

# Cultural Diversity in Industrial Psychology Perspective: The Role of Multicultural Attitude in Workforce Agility for Young Entrepreneur

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**Abstract:** Globalization and advancements in digital technology have transformed the entrepreneurial landscape, requiring young entrepreneurs to be adaptable amidst rapid change and cultural diversity. The rise of Industry 5.0 presents both challenges and opportunities, making workforce agility essential—defined as the individual’s ability to respond to change proactively, adaptively, and resiliently. This study aims to analyze the influence of multicultural attitudes on workforce agility among young entrepreneurs in Indonesia. The research employed a quantitative method using simple linear regression, with the Munroe Multicultural Attitude Scale Questionnaire (MASQUE) and the Workforce Agility Scale (WAS) as instruments. A total of 106 respondents, aged 18–25 years, who own businesses and have international experience, were selected using purposive sampling. The results show that multicultural attitude contributes 16.3% to workforce agility, while the remaining 83.7% is influenced by other factors. These findings indicate that multicultural awareness plays a significant role in enhancing workforce agility, particularly in terms of adaptability and resilience. However, the limitation of the purposive sampling method restricts the generalizability of the results. Further research is recommended to identify additional factors that influence workforce agility in the context of youth entrepreneurship.

**Keywords:** Multicultural Attitude, Workforce Agility, Young Entrepreneur.

## 1 Introduction

The emergence of globalization and digital technologies has tremendously transformed the entrepreneurial and workforce patterns in the 21st century. Industry 5.0 is known to be a digital age that generates a highly dynamic business world, which demands that organizations continuously enhance their strategies, processes, and management practices in order to survive and gain a competitive edge (Ito et al., 2023). Particularly for the next generation of entrepreneurs, the business competition, fast pace of technological development, and cultural diversity of the globalized professional world require them to continuously develop their competencies to ensure resilience and competitiveness (Alviani et al., 2024; Mouboua et al., 2024). Despite the annual increase in the number of young entrepreneurs in Indonesia, who are one of the key elements in preparation for the demographic dividend in 2045 (Badan Perencanaan Pembangunan Nasional, 2022), there are still challenges from digitalization and globalization. Based on research conducted by Firsty and Dachyar (2022), the low use of digital technologies like e-commerce sites and social media for business promotion affects business growth significantly among young entrepreneurs. Furthermore, lim-

ited digital literacy and lack of readiness for the global market are an entrepreneurial competence gap that must be addressed through more comprehensive efforts.

Lacking agility, the decision-making process will be sluggish and inflexible, thereby diminishing the capacity of the organization to innovate and react to threats or opportunities in good time. Secondly, poor agility can be a constraint on cooperation with multicultural teams, impacting negatively on international business growth. Lastly, lack of agility can cause stagnation, organizational collapse, or the inability to grow in a competitive and dynamic setting. Without the nurturing of workforce agility, young business owners can be exposed to a range of negative consequences. They might struggle to anticipate and adapt to rapid market changes, technological revolutions, or shifts in customer attitudes. The fundamental focus of this transformation is in developing workforce competencies, which need to be trained in order to demonstrate agility (Doeze Jager-van Vliet et al., 2019; Sherehiy & Karwowski, 2014)(Sherehiy and Karwowski, 2014; Doeze Jager-van Vliet et al., 2019). Workforce agility is defined as an individual’s ability to react proactively, flexibly, and resiliently to change and uncertainty within the workplace (Sherehiy & Karwowski, 2014). Psychological theories, especially Self-

Determination Theory are often used to explain how intrinsic motivation and psychological needs drive agile behaviors in the workforce (Alviani et al., 2024). The notion of workforce agility has become more prominent in today's workplace, where regulatory, technological, market, and organizational-cultural changes may happen with speed.

