, Multicultural-based curriculum management, Multicultural learning supervision, Teacher professional development, Inclusive facilities and infrastructure management, Transparent and equitable financial management, School partnerships and multicultural-based school self-evaluation can improve the performance of school principals in the city of Subulussalam.

The presence of the principal is very important because it is the driving force for the resources in the school, the principal has the initiative in making changes. School principals play an important role in making changes and implementing improvement initiatives in schools, especially educators and education staff. So great is the influence of the principal's leadership in the process of achieving educational goals, that it can be said that the success or failure of school activities is largely determined by the quality of the principal's leadership. (Li et al., 2022; Ofonedu et al., 2023; Rodriguez et al., 2026)

CONCLUSION

The results of this study are in line with the research conducted by Sumi (2025), namely that the approach taken in the implementation of multicultural education at MAN 2 Subulussalam includes: Teaching that focuses on culture, instilling a positive attitude towards differences, equitable education, and striving to reconstruct the similarity of social structures. The application of multicultural education at MAN 2 Subulussalam is carried out through curriculum development in madrasas, instilling values in the practice of defending the jaran, madrasah culture, and other supporting activities. The government program as stated in the National Education System Law, The implementation of multicultural education at MAN 2 Subulussalam is very important due to the geographical condition of Subulussalam City which is on the border of Aceh and North Sumatra Provinces so that it becomes a meeting center for various races, cultures, and religions.

School management based on the goal of multicultural education requires the principal to be a leader rather than just a manager, a leader who is sensitive to change and urgency, creates coalitions, and embeds new approaches in the school culture so that students from disadvantaged social, economic and cultural backgrounds can achieve success in learning. The learning process that adheres to the principle of multicultural is based on transformative pedagogics, which is pedagogic that reveals human freedom and limitations while acknowledging that he is a creature of God Almighty. Learning emphasizes cooperation, tolerance, mutual respect and mutual success.

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