



Development of Multicultural Instruments for Elementary School Teachers in Arts, Culture and Crafts Learning: Instrument Validation Analysis

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ABSTRACT

This study aims to analyze the validity of the instrument and the readiness of elementary school teachers in implementing multicultural-based learning in the Arts, Culture, and Crafts (SBdP) subject. The research instrument consisted of a questionnaire and interview guide covering ten main indicators. The results of the validity test showed that all statement items were valid, so the instrument was suitable for use. The indicator with the highest achievement was the learning approach aspect (0.938–0.950), which confirmed the tendency of teachers to use thematic, contextual, humanist, and constructivist approaches. Conversely, the lowest achievement was found in the inclusive attitude indicator (0.533) and the use of local media (0.533), which indicated the need for improvement in both aspects. The interview results showed that teacher readiness in multicultural-based learning was in the high to very high category. Learning methods (82.6) and evaluation (82.6) were the dominant aspects, indicating teachers' ability to apply a variety of methods and fair assessment of cross-cultural artworks. Teachers' inclusive attitudes were also recorded as very high (82). However, the indicators in learning (62.7) and approaches (60.5) were still in the fairly high category. Overall, this study confirms that teachers are well prepared to support multicultural-based Arts and Culture learning, although strengthening is still needed in the aspects of approach and cultural integration so that its implementation is more comprehensive.

Keywords: *multicultural instrument, development, validation analysis, SBdP*

Submitted	Accepted	Published
08 July 2025	24 September 2025	30 September 2025

Citation	:	Zufriady, Al Fajar, B., Sari, I.K., Rizka, M., Rahman, F., Radini., Desmita, I., & Balqis, A. (2025). Development of Multicultural Instruments for Elementary School Teachers in Arts, Culture and Crafts Learning: Instrument Validation Analysis. <i>Jurnal PAJAR (Pendidikan dan Pengajaran)</i> , 9(5), 605-616. DOI: http://dx.doi.org/10.33578/pjr.v9i5.318 .
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INTRODUCTION

Arts, Culture, and Crafts (SBdP) learning in elementary schools is a strategic tool for instilling art appreciation, creativity, and an understanding of the nation's cultural values (Edsantrika & Wulandari, 2023). As a multicultural nation, Indonesia possesses a wealth of traditions, languages, arts, and local wisdom, which serve as valuable learning resources. Through SBdP, students not only learn art techniques and skills (Awerman et al, 2023), but also internalize the values of tolerance, appreciation for differences, and a strong sense of nationalism (Putra, 2022). The application of mutual respect and tolerance for cultural differences is emphasized in schools, and teachers play a crucial role.

Teachers act as learning designers and facilitators who not only teach material but also instill an attitude of respect for diversity (Win et al, 2024). Teachers' multicultural competencies include cultural knowledge, inclusive attitudes, and skills in integrating cultural elements into the learning process (Simatupang et al, 2024). In the context of SBdP, these competencies enable teachers to present material that is contextual, relevant to students' lives, and aligned with their cultural backgrounds (Wijayanti & Indriyanti,

2016). Despite its importance, the implementation of multicultural values in SBdP learning often faces obstacles (Setyaningrum et al, 2024). Some teachers tend to use a uniform learning approach, without adapting to students' cultural backgrounds (Zufriady et al., 2024). Furthermore, limited specific training on multicultural education and a lack of local culture-based learning resources are obstacles to optimizing inclusive and meaningful SBdP learning (Rahma, 2024).

Previous research: Several previous studies have shown a positive relationship between teacher multicultural competence and the quality of arts learning (Kurniaman & SB. Sismulyasih, 2019). A study by Dwishiera found that teachers with multicultural training were able to increase student participation in traditional arts learning (Dwishiera et al., 2021). Meanwhile, other research has highlighted that teachers' lack of understanding of local culture can reduce the depth of the material taught (Leong, 2020). However, research specifically linking teacher multicultural competence to the effectiveness of Arts and Culture learning in elementary schools is still limited.

