

Reconceptualizing Civic Competencies: A Multiple-Case Study on Multicultural Teacher Training in Urban Junior High Schools

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ABSTRACT

This study examines how multicultural-based Civic Education training contributes to the transformation of teacher competencies in public junior high schools in Makassar City. A qualitative multiple-case study design was employed involving 28 participants from ten schools through interviews, classroom observations, and document analysis. Data were analyzed using thematic qualitative analysis involving coding, categorization, and interpretation of emerging themes. The findings show substantial improvements in pedagogical, social, and professional competencies. Teachers shifted from lecture-dominated instruction toward collaborative discussion, case-based learning, and problem-solving activities. They also demonstrated stronger sensitivity to classroom diversity, more democratic communication patterns, and greater ability to design contextual learning materials. These changes positively influenced student participation, critical engagement, and understanding of practical civic values. However, the degree of transformation varied depending on teacher readiness, school leadership support, mentoring continuity, and facility availability. The study further proposes the Sustained Multicultural Competency Transformation Model (SMCTM), which explains how multicultural teacher competencies are shaped through the interaction of institutional, cultural, and psychological factors. The study highlights that multicultural-based professional development can serve as an effective strategy for strengthening teacher competencies in pluralistic school settings. Sustainable mentoring systems, collaborative teacher communities, and adequate institutional support are required to maintain long-term impact.

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1. INTRODUCTION

The quality of education in the twenty-first century is increasingly determined by teachers' capacities to create adaptive, inclusive, and socially responsive learning environments. Teachers are no

longer viewed merely as transmitters of knowledge, but as transformative agents who mediate social values, facilitate democratic participation, and cultivate intercultural understanding among students (Caena, 2022; Hattie, 2023; Veugelers, 2023). In multicultural societies, teacher competence extends beyond pedagogical mastery toward the ability to negotiate cultural differences, address social inequalities, and promote inclusive citizenship practices within classrooms (Banks, 2021; (UNESCO, 2022; OECD, 2023; Biesta, 2022).

Global discussions on multicultural citizenship education highlight that schools are central arenas where democratic values, identity negotiation, and social cohesion are continuously contested and reconstructed. Scholars in sociology and higher education argue that multicultural education is not simply a pedagogical strategy, but also a political and cultural process shaped by institutional structures, social identities, and power relations (Giroux, 2020; Meer & Modood, 2019; Veugelers, 2023). In increasingly diverse societies, teachers frequently encounter tensions between national curriculum demands, local cultural traditions, and universal democratic values. Consequently, the implementation of multicultural education often involves complex processes of cultural negotiation rather than straightforward instructional adaptation (Biesta, 2022; Taylor, 2020; Caena, 2022).

In Indonesia, strengthening teacher competence remains a strategic educational challenge, particularly in urban schools characterized by high levels of social diversity. Schools increasingly accommodate students from different ethnic, religious, linguistic, and socioeconomic backgrounds. This diversity requires teachers not only to master instructional techniques, but also to develop intercultural sensitivity, inclusive communication skills, and democratic classroom management practices. However, several studies indicate that teachers often experience structural constraints such as limited institutional support, curriculum rigidity, inadequate professional mentoring, and uneven access to educational resources (Darling-Hammond, et al., 2021; OECD, 2023; World Bank., 2022; Schleicher, 2022). In addition, psychological barriers-including resistance to pedagogical change, fear of value conflict, and uncertainty in addressing sensitive cultural issues-frequently hinder the integration of multicultural values into classroom learning.

Makassar City represents one of the largest multicultural urban centers in eastern Indonesia and provides a significant context for examining these dynamics. As a metropolitan city with high population mobility, Makassar schools are inhabited by students from diverse ethnic, cultural, and religious backgrounds (BPS Kota Makassar, 2024; Banks, 2019). At the same time, educational practices in Makassar are strongly influenced by local wisdom values rooted in Bugis-Makassar traditions, such as *sipakatau* (mutual humanization), *sipakalebbi* (mutual respect), and *sipakainge* (mutual reminding) (Mattulada, 1995; Pelras, 1996; Rahim, 2011). These local cultural principles potentially support multicultural citizenship education; however, they may also generate tensions when teachers attempt to reconcile local cultural norms with broader democratic and pluralistic educational values (Banks, 2019; Parekh, 2006). Therefore, Makassar offers a unique sociocultural setting for exploring how teachers negotiate multiculturalism within locally grounded educational contexts.