The main components of workforce agility are: (1) proactive behavior, such as taking the initiative for change and self-development; (2) adaptivity, or the capacity to fit responses to new and varied contexts; and (3) resilience, or the ability to withstand adversity and maintain effectiveness during stressful situations (Wei et al., 2020). Workforce agility has been found to have a positive effect on productivity, efficiency of work, and innovation at both the organizational and individual levels (Ananda & Sari, 2023). Yet, previous studies have mainly addressed structural and technical elements of organizations such as corporate culture, leadership, and management structures as key determinants of agility. Meanwhile, social and psychological elements of individuals, such as cultural awareness, also play a vital role in fostering agility, especially in the context of the growing diversity of workplaces. In this framework, multicultural attitude is found to be a competency underlying the improvement of workforce agility. Multicultural attitude is defined as the capacity to comprehend, value, and respond favorably to differences in culture (Munroe & Pearson, 2006). It consists of three fundamental elements: (1) know, which pertains to awareness and appreciation of cultural diversity; (2) care, which entails a feeling of empathy and respect for variations in values and norms; and (3) act, which are the actual behaviors demonstrating sensitivity and respect for diversity (Permatasari et al., 2020). In a multicultural and globalized workplace, employees with a strong multicultural attitude show better competence in managing effective communication across cultures, resolving socioculturally generated conflicts, and enhancing cooperative interactions in heterogeneous teams (Haryadi & Sanjaya, 2020; Nelson et al., 2022). In addition, such an attitude enhances the capability to adapt to new values in globalized organizations and enhances flexibility in responding to changes in organizational systems and work practices.

With growing global connectivity and labor mobility, issues of cultural diversity in the workplace become more pronounced. In the absence of a robust multicultural strategy, individuals may face obstacles when communicating with co-workers from diverse backgrounds, potentially impairing collaboration, innovation, and organizational performance. Thus, a multicultural strategy is not only a key to individual success but also a strategic weapon in constructing competitive companies in global economies. Apart from that, empirical studies

have also proven that multicultural attitude is also positively correlated to several dimensions of professional competency, such as having effective communication, being empathic, and flexible in social life (Djamiludin et al., 2018; Haryadi & Sanjaya, 2020). These findings support the presupposition that workforce agility, specifically adaptivity and resilience, could be affected by a multicultural attitude, which are essentially vital for young entrepreneurs in order to survive in a perpetually changing business landscape. Yet, no studies have actually investigated the association of multicultural attitudes and workforce flexibility within the context of youth entrepreneurship. In fact, in the current backdrop of an ever-growing globalized business world, being multicultural in attitude may be a critical differentiator distinguishing young entrepreneurs in their pursuit to penetrate foreign markets and establish global networks. Thus, this research is needed for gaining further insight into the relationship between these two variables and for the advancement of science in building entrepreneurial competence models suitable for the era of globalization.

This research analyses the impact of multicultural attitude as a supporting factor in enhancing workforce agility among young entrepreneurs. Additionally, the study measures the linear regression coefficient of multicultural attitude as a supporting factor for improving workforce agility in young entrepreneurs. The aim of this study is to analyse the dynamics and the level of influence of multicultural attitude on workforce agility among young entrepreneurs. The findings from this study are expected to serve as a reference for stakeholders and organisers of youth entrepreneurship exchange programs in Indonesia. Additionally, this research contributes as a quantitative study, adding knowledge about the dynamics of the influence of multicultural attitude on workforce agility among young entrepreneurs.

### 1.1 Multicultural Attitude

Multicultural attitude refers to an individual's openness, acceptance, and positive orientation toward cultural diversity within society. It involves recognizing, appreciating, and supporting the coexistence of different cultural, ethnic, and social groups while emphasizing equality and mutual respect (Arends-Tóth & Van de Vijver, 2003; Banks, 1997; Berry, 2001). This attitude contrasts with assimilationist views by valuing the maintenance of unique cultural identities within pluralistic societies (Banks, 1997; Verkuyten, 2005). In educational and social contexts, fostering a multicultural attitude is essential for promoting harmonious intergroup relations and reducing prejudice and discrimination (Berry, 2001; Gebretsadik & Kibret, 2020).

### 1.2 Aspects of Multicultural Attitude

According to Munroe and Pearson (2006), multicultural attitude comprises three key components: knowledge