Research on Arts and Culture often focuses on media development, learning methods, or enhancing student creativity (Wijayanti & Indriyanti, 2016). However, studies specifically examining the influence of teacher multicultural competence on the quality of Arts and Culture learning are still limited, especially at the elementary school level (Dewi et al., 2023). This gap is crucial to fill in order to provide empirical evidence on the extent to which multicultural competence can improve learning success, both in terms of the process and student learning outcomes (Pitriani, 2020). Therefore, valid and reliable instruments are essential for measuring and addressing teachers' needs in Arts and Culture learning that facilitates students' multiculturalism.

LITERATURE REVIEW

Arts and Culture (SBdP) at the elementary school level is an integral part of the National Curriculum, aiming to develop arts appreciation, creative skills, and cultural understanding from an early age (Napoli, 2020). SBdP encompasses the realms of fine arts, music, dance, and skills integrated with cultural values and national character (Sopacua & Rahardjo, 2020). This study emphasizes that the success of SBdP learning is greatly influenced by teachers' ability to package material relevant to students' socio-cultural contexts (Zhakina et al., 2025).

Teacher multicultural competence: Teacher multicultural competence is defined as the ability to understand, appreciate, and integrate cultural diversity into the learning process (Lalita et al., 2024). Its main components include cultural awareness, knowledge of diversity, inclusive pedagogical skills, and an open attitude toward differences (Sunarno et al., 2023). In Arts and Culture learning, this competency enables teachers to create more authentic, contextual, and relevant learning experiences for all students, regardless of their cultural background (Edhy & Munawir, 2020).

The theoretical foundation of multicultural education rests on Vygotsky's social constructivism theory, which emphasizes that learning is built through social interactions within a specific cultural context (Nurhadi et al., 2022). Ramlah & Julyyanti added that multicultural integration in the curriculum helps students develop a positive identity and mutual respect (Ramlah & Julyyanti, 2025). This theory is relevant to Arts and Culture because arts and culture are directly linked to the values, traditions, and expressions of society (Suhardiyanto et al., 2025). Research Position and Contribution: Based on the literature review, it is clear that there is a research gap on the direct relationship between teacher multicultural competence and Arts and Culture learning, particularly in the context of elementary schools in multicultural Indonesia (Aprianto & Dafit, 2022). This study aims to fill this gap by providing empirical analysis and practical recommendations for multicultural research. The findings produced are expected to be a reference in the development of teacher training programs and educational policies that support diversity-based SBdP learning. curriculum (Aulia, 2024). The development of multicultural education instruments based on Vygotsky's theory was developed into four indicators as seen in Figure 1 and indicators SBdP learning in Figure 2.