Within this context, Civic Education has a particularly strategic role because it is intended to develop democratic, responsible, law-abiding, and diversity-respecting citizens. Nevertheless, previous studies reveal that Civic Education practices in many Indonesian schools remain largely normative, textbook-centered, and memorization-oriented. Learning processes frequently emphasize conceptual recall rather than critical dialogue, participatory engagement, and contextual problem-solving related to citizenship issues. Consequently, Civic Education has not fully addressed contemporary social challenges such as intolerance, digital misinformation, social polarization, declining civic participation, and weakening democratic culture among adolescents (Kerr & Keating, 2021; Print & Lange, 2013; Veugelers, 2023; Biesta, 2022).

One promising response to these challenges is multicultural-based teacher professional development. Such training seeks not only to improve teachers' technical instructional skills, but also to reshape their perspectives, professional identities, and capacities to manage cultural diversity in democratic ways. Previous studies have demonstrated that multicultural education contributes positively to tolerance development, stereotype reduction, and inclusive school climates (Aydin, 2022;

Darling-Hammond et al., 2021; OECD, 2023; Caena, 2022; Hattie, 2023). Other research also confirms that sustained professional development enhances instructional quality and teacher performance (Darling-Hammond et al., 2021). However, much of the existing literature primarily focuses on student outcomes or general evaluations of training effectiveness.

Previous studies have predominantly focused on student outcomes and general evaluations of multicultural education (Aydin, 2022; Veugelers, 2023), whereas limited attention has been given to teachers' professional transformation within culturally diverse school contexts, particularly in Indonesia (Santosa et al., 2024; Caena, 2022).

Limited research has specifically examined how Civic Education teachers experience the process of integrating multicultural values into local wisdom-based curricula, particularly within multicultural urban schools in eastern Indonesia (Japar et al. 2022). Existing studies rarely investigate how teachers negotiate competing cultural expectations, respond to institutional limitations, or overcome psychological resistance during professional transformation processes (Afifuddin, 2025). As a result, empirical understanding remains limited regarding the deeper sociocultural dynamics underlying teacher competency transformation in multicultural educational settings (Toisuta, 2025; Banks, 2019; UNESCO, 202).

Therefore, the novelty of this study lies not merely in evaluating the effectiveness of multicultural-based training, but in examining the cultural negotiation processes and structural as well as psychological barriers experienced by Civic Education teachers in Makassar City. This study positions teachers as active agents who continuously reinterpret their professional identities, classroom practices, and multicultural responsibilities within the intersection of democratic citizenship values and local wisdom traditions (Priestley et al., 2015; Biesta et al., 2015). By focusing on Makassar as a distinctive multicultural urban context, this study also contributes to broader theoretical debates on multicultural citizenship education by providing empirical evidence from a non-Western educational setting.

Building upon the identified gaps in previous studies, this research not only examines the effectiveness of multicultural-based Civic Education training but also seeks to develop a conceptual explanation of how teacher competencies are transformed within multicultural educational environments (Priestley et al., 2015; Biesta et al., 2015). Drawing from the experiences of teachers across multiple school contexts, the study proposes a theoretical framework that explains the interaction between enabling and constraining factors influencing sustainable competency development (Darling-Hammond et al., 2017; Avalos, 2011). Through this approach, the research contributes to the advancement of multicultural teacher professional development literature by offering a contextually grounded model of competency transformation in Indonesian multicultural schools (Banks, 2019; UNESCO, 2023).

Based on the background above, this study aims to analyze how multicultural-based Civic Education training transforms teacher competencies in public junior high schools in Makassar City, particularly in relation to cultural negotiation, pedagogical adaptation, and institutional challenges. The findings are expected to contribute theoretically to the development of multicultural citizenship education and teacher professional transformation studies, while practically offering recommendations for policymakers and schools in designing sustainable and context-sensitive professional development programs (Darling-Hammond et al., 2017; Gay, 2018).