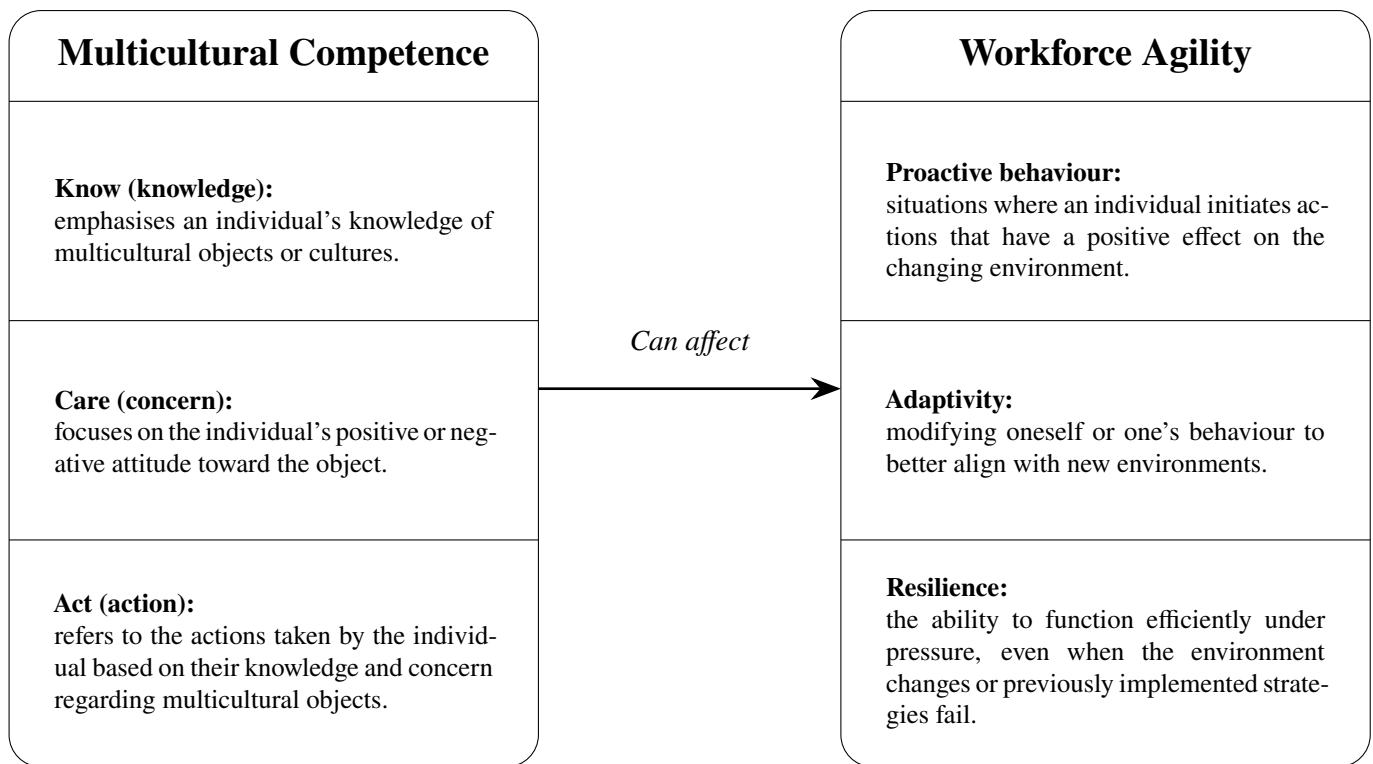


Figure 1: Research Framework

(cognitively), concern (affectively), and action (behaviorally). Cognitively, it involves knowledge and awareness of cultural diversity, social justice issues, and systemic inequalities that affect minority groups (Akkaya et al., 2021; Gebretsadik & Kibret, 2020). Affectively, multicultural attitudes include emotional openness, empathy, and sensitivity toward individuals from diverse cultural backgrounds, which facilitates understanding and acceptance (Akkaya et al., 2021; Berry, 2001). Behaviorally, it reflects a willingness to engage in positive interactions, collaborate across cultural boundaries, and advocate for equality and inclusion in multicultural settings (Banks, 1997; Gebretsadik & Kibret, 2020). These dimensions are often operationalized in instruments such as the Multicultural Attitude Scale, which assesses awareness, sensitivity, and behavioral intentions related to cultural diversity (Akkaya et al., 2021; Banks, 1997).

### 1.3 Factors Influencing Multicultural Attitude

Several factors influence the development and strength of multicultural attitudes. Socialization experiences, including family upbringing and educational exposure, play a critical role in shaping how individuals perceive and respond to cultural diversity (Akkaya et al., 2021; Berger & Luckmann, 1966; Berry & Kalin, 1995). Demographic variables such as gender, ethnicity, and socioeconomic status also affect openness and acceptance toward cultural differences, with some groups demonstrating higher levels of multicultural attitudes than oth-

ers (Akkaya et al., 2021; Gebretsadik & Kibret, 2020). Additionally, intergroup contact theory posits that direct and meaningful interactions with people from diverse backgrounds foster more positive multicultural attitudes by reducing prejudice and increasing understanding (Arends-Tóth & Van de Vijver, 2003; Berry, 2001). Educational interventions, particularly multicultural education and training programs, have been shown to effectively enhance knowledge, empathy, and inclusive behaviors among learners (Akkaya et al., 2021; Banks, 1997). Furthermore, individual personality traits, such as openness to experience, mediate the extent to which a person develops and expresses multicultural attitudes (Arends-Tóth & Van de Vijver, 2003; Verkuyten, 2005).