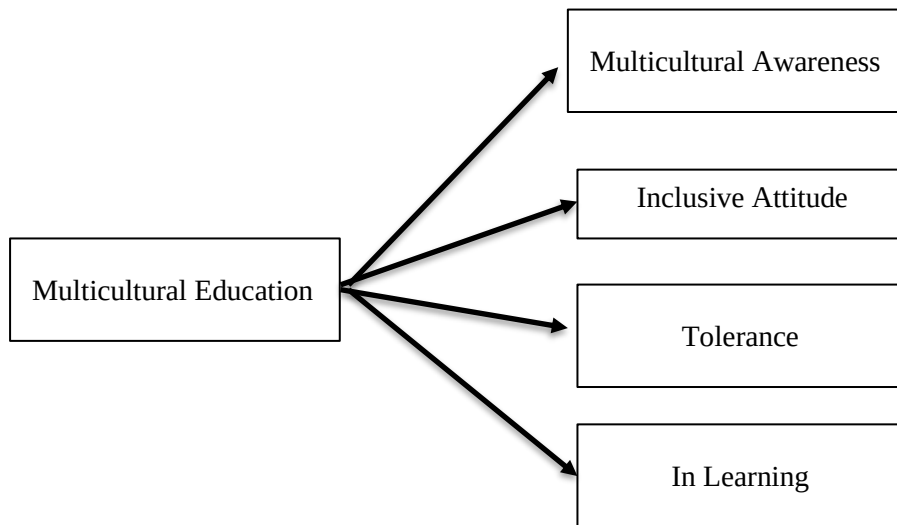


Figure 1. Literature Review of Multicultural Education Indicators

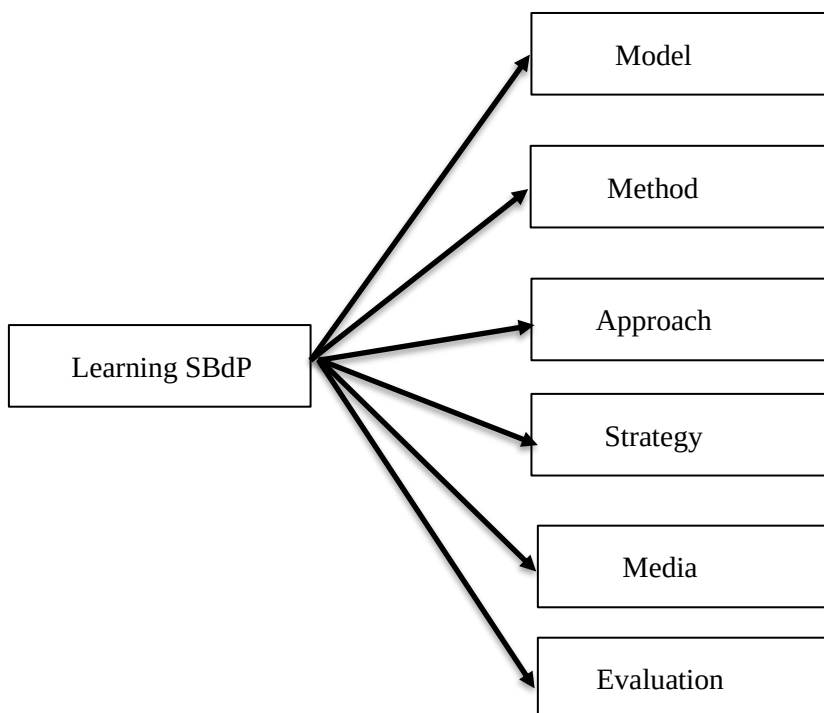


Figure 2. Literature Review of SBdP Learning Indicators

METHOD

Research methods

The research method used is a survey method, which is a form of quantitative research that aims to obtain data from a population by taking a specific sample. According to (Sugiono, 2019), survey research is conducted in natural, not artificial, conditions, with data collection using instruments such as questionnaires, structured interviews, or tests given to respondents. Survey research has the following main characteristics: the use of samples to represent the population, the data obtained is analyzed quantitatively, and the results can be generalized. With this method, researchers can describe the opinions, attitudes, perceptions, and characteristics of respondents, as well as test hypotheses regarding the relationships between variables.

Respondents

Data collection was conducted randomly by distributing a questionnaire to elementary school teachers in Pekanbaru via a Google Form. A total of 32 teachers participated. This data was used to test the validity of the research instrument.

Research Instruments

The instruments developed consisted of two types: a questionnaire and an interview guide. These instruments were used to measure teachers' influence on multicultural learning, based on indicators of awareness, attitudes, multicultural integration, and implementation. Prior to the validity test, the questionnaire contained 35 items, but after the validation process, 28 items were found to be valid.

Data Analysis Technique

The study consisted of 28 statement items developed based on indicators of teacher readiness in supporting the SBdP. Each item employed a five-point Likert scale. Data analysis was carried out in two stages. First, a validity test was conducted using the item total correlation technique at a 5% significance level with $r_{table} = 0.355$. An item was considered valid if $r_{count} > r_{table}$. Second, a reliability test was performed using Cronbach's Alpha coefficient with the assistance of SPSS software. An Alpha value ≥ 0.9 indicated very high reliability. The assessment criteria for interview instruments are presented in Table 1.

Table 1. Interview Instrument Assessment Criteria

Interval	Category
82-100	Very High
63-81	High
44-62	High Enough
25-43	Not High Enough

RESULTS AND DISCUSSION

The validity test results show that all 28 items are valid. The calculated r values range from 0.533 to 0.938, with an average of 0.81, which is considered high. These results confirm that most of the instrument items are able to accurately measure the construct of teachers' multicultural influence. The reliability test results show that the instrument has a Cronbach's Alpha value of 0.91, which is considered very high. This means that the instrument has strong internal consistency and can be relied upon for use in similar research in the future. The following table 2 shows the results of the validity of the statements in the questionnaire instrument.