2. METHODS

This study employed a qualitative multiple-case study design. The design was selected because the research aimed to obtain an in-depth understanding of how multicultural-based Civic Education training transformed teacher competencies across different school contexts. A qualitative approach enabled the researchers to explore participants' experiences, perceptions, behavioural changes, and professional practices in natural settings. Meanwhile, the multiple-case study design allowed cross-case comparison among schools so that recurring patterns and contextual differences could be identified systematically (Creswell & Poth, 2022; Yin, 2022; Harrison et al., 2017).

The study was conducted in public junior high schools in Makassar City, South Sulawesi, Indonesia, from January to March 2026. Makassar was selected because it represents a multicultural urban area in eastern Indonesia with heterogeneous student populations in terms of ethnicity, religion, language, and socioeconomic background. This condition made the city relevant as a research setting for examining teacher competence development in diverse learning environments.

Research sites were determined purposively using maximum variation sampling. Ten public junior high schools were selected to represent differences in school location, student composition, school performance, and access to educational facilities. Through this strategy, the study sought to capture broad variations in the implementation and impact of multicultural-based training.

Participants were selected purposively based on direct involvement in Civic Education learning and training activities (Palinkas et al., 2015; Campbell et al., 2020). The main participants consisted of Civic Education teachers who had participated in multicultural-based professional training programs during the last two years. Supporting participants included school principals, vice principals for curriculum affairs, and students who had direct classroom interaction with participating teachers. In total, the study involved 28 participants consisting of 14 Civic Education teachers, 4 principals, 4 vice principals, and 6 students. Participant recruitment continued until data saturation was achieved, indicated by repetitive information and the absence of new significant themes.

Table 1. Anonymized Informant Profile

Code	Participant Category	Gender	School Code	Role/Position	Years of Experience
T1–T14	Civic Education Teachers	M/F	SCH1–SCH10	Civic Education Teachers	5–23 years
P1–P4	Principals	M/F	SCH2, SCH4, SCH7, SCH9	School Principals	12–25 years
VP1–VP4	Vice Principals	M/F	SCH1, SCH5, SCH6, SCH10	Vice Principals for Curriculum	8–18 years
S1–S6	Students	M/F	SCH3–SCH8	Grade VIII Students	—

Data were collected through semi-structured interviews, non-participant classroom observations, and document analysis (Kallio et al., 2016). Semi-structured interviews were used to explore participants' views regarding training experiences, changes in teaching practices, professional challenges, cultural negotiation processes, and perceived impacts on learning quality. Each interview lasted approximately 40–60 minutes and was conducted with participant consent. Classroom observations were undertaken to examine instructional strategies, teacher-student interaction patterns, classroom climate, student participation, and the integration of multicultural values during learning activities (Kawulich, 2005; Morgan, H., et al., 2022). Document analysis covered lesson plans, teaching modules, assessment instruments, reflective notes, school reports, and training materials relevant to the study focus.

The primary research instrument was the researcher, supported by interview protocols, observation checklists, and documentation sheets (Berger, 2015). As the main instrument, the researcher was directly involved in data collection, interpretation, and meaning construction. To reduce subjectivity, reflective journaling, field notes, and peer consultation were conducted throughout the research process.

Data were analyzed using the interactive qualitative analysis model developed by Miles, Huberman, and Saldaña (2020); Braun & Clarke (2022), consisting of data condensation, data display, and conclusion drawing/verification. The analysis process was conducted systematically through several stages.

First, all interview recordings were transcribed verbatim immediately after data collection. Observation notes and supporting documents were compiled and organized according to school cases and participant categories. The researchers repeatedly read the transcripts and field notes to gain familiarity with the data and to identify initial impressions related to teacher competency transformation and multicultural practices.

Second, open coding was conducted manually to identify meaningful units of data. During this stage, keywords, phrases, and participant statements related to pedagogical adaptation, classroom diversity management, cultural negotiation, institutional support, psychological resistance, and professional transformation were labelled with initial codes. Similar expressions and recurring statements were marked and compared across participants.