### 1.4 Workforce Agility

Workforce agility is the ability to efficiently respond or continuously adapt to changes (Al Hammouri et al., 2023). This definition aligns with The Self-Determination Theory that explains that workforce agility is defined as employees’ ability to rapidly adapt, proactively respond, and remain resilient in dynamic work environments (Alviani et al., 2024). Workforce agility is an essential capability for entrepreneurs or organisations to swiftly adapt to changes in both internal and external environments. It encompasses the ability of individuals to respond to market shifts, technological advancements, customer needs, or industry regulations with high flexibility and efficiency.

## 1.5 Aspects of Workforce Agility

The aspects and dimensions of the "workforce agility" variable to be measured in this study encompass various elements that influence an organisation's ability to adapt and respond to change. According to Sherehiy and Karwowski (2014), there are several key aspects and dimensions of workforce agility, namely proactive behaviour, adaptivity, and resilience. Proactive dimension refers to "situations where an individual initiates actions that have a positive effect on the changing environment." This includes behaviours such as (1) anticipating issues related to change, (2) initiating activities leading to solutions and improvements in work, and (3) problem-solving related to change. The adaptive dimension is based on "modifying oneself or one's behaviour to better align with new environments." It involves interpersonal and cultural adaptability when dealing with people from different backgrounds and experiences. It also includes continuous learning of new skills, tasks, technology, and procedures. Adaptive behaviour requires professional flexibility, the ability to take on various roles, seamlessly switch tasks, and work across different teams. The resilience dimension describes the ability to function efficiently under pressure, even when the environment changes or previously implemented strategies fail. This includes: (1) a positive attitude toward change, new ideas, and technologies; (2) tolerance for uncertainty and unexpected situations, differing opinions and approaches; (3) tolerance for stress; and (4) the ability to cope with stress.

## 1.6 Factors Influencing Workforce Agility

Ananda and Sari (2023) state that workforce agility is influenced by several factors, including individual factors (personality, needs, and empowerment), the work environment (teamwork and leadership), and organisational factors (culture and structure). Workforce agility has a significant impact on productivity, cost-effectiveness, innovative behaviour, and the timeliness of achieving goals. Muduli and Pandya (2018) further categorise workforce agility factors into internal and external factors. Internal factors influencing workforce agility include personality, individual needs, and empowerment (Vliet et al., 2019). External factors that can enhance individual agility are linked to environmental and social aspects, such as teamwork and leadership (Munteanu et al., 2010).

## 1.7 Relationship Between Variables

The results of the study by Haryadi and Sanjaya (2020) indicate that there is a positive and significant correlation between professional attitude and the multicultural competence of school counsellors in Banjarmasin City. This means that there is a correlation between multicultural competence and professional competence. The research by Wulandari et al. (2023) also states that cultural

competence among counsellors significantly impacts the effectiveness of guidance and counselling. This reinforces the relationship between multicultural competence and the effectiveness of guidance and counselling provided by counsellors. Based on these two studies, it can be concluded that multicultural competence can influence the professionalism of a counsellor in the educational field. In the study by Hernawaty and Syahrani (2022), it is mentioned that bureaucratic leadership and organisational culture influence workforce agility, mediated by psychological empowerment. This indicates that cultural elements impact workforce agility within the scope of organisational culture. This statement aligns with Abrishamkar et al. (as cited in Hernawaty and Syahrani (2022), who stated that the values, patterns, and basic assumptions of an organisation make its members more proactive, flexible, and resilient in dealing with unexpected situations, which are indicators of workforce agility.

However, up to the time this study was conducted, there had been a few research studies relating to multicultural competence and workforce agility. Therefore, the researcher is interested in deepening the understanding of the relationship between these two variables. We conclude from the previous discussion that there is a correlation between the two variables, specifically that multicultural competence can influence workforce agility, especially in its adaptivity aspect. Below is the conceptual framework developed for this research (1)

## 1.8 Research Hypothesis

This study posits a hypothesis that there is a positive and significant influence of the multicultural attitude variable on the workforce agility variable among young entrepreneurs.