Table 2. Results of the Validity of the Questionnaire Instrument

No	Indicator	Statement	Results	Category
1.	Multicultural Awareness	I understand the importance of cultural diversity in Arts and Culture learning.	0.742	valid
		I recognize the potential of local and national arts, culture and traditions as learning resources.	0.829	valid
		I appreciate students' cultural differences in expressing their artwork.	0.867	valid
2.	Inclusive Attitude	I display an open attitude towards differences in students' cultural expressions.	0.533	valid
		I avoid discrimination in assessing artwork based on students' cultural background.	0.771	valid
3.	Tolerance	I encourage students to respect each other's work from different cultural backgrounds.	0.886	valid
4.	In Learning	I relate Arts and Culture material to various local, national, and global cultural elements.	0.828	valid
		I develop learning activities that introduce the diversity of arts (dance, music, visual arts, crafts) from various regions.	0.84	valid
		I provide space for students to explore art according to their respective cultural identities.	0.792	valid
5.	Model	I choose a learning model that suits the multicultural characteristics of students.	0.761	valid
		I adapt the learning model with the aim of fostering tolerance and cooperation between students.	0.69	valid
		I am able to modify learning models to suit local cultural contexts and student needs.	0.859	valid
6.	Method	I use a variety of methods (discussion, demonstration, hands-on practice, role play) to accommodate cultural diversity.	0.785	valid
		I chose a method that allows students to actively participate in showcasing their respective cultures.	0.688	valid
		I avoid single methods that limit students' cultural expression.	0.833	valid
7.	Approach	I use a thematic, contextual, or culture-based approach in teaching Arts and Culture.	0.845	valid
		I emphasize a humanist and constructivist approach that values students' cultural experiences.	0.938	valid
		I relate Arts and Culture learning to students' daily lives and cultural backgrounds.	0.95	valid
8.	Strategy	I use collaborative learning strategies that encourage cross-cultural interactions.	0.844	valid
		I apply differentiation strategies to adapt learning to the needs of students from different cultural backgrounds.	0.742	valid
		I use appreciative strategies, for example, providing space for students to appreciate each other's cross-cultural artwork.	0.829	valid
9.	Media	I choose learning media (visual, audio, audiovisual, digital) that reflect cultural diversity.	0.867	valid
		I use local media (traditional musical instruments, pictures of regional dances, local crafts) to strengthen	0.533	valid

		students' understanding of the diversity of arts and culture.		
		I integrate digital technology (cultural videos, art applications) as multicultural media.	0.771	valid
		I adapt the learning media to the students' background and availability of facilities.	0.886	valid
10.	Evaluation	I judge students' artwork based on creativity and originality, not just on cultural standards.	0.828	valid
		I use a grading rubric that is fair and inclusive of various cultural expressions.	0.84	valid
		I provide feedback that encourages appreciation of students' cultural uniqueness.	0.792	valid

Based on the validity test results, all statement items compiled in the ten indicators were declared valid because the correlation value obtained was greater than the r value of the table. In the multicultural awareness indicator, the correlation value ranged from 0.742 to 0.867, indicating that teachers have a good understanding of the importance of cultural diversity and respect the differences in students' artistic expressions. The inclusive attitude indicator had a value between 0.533 and 0.771, where the lowest value was found in the statement regarding an open attitude towards differences in cultural expressions, but it was still valid so that this instrument could be used to measure teacher openness. The tolerance indicator showed very high validity with a value of 0.886, which emphasized the role of teachers in encouraging students to respect cross-cultural artworks. Furthermore, the learning indicator obtained a value of 0.792–0.840, which emphasized the teacher's ability to link Arts and Culture material with cultural diversity and provide space for students' artistic exploration.

The learning model indicator showed a validity value of 0.690–0.859, demonstrating teachers' flexibility in selecting and modifying models to suit the needs of multicultural students. The learning method indicator scored 0.688–0.833, indicating that the variety of methods used by teachers effectively accommodates cultural diversity. The learning approach indicator scored the highest among all indicators, at 0.845–0.950, indicating that the thematic, contextual, humanist, and constructivist approaches strongly reflect teachers' multiculturalism. The learning strategy indicator also demonstrated high validity, with a value range of 0.742–0.844, emphasizing teachers' role in using collaborative, differentiated, and appreciative strategies.