Third, axial coding was employed to group similar codes into broader analytical categories. Codes related to collaborative learning practices, contextual teaching, and democratic interaction were categorized under "pedagogical transformation." Codes associated with teacher anxiety, resistance to change, and uncertainty in discussing diversity issues were categorized as "psychological barriers." Meanwhile, categories concerning limited facilities, curriculum constraints, and lack of mentoring support were grouped under "structural challenges."

Fourth, the categorized data were synthesized into major themes through thematic interpretation (Braun & Clarke, 2022). Several overarching themes emerged, including: (1) transformation of multicultural pedagogical practices, (2) negotiation between local wisdom and democratic values, (3) structural barriers in implementing inclusive learning, and (4) psychological adaptation in teacher professional identity (Nowell et al., 2017).

Fifth, within-case analysis was conducted to understand each school context individually, focusing on how institutional culture and participant characteristics shaped competency transformation processes. Subsequently, cross-case analysis was undertaken to compare similarities, differences, and contextual variations across schools in order to identify recurring patterns and unique experiences.

Finally, conclusions were continuously verified through iterative comparison between interviews, observations, and documents until credible and consistent interpretations were achieved. The researchers also conducted reflective discussions and peer debriefing sessions to minimize interpretive bias during theme development.

Credibility was strengthened through source triangulation, prolonged engagement, and member checking (Lincoln & Guba, 1985; Nowell et al., 2017). Credibility was strengthened through source triangulation, method triangulation, prolonged engagement, and member checking. Transferability was supported through thick description of research contexts and participants. Dependability was maintained by documenting all research procedures systematically, while confirmability was reinforced through audit trails and peer debriefing with academic colleagues.

Ethical considerations were carefully observed throughout the study. Formal permission was obtained from relevant schools before data collection. All participants received explanations regarding research objectives, voluntary participation, confidentiality, and their right to withdraw at any stage without consequences. Written informed consent was obtained prior to interviews and observations. To protect privacy, participant identities were anonymized using codes such as T1, P1, VP1, and S1. All data were stored securely and used exclusively for academic purposes.

3. FINDINGS AND DISCUSSION

The findings demonstrate that multicultural-based Civic Education training contributed significantly to the transformation of teacher competencies in public junior high schools in Makassar City. However, the transformation process was neither uniform nor linear. The degree of competency change varied considerably depending on teachers' psychological readiness, institutional culture, leadership support, mentoring continuity, and access to educational facilities. The analysis further revealed that teacher transformation involved continuous processes of pedagogical adaptation, cultural negotiation, and professional identity reconstruction rather than merely the acquisition of new teaching techniques.

To present the findings systematically, the results are grouped into several thematic sub-sections derived from the qualitative coding and cross-case analysis process.

Table 2. Main Themes of Teacher Competency Transformation

Main Themes	Key Findings	Dominant Evidence Sources
Pedagogical Transformation	Shift from lecture-based learning to collaborative and contextual learning	Interviews, observations
Inclusive Social Interaction	More democratic classroom communication and sensitivity to diversity	Student and teacher interviews
Professional Adaptation	Integration of contextual civic issues and digital learning resources	Lesson plans, observations
Structural Barriers	Limited facilities, administrative burden, uneven institutional support	Principal and teacher interviews
Psychological Resistance	Fear of change, low confidence, attachment to conventional teaching habits	Teacher interviews
Curriculum Negotiation	Integration of multicultural values with local wisdom and Independent Curriculum demands	Interviews, school documents

The findings indicate that multicultural-based training generated observable changes in teaching practices and classroom interaction patterns. Nevertheless, transformation occurred unevenly across participants and school contexts.

3.1. Pedagogical Transformation through Multicultural Training

One of the strongest findings concerns the transformation of pedagogical competence. Before participating in the training, most teachers relied heavily on lecture-centered instruction, textbook explanation, and memorization-oriented learning. Students were generally positioned as passive recipients of information.

After the training, many teachers gradually adopted collaborative discussion, case-based learning, reflective questioning, simulations, and problem-based learning approaches. Teachers also became more willing to connect Civic Education materials with contemporary social issues relevant to students' experiences.