## 2 Method

### 2.1 Research Design

The research method employed is quantitative correlational research. This approach utilises a correlational method. According to Siyoto et al. (Muslimin et al., 2023), quantitative research is defined as a type of research involving numerical data at various stages, including data collection, data analysis, and data presentation. Correlation and linear regression are the most common techniques used to investigate the relationship between two quantitative variables (Bewick et al., 2003). Imran (2018) also states that simple linear regression analysis aims to measure the strength of the relationship between two variables and demonstrate the direction of the relationship between the dependent and independent variables. Therefore, this study utilises simple linear regression analysis to determine the role of multicultural attitude in workforce agility among young entrepreneurs.

## 2.2 Research Subjects

This study employs a purposive sampling method, which is a non-random sampling technique where the researcher ensures that the selection of participants aligns with the specific objectives of the research, thereby facilitating responses relevant to the research case Lenaini (2021). Consequently, the subjects of this research are young individuals aged 18–25 from across Indonesia who own businesses and have traveled abroad at least once in their lifetime. According to Roscoe (1982), a suitable sample size for a study ranges from 50 to 300 samples. In this study, 106 respondents were obtained, indicating that this sample size is appropriate for scientific research. Table (2) presents the obtained data from 106 respondents, comprising 36 males and 70 females. Respondents aged 21 years were the most numerous in this study. Regarding business experience, the majority of respondents had between 1 to 3 years of experience. As for the last international travel experience, most respondents had traveled abroad within the past year.

Table 1: Descriptive Statistics

	Multicultural	Work Agility
Mean	69.274	93.651
Std.Deviation	5.898	7.027
50 <sup>th</sup> percentile	70	94

In table (1), the standard deviation of both scales from the collected data indicates that the data is quite varied. Additionally, the data on the 50th percentile in Table 1 shows that respondents who scored above 70 for the Multicultural variable and 94 for the Workforce Agility variable fall into the high-score category. This means that respondents who scored below these values are classified in the low-score category.

## 2.3 Variable and Research Instruments

In this study, two variables are utilised: multicultural attitude as the independent variable and workforce agility as the dependent variable. Multicultural attitude is the tendency of an individual to understand, appreciate, and react positively to cultural diversity. The instrument used to measure multicultural attitude is the Munroe Multicultural Attitude Scale Questionnaire (MASQUE), which has been adapted by Permatasari et al. (2020). The MASQUE measurement tool is a multidimensional instrument with three dimensions: Know, Care, and Act (Permatasari et al., 2020). This measurement tool consists of 14 items, divided into 6 items representing the "know" dimension, 5 items representing the "care" dimension, and 3 items representing the "act" dimension, with each dimension correlating with one another (Permatasari et al., 2020). According to Permatasari et al. (2020), this scale has good reliability, with Cronbach Alpha values ranging from 0.705 to 0.76 for each dimension.

Items in MASQUE utilise a modified Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree) (Munroe & Pearson, 2006). Workforce agility is the capacity of an individual to remain agile and responsive in a dynamic work environment. The instrument used to measure workforce agility is the Workforce Agility Scale (WAS), which classifies attributes into three dimensions: proactive, adaptivity, and resilience (Wei et al., 2020)). According to Viranda et al. (2023), WAS can be used to reveal a single psychological construct (unidimensionality) and provides consistent results with a reliability coefficient of 0.89. Items in WAS are assessed using a four-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree) (Viranda et al., 2023). This scale has been translated into Indonesian by Iftikhar Mumtaz Husnan, a member of the Himpunan Penerjemah Indonesia (HPI), achieving a TOEFL ITP score of 530.

Therefore, the scale is suitable for use in Bahasa Indonesia. After data collection, the researcher conducted a statistical normality test. The Shapiro-Wilk value for both variables approached 1.000, indicating that the data for both variables is normally distributed. The obtained P-Value is 0.199 (>0.05), which indicates that the data distribution from both variables is well-distributed and meets the normality assumption. Next, the researcher performed a visual normality test using the Q-Q plot of standardized residuals to assess the normality of the collected data. The Q-Q plot of standardized residuals was used because the data would be analyzed using linear regression. The data distribution tends to follow the normal line, suggesting that the data is visually normal based on the graph. Next, the researcher tested data homogeneity based on the respondents' gender. The obtained p-value was 0.529, which is above 0.05, indicating that the data is not homogeneous. After performing the prerequisite data tests, the researcher conducted a reliability test using Cronbach's  $\alpha$ , as parametric data analysis was applied. The estimated value was 0.569, indicating moderate reliability (0.5 - 0.7). Therefore, the data collected from the respondents can be used to describe the research population.