For the learning media indicator, scores ranged from 0.533 to 0.886, with the lowest score appearing for the statement about the use of local media. However, overall, the indicator remained valid. This demonstrates teachers' ability to adapt both traditional and digital learning media to suit students' cultural contexts. Finally, the learning evaluation indicators showed values of 0.792–0.840, confirming that teachers conducted assessments fairly, inclusively, and emphasized the creativity and originality of students' artwork. Overall, the indicator with the highest validity was the learning approach (0.950), while the lowest was inclusive attitudes and learning media (0.533), but both still met validity requirements. The interview instrument is shown in Table 3.

Table 3. Interview Instrument Validation Results

No	Indicator	Question	Results	Category
1.	Multicultural Awareness	What are your views on the importance of cultural diversity in Arts and Culture learning in the classroom?	80.2	High
		To what extent do you utilize local arts and culture as learning resources in Arts and Culture?	75.9	High
		What do you usually do when students express artwork that is different from the majority culture?	81.1	High

2.	Inclusive Attitude	How do you foster an attitude of mutual respect among students for works of art from different cultural backgrounds?	82	Very High
		Have you ever faced discrimination in arts education? If so, how did you respond?	70.9	High
3.	Tolerance	How do you ensure that all students feel valued in SBdP activities?	75	High
4.	In Learning	How do you relate Arts and Culture material to local, national, and global culture?	62.7	High Enough
		How often do you introduce the diversity of arts (dance, music, visual arts, crafts) from various regions?	70	High
		How do you provide opportunities for students to express art according to their respective cultures?	77.5	High
5.	Model	What learning models do you usually use to accommodate students' cultural diversity?	66.5	High
		Why did you choose this learning model?	70.6	High
		How do you adapt the learning model to the local cultural context at school?	80.5	High
6.	Method	What learning method do you think is most effective for teaching Arts and Culture in a class with culturally diverse students?	82.6	Very High
		How does this method help students showcase their culture?	80	High
		What obstacles do you face when using various methods in Arts and Culture learning?	85	Very High
7.	Approach	What approach do you usually use in Arts and Culture learning? (e.g. thematic, contextual, humanistic)?	76.7	High
		How does this approach help students appreciate each other's cultural experiences?	60.5	High Enough
		How do you connect Arts and Culture material with students' daily lives?	72.7	High
8.	Strategy	What learning strategies do you use to encourage collaboration between students from different cultural backgrounds?	73.4	High
		How do you adapt your learning strategies to suit the diverse needs of your students?	77.8	High
		How do you foster an attitude of mutual appreciation for cross-cultural work in the classroom?	77.8	High
9.	Media	What learning media do you use most often in Arts and Culture learning?	80.5	High
		How do you use local media (for example traditional musical instruments or pictures of regional dances) in learning?	78.7	High
		Have you ever used digital media (e.g., cultural videos, art apps) in Arts and Culture? What was your experience?	70.6	High
		How do you adjust media selection to the availability of facilities at school and the students' backgrounds?	80.5	High
10.	Evaluation	How do you assess students' artwork to ensure it is fair to all cultural backgrounds?	82.6	Very High
		What form of rubric or assessment criteria do you use?	77	High
		How do you provide feedback to students so that they are motivated and respect each other's cultural uniqueness?	75.5	High

Based on the results of the instrument validity analysis, all questions posed to teachers were deemed valid, with scores ranging from fairly high, high, to very high. The multicultural awareness indicator showed high scores (75.9–81.1), indicating teachers understand the importance of cultural diversity, utilize local arts and culture as learning resources, and appreciate students' diverse artistic expressions. The inclusive attitude indicator scored very high (82) for fostering mutual respect among students. Although the score for addressing discrimination was lower (70.9), it remained in the high category. The tolerance indicator scored high (75), indicating teachers strive to ensure all students feel valued in Arts and Culture learning.

For the learning indicators, scores varied, ranging from 62.7 (fairly high) for linking Arts and Culture material to local, national, and global cultures to 77.5 (high) for providing students with opportunities to express themselves culturally. The learning model indicator also ranked high (66.5–80.5), confirming teachers' ability to select and adapt models to local cultural contexts. The learning method indicator received the highest overall score, at 85 (very high), indicating that method variation is considered highly effective in accommodating student diversity, despite challenges in its implementation.