These findings are consistent with recent studies demonstrating that sustained professional development encourages teachers to adopt student-centered pedagogies, collaborative learning environments, and reflective instructional practices that improve student engagement and learning quality (Admiraal et al., 2021; Darling-Hammond et al., 2021; Hattie, 2023; Postholm, 2012).

One participant explained: "Previously I spent most of the class explaining concepts. Now students discuss real cases and become much more active." (T3). Another teacher stated: "When students are allowed to debate social issues, they understand citizenship concepts more deeply." (T8)

Classroom observations confirmed that students became more active in expressing opinions, asking questions, and engaging in collaborative discussion. In several schools, teachers facilitated mixed-group activities to encourage interaction among students from different social backgrounds.

These findings support Darling-Hammond et al. (2021), who argued that effective professional development transforms teaching practice when teachers themselves experience active and reflective learning models. The findings also reinforce sociocultural perspectives suggesting that pedagogical transformation occurs through reflective interaction between professional learning and classroom experience.

However, transformation rates differed substantially among teachers. Younger teachers and teachers with stronger digital literacy adapted more rapidly to collaborative learning approaches. In contrast, several senior teachers remained more dependent on traditional lecture methods.

One senior teacher admitted: "I understand the importance of interactive learning, but changing long-established teaching habits is not easy." (T10). The findings further indicate that pedagogical transformation is influenced by teachers' beliefs, self-efficacy, and professional identity, confirming previous studies that conceptualize teacher learning as a gradual process rather than an immediate consequence of professional training (Avalos, 2011; R (Schleicher, 2022)ichter et al., 2022). This finding reveals that competency transformation is influenced not only by training exposure, but also by psychological readiness, professional identity, and willingness to unlearn established routines. Therefore, pedagogical transformation should be understood as a gradual and negotiated process rather than an immediate training outcome.

3.2. Negotiating Multicultural Values and Local Wisdom

Another important theme emerging from the analysis concerns teachers' efforts to negotiate multicultural values within local wisdom-based educational contexts. Teachers in Makassar frequently attempted to integrate democratic citizenship principles with local cultural values such as *sipakatau* (mutual humanization), *sipakalebbi* (mutual respect), and *sipakainge* (mutual reminding).

Several teachers considered local wisdom an effective cultural bridge for introducing tolerance and democratic participation. One participant explained: "Students understand multicultural values more easily when linked with Bugis-Makassar cultural principles they already know." (T6). Nevertheless, some teachers also experienced uncertainty when discussing sensitive issues related to religious differences, minority rights, or political polarization. They feared creating classroom tension or parental misunderstanding.

This finding demonstrates that multicultural Civic Education is not simply about delivering universal democratic concepts, but also involves continuous cultural negotiation between local identity, national curriculum expectations, and global citizenship values. The Makassar context therefore provides an important empirical contribution to broader debates on multicultural citizenship education in non-Western societies.

Recent studies similarly argue that culturally responsive pedagogy requires teachers to negotiate global democratic principles with local cultural identities rather than merely Banks (2021) and Meer & Modood (2019), who emphasized that multicultural education is shaped by cultural context, identity politics, and institutional power relations. Teachers do not merely implement curriculum content; they actively reinterpret values according to local sociocultural realities.

This finding also reinforces the growing literature emphasizing that multicultural citizenship education is socially situated and culturally mediated, particularly in non-Western educational settings where local wisdom functions as an important pedagogical resource (Sant et al., 2023; Torres & Bosio, 2020).

3.3. Transformation of Social Competence and Democratic Classroom Climate

The training also contributed to improvements in teachers' social competence, particularly in creating more inclusive and democratic classroom interactions. Teachers reported becoming more conscious of participation inequality and more intentional in involving quieter students during discussions.

One teacher stated: "Now I intentionally invite quieter students to participate, not only those who are already confident." (T5). A student participant similarly explained: "Our teacher now listens more to our opinions and encourages us to respect different perspectives." (S2)

Observations showed that teachers increasingly used persuasive communication, dialogical conflict resolution, and non-authoritarian classroom management. Consequently, classroom environments became more psychologically safe and participatory.