## 2.4 Data Collection and Analysis Procedure

The research was carried out in several stages, including preparation, which involved preparing the scales and blueprints, followed by implementation for data collection. The questionnaire was administered online via Google Forms and distributed through WhatsApp groups. The final stage is the analysis of the research data. The data analysis used is simple linear regression analysis, which is employed to determine the effect of the multicultural attitude variable on the workforce agility variable. According to Malay (2022), the steps involved in processing simple linear regression data are as follows: (1) calculating the correlation coefficient, (2)

Table 2: Binomial test

Variabel	Level	Counts	Total	Proportion	p
Age	19	1	106	0.0009	<.001
	20	4	106	0.038	<.001
	21	46	106	0.434	0.206
	22	26	106	0.245	<.001
	23	12	106	0.113	<.001
	24	9	106	0.085	<.001
	25	8	106	0.075	<.001
Gender	Female	70	106	0.660	0.001
	Males	36	106	0.340	0.001
Business Experience	3 years - 5 years	16	106	0.151	<.001
	1 years - 3 years	59	106	0.557	0.285
	> 5 years	5	106	0.047	<.001
	> 1 years	26	106	0.245	<.001
Last experience traveling abroad	< 1 years ago	74	106	0.698	<0.001
	3 years - 5 years ago	7	106	0.066	<.001
	> 5 years ago	3	106	0.028	<.001
	1 years - 3 years ago	22	106	0.208	<.001

Note. Proportions tested against value 0.5

testing the linearity of the regression line, (3) testing the significance of the regression, and (4) finally testing the significance of the regression coefficient between the variables. In the data analysis process, this research utilised JASP v.0.19.1 for Windows. After obtaining the analysis results, the researcher discusses the findings in relation to previous studies and theories concerning the impact of multicultural attitudes on workforce agility.

### 3 Results

#### 3.1 Category Distribution

The researchers distributed them based on the test results. As shown in table 3, the scoring results for both variables indicate that 60 respondents (56.6%) were categorized as low, while 46 respondents (43.4%) were categorized as high.

Table 3: Binominal test

Variable	Level	Counts	Total	Proportion	p
Multicultural	High	46	106	0.434	0.206
	Low	60	106	0.566	0.206
Workforce Agility	High	46	106	0.434	0.206
	Low	60	106	0.566	0.206

Note. Proportions tested against value 0.5

#### 3.2 Correlation Test

After determining the distribution of categories, the researcher conducted a correlation test to determine

whether there was a relationship between the two variables before performing a linear regression test. In Table 4, the Pearson correlation coefficient obtained was 0.404, indicating a relationship between the two variables. However, the relationship is weak because the Pearson correlation coefficient is close to 0. The correlation coefficient also shows a positive relationship with a correlation value  $> 0.000$ .

Table 4: Descriptive Statistics

Variable		Multicultural	Work Agility
Multicultural	Pearson's r	-	-
	p-value	-	-
Work Agility	Pearson's r	0.404	-
	p-value	<.001	-

#### 3.3 Linearity Test

After the correlation between variables is proven, researchers test the linearity of the data that was collected. In Graph 2, it can be observed that the correlation line aligns with the research hypothesis. However, some outliers cause a high data range for the Workforce Agility variable. Meanwhile, for the Multicultural variable, the data range is not high, indicating low data variation.

#### 3.4 Linear Regression Test

After the correlation between variables is tested, researchers test the coefficient of linear regression from multicultural attitude to workforce agility. In Table 5, the  $R^2$  value from hypothesis 1, representing the linear regression coefficient, was 0.163. This value is in-

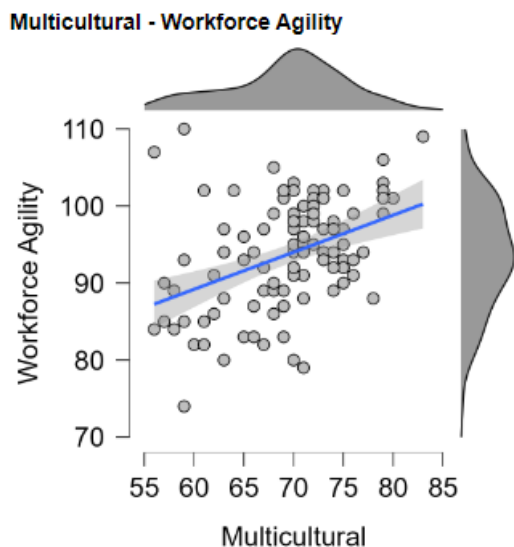


Figure 2: Scatter Plot Linearity Test

terpreted as the proportion of influence that the independent variable contributes to the dependent variable. Thus, it can be seen that multicultural attitudes influence workforce agility by 16.3%. This means that other factors, besides multicultural attitude, influence workforce agility by 83.7%, which are not explained in this study