The learning approach indicator was in the high category (72.7–76.7), but there was a low score of 60.5 (quite high) in the aspect of how the approach helps students appreciate cultural experiences, so it needs more attention. The learning strategy indicator was in the high category (73.4–77.8), which indicates that teachers have implemented collaborative, differentiated, and appreciative strategies in the classroom. The learning media indicator obtained a high score (70.6–80.5), confirming that teachers are able to utilize local and digital media, and adapt them to the facilities and backgrounds of students. Finally, the evaluation indicator obtained a high to very high score (75.5–82.6), especially in the fair assessment of cross-cultural artworks. Thus, the results of this validity test confirm that the instrument can be used to measure teacher readiness in multicultural-based Arts and Culture learning. The aspect with the highest achievement was in the learning method (85), while the lowest achievement was in the learning approach (60.5) and in learning (62.7), although both were still considered quite high.

Discussion

The results of the instrument validity test indicate that all statement items are valid, because the correlation coefficient value obtained is above the table r value. This means that each item is able to measure the intended indicator accurately. In the multicultural awareness indicator, the validity value ranges from 0.742–0.867, which indicates that teachers have a good awareness of the importance of cultural diversity, the use of local arts and traditions, and respect for differences in student expression (Kurniaman et al., 2024). This is in line with the view (Zhakina et al., 2025) that multicultural education emphasizes teacher awareness in integrating diversity values and practices into the learning process.

The inclusive attitude indicator has a validity value of 0.533–0.771, indicating teachers' openness to accepting differences and avoiding discrimination. Although the openness aspect had the lowest score (0.533), the instrument remains valid and can be used to measure teachers' inclusive attitudes. According to Nieto (2010), an inclusive attitude is a crucial foundation for building a fair and equal learning environment for students from diverse cultural backgrounds. The tolerance indicator achieved a very high validity value (0.886), confirming that teachers encourage mutual respect for cross-cultural artworks, consistent with the view (Zufriady et al., 2024) that multicultural education must foster tolerance in interactions between students. The learning indicator showed a validity value of 0.792–0.840, indicating that teachers are able to link Arts and Culture material to cultural diversity and provide space for artistic exploration according to students' identities. This aligns with Gay (2018), who emphasized the importance of culturally responsive learning in the curriculum. The learning model indicator also had validity (0.690–0.859), reflecting teachers' flexibility in selecting and adapting models to students' cultural contexts. Similarly, the learning method indicator (0.688–0.833) shows that a variety of methods are used to accommodate diversity. In the learning approach indicator, the validity value is very high (0.845–0.950), confirming that teachers use thematic, contextual, humanist, and constructivist approaches. This emphasizes the importance of social constructivism in linking students' cultural

experiences to the learning process (Kurniaman et al., 2025). The learning strategy indicator (0.742–0.844) is also valid, which means teachers have implemented collaborative, differentiated, and appreciative strategies to foster cross-cultural interactions (Noviana et al., 2023).

The learning media indicator showed a validity value of 0.533–0.886, with the lowest value for the use of local media. This indicates the need to increase the use of traditional media as part of strengthening students' cultural identity. According to Mayer (2021), varied learning media can improve students' understanding, especially when adapted to their cultural background. Finally, the evaluation indicator obtained a validity value of 0.792–0.840, confirming that teachers conducted assessments fairly and inclusively and provided positive feedback on the diversity of student work. This emphasizes the importance of assessment rubrics that value student creativity and originality (Kurniaman et al., 2024). Overall, the instrument validity results indicate that all indicators are in line with multicultural education theory and can be used to measure teachers' readiness to integrate cultural diversity values into Arts and Culture learning (Munjiatun et al., 2023). The indicator with the highest achievement is the learning approach (0.950), which shows the strength of teachers in choosing a culturally responsive approach, while the lowest achievement is in the inclusive attitude and learning media indicators (0.533), which although valid, still require strengthening in practice.

Validity results indicate that all items are valid and represent the constructs being measured. For multicultural awareness (0.742–0.867; high category), these findings align with studies of local wisdom-based curricula, which confirm that integrating regional cultural knowledge strengthens students' multicultural awareness and makes learning more meaningful at the local, national, and global levels, positioning local wisdom as an effective medium for internalizing diversity values (Parmin & Trisnowati, 2024). The inclusive attitudes item (0.533–0.771; still valid) indicates areas that need strengthening, particularly openness to different cultural expressions. According to Haryanti et al., 2024, teacher cultural competence, positive teacher-student relationships, and a culturally relevant curriculum are prerequisites for an inclusive classroom climate.