These results support recent evidence showing that inclusive classroom interaction enhances students' psychological safety, democratic participation, and intercultural understanding when teachers intentionally facilitate equitable participation and dialogical communication (OECD, 2023; Schiepe-Tiska, A., et al., 2022; Veugelers, 2023).

Interestingly, social competence often improved faster than pedagogical competence. Many teachers found it easier to modify communication styles than to redesign instructional methods completely. This finding represents an important empirical nuance rarely emphasized in previous studies.

However, contradictions remained visible. In several classrooms, teachers still unconsciously gave more attention to outspoken students while quieter students remained marginalized during discussions. This suggests that inclusive interaction requires continuous reflective practice rather than one-time behavioural adjustment.

Previous studies also indicate that inclusive communication develops through sustained reflective practice rather than isolated professional development activities (Loughland & Alonzo, 2019).

3.4. Professional Competence and Contextual Curriculum Adaptation

Another major finding concerns the transformation of professional competence. Before participating in the training, many teachers depended heavily on textbooks and normative explanations of citizenship concepts. After training participation, teachers increasingly contextualized learning materials using real social issues relevant to students' daily experiences. Previous studies also indicate that inclusive communication develops through sustained reflective practice rather than isolated professional development activities (Loughland & Alonzo, 2019; Postholm, 2022).

Examples included discussions about cyberbullying, misinformation, environmental responsibility, student elections, constitutional rights, and religious tolerance.

One teacher explained: "Students become more enthusiastic when we discuss social media ethics because it relates directly to their lives." (T11). Another participant noted: "I now redesign lesson plans using local social problems so students can connect theory with reality." (T6)

These findings indicate that professional competence involves the ability to reinterpret curriculum content into socially meaningful learning experiences. Teachers increasingly acted as curriculum translators rather than merely curriculum implementers.

Importantly, this transformation strongly relates to the implementation of the Independent Curriculum (*Kurikulum Merdeka*) in Indonesia, which emphasizes student-centered learning, contextual pedagogy, differentiated instruction, and character development. The multicultural approaches adopted by teachers reflected many principles promoted within the Independent Curriculum framework, particularly flexibility, project-based learning, and the strengthening of the *Pancasila Student Profile*. The findings also resonate with international evidence showing that flexible curricula accompanied by teacher autonomy promote contextual learning and higher student engagement when institutional support is available (OECD, 2023; Schleicher, 2022).

However, implementation capacity remained uneven. Teachers in schools with stronger internet access, collaborative leadership, and active professional communities were more capable of integrating innovative materials than teachers in resource-limited schools. Therefore, curriculum transformation depends not only on individual competence, but also on institutional ecosystem support.

3.5. Structural and Psychological Barriers to Teacher Transformation

Although the training generated positive outcomes, several structural and psychological barriers constrained long-term transformation.

Structural Barriers

The most frequently reported structural challenges included:

- limited digital facilities,
- unstable internet access,

- heavy administrative workload,
- limited follow-up mentoring,
- insufficient institutional monitoring systems.

These structural constraints have been consistently identified as major obstacles to sustaining teacher professional development, particularly in resource-limited educational contexts (OECD, 2023; World Bank, 2022; Opfer & Pedder, 2011).

A vice principal explained: “The training was beneficial, but teachers still need continuous mentoring and school support so the innovations can survive.” (VP1). Teachers from resource-limited schools often struggled to sustain collaborative and technology-based learning practices due to inadequate classroom infrastructure.

Psychological Barriers

Similarly, recent studies suggest that teachers' resistance to pedagogical innovation often stems from uncertainty, professional identity reconstruction, and concerns regarding classroom management rather than unwillingness to change (Kelchtermans, 2019).

The analysis also identified important psychological barriers. Some teachers expressed fear of losing classroom control during discussion-based learning. Others lacked confidence in facilitating controversial social issues related to diversity and citizenship.

Several senior teachers admitted difficulty abandoning conventional teaching identities that had been practiced for years.