Table 5: Model Summary - Work Agility

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	RMSE
H <sup>0</sup>	0.000	0.000	0.000	7.027
H <sup>1</sup>	0.404	0.163	0.155	6.458

Note. H1 includes Multicultural

Finally, the researcher examined the regression coefficient values in Table 6, where the standardized regression coefficient was found to be 0.404. However, in this data analysis, the unstandardized regression coefficient was obtained as 0.481 with a constant value of 60.311.

Therefore, the regression coefficient can be tested using the following formula:  $Y = c + B.X$ ,  $Y = 60,311 + 0,481.X$ . Workforce Agility = 60, 311 + 0,481 Multicultural Attitude. Using this formula, it can be interpreted that the multicultural attitude variable explains the variance in the workforce agility variable by 0.481.

## 4 Discussion

The results of this study indicate that 56.6% of respondents still have a low level of multicultural attitude. Similarly, workforce agility is also categorized as low among 56.6% of respondents. A study conducted by Djameludin et al. (2018) found that the average multicultural attitude score of the subjects was in the low category. However, research by Indahinsani and Helmi (2022) revealed

that startup employees demonstrated workforce agility to adapt and survive during the new normal era. This suggests that multicultural attitude has not yet become a widely mastered skill among young entrepreneurs in Indonesia, which in turn affects the optimal implementation of workforce agility in companies and startups. According to Gayatri and Meiyanto (2023), an agile workforce is a crucial factor in the growth of startup companies. Therefore, workforce agility plays a vital role in enabling companies and startups to survive in the face of change. The same applies to multicultural attitudes, which is essential for navigating diversity. Djameludin et al. (2018) also found that low multicultural attitudes are often experienced by individuals or groups with limited social adaptability to new sociocultural environments. This tendency reinforces exclusivism in social interactions, as they may restrict themselves to associating only with people from similar cultural backgrounds and tend to evaluate situations solely from their own cultural perspective.

Most respondents in this study are business owners with 1–3 years of entrepreneurial experience and have traveled abroad within the past year. This indicates that having a longer business experience does not necessarily align with their workforce agility in facing business challenges. According to Khairunnisa and Setiasih (2023), workforce agility is more influenced by factors such as organizational structure, work culture, management systems, and employee engagement. Similarly, international travel experience does not always correlate with one’s multicultural attitude in understanding cultures outside their own. However, individuals who live in multicultural regions or countries tend to develop cultural awareness unconsciously (Nelson et al., 2022). This suggests that students may possess multicultural capabilities, yet the test results in this study indicate that the majority of subjects do not demonstrate significant multicultural attitudes. Multicultural attitude and workforce agility have a positive relationship with a moderate level of intensity. This indicates that these two variables can influence each other. This finding aligns with a similar study by Saptarini and Mustika (2023), which found that adaptive performance and workforce agility have a positive relationship. These results suggest that agile individuals tend to be more adaptive in their work, ultimately enhancing their performance (Saptarini & Mustika, 2023).

The findings of this study indicate that multicultural attitudes contribute 16.3% to workforce agility among young entrepreneurs. This aligns with the research of Mouboua et al. (2024), which states that through concerted efforts to cultivate cross-cultural competence, organizations can unleash the full potential of their workforce, drive innovation, and achieve sustainable growth in the dynamic global marketplace of the 21st cen-

Table 6: Linear Regression Variance Explain Test

Model	Unstandardized	Standard Error	Standardized	t	p
H <sup>0</sup>	(Intercept)	93.651	0.682	137.222	<.001
H <sup>1</sup>	(Intercept)	60.311	7.429	8.119	<.001
Multicultural	0.481	0.107	0.404	4.504	<.001

tury. Additionally, Waruwu (2024) emphasizes that by combining cultural understanding, employee development strategies, policy and procedure adaptation, and advanced HR technology, organizations can achieve success in managing a global workforce. This indicates that a multicultural attitude influences workforce agility. Furthermore, studies by Ajgaonkar et al. (2022), Alavi and Wahab (2013), Jannah (2021), and Lai et al. (2021) highlight the need to consider the global context and cultural variations to gain a more comprehensive understanding of workforce agility theory. As one of the supporting factors of workforce agility, multicultural attitude is classified as an internal factor that develops within an individual. This is supported by Ajgaonkar et al. (2022), who explain that workforce agility is shaped by (1) internal sources, such as skill and competency updates, flexibility and mobility, agile culture, and customer orientation in organizational processes, and (2) external sources, such as resources available in project-based recruitment markets.