These findings demonstrate that teacher transformation is deeply connected to professional identity reconstruction. Training alone cannot automatically change long-established beliefs and practices without emotional readiness, institutional encouragement, and reflective support systems.

This finding extends previous professional development studies by emphasizing that resistance to transformation is not necessarily caused by unwillingness, but often by uncertainty, professional insecurity, and contextual constraints.

3.6. Implications for Scientific Development: Sustained Multicultural Competency Transformation Model

Beyond its practical implications, this study contributes theoretically to the development of multicultural teacher professional development literature by proposing a conceptual framework called the Sustained Multicultural Competency Transformation Model (SMCTM). The model was developed inductively from the findings of this multiple-case study and explains how teacher competency transformation occurs within multicultural educational settings.

The findings indicate that competency transformation is not a direct outcome of training participation. Unlike previous models that primarily conceptualize teacher professional development as an individual learning process, the proposed SMCTM emphasizes the interaction among institutional, cultural, and psychological dimensions in sustaining competency transformation (Darling-Hammond et al., 2021; Caena, 2022). Rather, it emerges through a dynamic process involving professional reflection, cultural negotiation, institutional support, and psychological adaptation. The transformation process is shaped by the interaction between enabling factors and constraining factors that influence teachers' ability to internalize multicultural values and translate them into classroom practices.

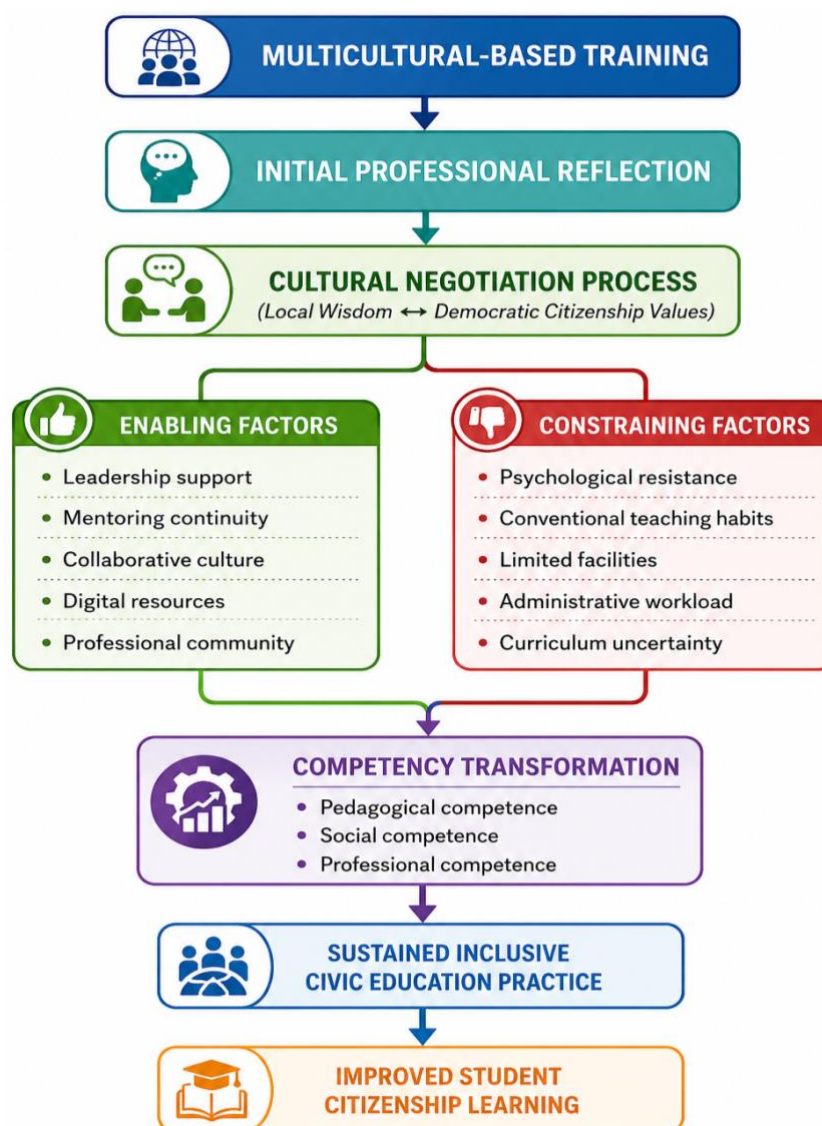
The model begins with participation in multicultural-based Civic Education training, which stimulates teachers' initial professional reflection regarding their instructional practices, attitudes toward diversity, and professional responsibilities. This reflection is followed by a process of cultural negotiation, where teachers reconcile local wisdom values with democratic citizenship principles. In the Makassar context, values such as sipakatau (mutual humanization), sipakalebbi (mutual respect), and sipakainge (mutual reminding) function as cultural resources that support the implementation of multicultural citizenship education.