In addition, multicultural attitudes also play an external role in helping individuals understand cultural differences and diverse environments in professional settings. This is undeniable, as humans are inherently diverse beings. Alviani et al. (2024) asserts that multicultural competence contributes to a deeper understanding of economic factors, including dynamic pricing strategies, investment policies, and global supply chain integration, and their impact on business strategy, growth, and organizational sustainability in achieving optimal agility amid increasing external uncertainties. Workforce agility is also influenced by other factors not covered in this study. In fact, 83.7% of contributing factors beyond multicultural attitudes were not explored in this research. According to Sameer (2022), the interaction between individual, psychological, and technological factors has a significant influence on workforce agility and performance in the current digital era. Additionally, Naim et al. (2023) suggest that empowering leadership contributes to psychological safety in the workplace, promotes employees' knowledge-sharing behavior, and leads to employee agility. Studies by Saeed et al. (2022), Vuckovic et al. (2023), and Zandi et al. (2021) provide further insights into how psychosocial and technological interactions in the workplace contribute to workforce agility. Therefore, numerous other factors can influence the workforce agility of young en-

trepreneurs.

Furthermore, the researcher has identified several strengths and limitations of this study. One of the strengths lies in the relevance and timeliness of the topic, which explores the significance of multicultural attitude and workforce agility, particularly in the context of globalization. Additionally, the study focuses on young entrepreneurs as the sample group, allowing for a more targeted analysis and enhancing the relevance of the findings to the future global business landscape. Lastly, the practical implications of this research provide valuable insights for educators, policymakers, and business incubators in designing training programs aimed at improving entrepreneurial agility. However, this study also has certain limitations. One notable drawback is the potential for response bias, as data collection was conducted through self-reported measures, which may introduce subjective distortions. Another limitation is the study's exclusive focus on multicultural attitude, without considering other factors that may influence workforce agility. Consequently, the discussion remains less comprehensive in addressing the broader determinants of workforce agility development. The final limitation of this study lies in the use of purposive sampling, which restricts the generalizability of the findings to the broader population of youth worldwide.

## 5 Conclusion

The findings of this study indicate that multicultural attitude is a key factor in enhancing workforce agility among young entrepreneurs. Individuals with a high level of multicultural attitude demonstrate greater adaptability, flexibility, and responsiveness in dynamic business environments. Their ability to understand and interact with diverse cultures allows them to navigate global challenges, seize international opportunities, and develop sustainable business strategies. These results align with existing theories that emphasize the importance of cultural intelligence in fostering resilience and competitiveness in an increasingly interconnected world. While multicultural attitudes significantly contribute to workforce agility, other factors, such as technological literacy, leadership capabilities, and industry experience, also play a role in shaping an entrepreneur's adaptability.

Furthermore, the study highlights that multicultural

attitude not only strengthens internal agility but also enhances external business interactions. Entrepreneurs who possess a deep understanding of cultural diversity are better equipped to manage international partnerships, negotiate across cultural boundaries, and anticipate market shifts influenced by globalization. These findings reinforce the argument that in an era of rapid digitalization and economic uncertainty, young entrepreneurs who develop a multicultural attitude gain a strategic advantage in sustaining business growth and innovation.

## 6 Implication

The implications of this study suggest that integrating multicultural attitude development into entrepreneurial education and training programs is essential for preparing young entrepreneurs for global business environments. Institutions should implement structured learning experiences, such as cross-cultural exchange programs, international mentorship, and business simulations, to foster practical applications of multicultural skills. Additionally, policymakers and business incubators should encourage initiatives that promote cultural diversity in entrepreneurship, as this can strengthen the overall agility and resilience of the business sector. Future research should further explore how multicultural attitudes interact with other dimensions of workforce agility, such as digital transformation and industry-specific demands, to provide a more comprehensive understanding of its role in entrepreneurial success.

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