The study identified several enabling factors that accelerate teacher transformation, including leadership support, mentoring continuity, collaborative professional culture, access to digital learning resources, and participation in professional learning communities. Conversely, transformation is constrained by psychological resistance, attachment to conventional teaching habits, limited educational facilities, administrative workload, and curriculum uncertainty.

The model therefore contributes to contemporary debates on multicultural teacher education by integrating professional learning, culturally responsive pedagogy, and institutional capacity into a unified explanatory framework, extending existing perspectives proposed in recent international studies (Veugelers, 2023; Sant et al., 2023).

The interaction between these enabling and constraining factors determines the extent to which teachers experience transformation in three interconnected domains: pedagogical competence, social competence, and professional competence. Sustainable transformation subsequently contributes to the development of inclusive Civic Education practices characterized by democratic interaction, contextual learning, respect for diversity, and active student participation. Ultimately, these changes lead to improved student citizenship learning outcomes.

Figure 1. Sustained Multicultural Competency Transformation Model



This framework extends previous studies on teacher professional development by emphasizing that multicultural competency transformation is socially and institutionally mediated rather than merely an individual learning outcome. The model also enriches multicultural citizenship education theory by highlighting the importance of cultural negotiation between local wisdom and democratic values as a mechanism for sustainable professional transformation in non-Western educational contexts.

Taken together, these findings provide the basis for the development of the Sustained Multicultural Competency Transformation Model (SMCTM). The model synthesizes the relationships among multicultural training, cultural negotiation, enabling and constraining factors, competency transformation, and student citizenship learning outcomes. As such, it offers a theoretical explanation of how sustainable teacher transformation occurs within multicultural educational contexts and serves as a conceptual contribution to the broader literature on teacher professional development and multicultural citizenship education.

4. CONCLUSION

This study demonstrates that multicultural-based Civic Education training contributes significantly to the transformation of teacher competencies in public junior high schools in Makassar City. The transformation encompasses pedagogical, social, and professional dimensions, enabling teachers to adopt more inclusive, contextual, and student-centered approaches to citizenship education. However, the findings indicate that competency development is not an automatic consequence of training participation. Rather, it is a gradual and context-dependent process shaped by teachers' professional reflection, cultural negotiation, psychological readiness, and institutional support.

A key contribution of this study is the development of the Sustained Multicultural Competency Transformation Model (SMCTM). The model explains that sustainable teacher transformation emerges through the interaction between enabling factors—such as leadership support, mentoring continuity, collaborative professional culture, digital resources, and professional learning communities—and constraining factors, including psychological resistance, conventional teaching habits, limited facilities, administrative workload, and curriculum uncertainty.

The model further highlights the central role of cultural negotiation between local wisdom values and democratic citizenship principles in shaping teachers' professional practices within multicultural educational environments. This perspective extends existing literature on teacher professional development by emphasizing that competency transformation is socially, culturally, and institutionally mediated rather than merely an individual learning outcome.

Practically, the findings suggest that multicultural teacher development should be institutionalized through long-term mentoring systems, collaborative learning communities, reflective professional practices, and equitable educational support. Strengthening multicultural competencies is particularly important for the successful implementation of Indonesia's Independent Curriculum, which requires teachers to facilitate inclusive, democratic, and contextually relevant learning experiences.

Future studies may test and refine the proposed model in different educational settings and cultural contexts to examine its broader applicability and theoretical robustness.

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