Overall, consistent validity across all indicators indicates that the instrument is suitable for measuring multicultural arts and culture learning practices. Areas for practical strengthening, particularly inclusive attitudes (openness) and the use of local media, have also been identified by recent research, providing evidence-based guidance for improvement.

CONCLUSIONS AND RECOMMENDATION

Based on the results of the questionnaire instrument validity test, all statements in the ten instrument indicators were declared valid, so the instrument is suitable for use to measure teacher readiness in multicultural-based Arts and Culture learning. The indicator with the highest achievement was in the learning approach (0.938–0.950), which indicates that teachers have a strong tendency to use thematic, contextual, humanist, and constructivist approaches in connecting material with students' cultural experiences. Meanwhile, the lowest achievement was seen in the inclusive attitude indicator (0.533) and the use of local media (0.533), which although valid, indicates that both aspects still need to be improved. In general, the results of this study confirm that elementary school teachers are well prepared to integrate multicultural values into Arts and Culture learning, especially in the aspects of multicultural awareness, tolerance, strategies, and fair and inclusive evaluation.

Based on the results of the interview instrument, it can be concluded that, in general, teachers' readiness to implement multicultural-based learning in Arts and Culture subjects ranges from high to very high. The indicators with the highest scores were learning methods (82.6) and evaluation (82.6), which were in the very high category. This indicates that teachers are able to apply a variety of learning methods and use fair and inclusive assessments for all student artwork from diverse cultural backgrounds. Furthermore, teachers' inclusive attitudes also ranked very high (82), demonstrating their openness to cultural differences in learning. Meanwhile, indicators that still require special attention are aspects of learning (62.7) and learning approaches (60.5), which ranked in the moderately high category. These findings indicate that some teachers

still face challenges in linking Arts and Culture materials to local, national, and global cultures, as well as in optimally implementing humanistic and contextual approaches. Therefore, it can be concluded that teachers are well prepared to support multicultural-based Arts and Culture learning, particularly in the use of learning methods, strategies, media, and evaluation. However, strengthening is still needed in the aspects of the approach and integration of learning with cultural contexts, so that multicultural education can be implemented more comprehensively in elementary schools.

Implications

The results of this study have important implications for various parties. For teachers, the findings regarding the instrument's validity indicate the need to improve inclusive attitudes and the use of local media in arts and culture learning, so that students' cultural diversity can be better accommodated. For schools, these results emphasize the importance of institutional support in the form of providing multicultural learning resources, both local and digital media, as well as teacher training programs oriented towards inclusive education. Furthermore, for curriculum developers, this valid instrument can be used as a reference for mapping teacher readiness and designing multicultural-based learning strategies that are appropriate to student needs. Meanwhile, for future researchers, these results open up opportunities to develop the instrument with broader indicators, such as multicultural digital competencies, and test it in different school contexts to make the research results more comprehensive and generalizable. Thus, this study not only confirms the instrument's feasibility but also provides practical and theoretical direction for strengthening multicultural-based arts and culture learning in elementary schools.

Recommendation

Based on the research findings, several recommendations can be made. First, for elementary school teachers, it is important to continue to improve inclusive attitudes and expand the use of local media in Arts and Culture learning so that students' cultural diversity can be more optimally facilitated. Second, for schools, institutional support is needed in the form of providing multicultural learning tools, both based on local and digital media, as well as teacher training programs oriented towards inclusive education practices. Third, for curriculum developers, this proven valid instrument can serve as a basis for mapping teacher readiness and designing multicultural-based learning strategies that are appropriate to the needs of students in various contexts. Fourth, for future researchers, it is recommended to develop an instrument with more comprehensive indicators, such as multicultural digital competencies, and conduct testing in different school contexts to broaden the research results and make them more generalizable. Thus, this research provides practical and theoretical contributions to strengthening the implementation of multicultural-based Arts and Culture learning in elementary schools.

ACKNOWLEDGMENT

This research received a grant from the University of Riau's superior research scheme with the 2025 budget year with contract number: 29064/UN19.5.1.3/AL.04/2025. Thanks to the Rector of the University of Riau, the Dean of the Faculty of Teacher Training and Education, the Pekanbaru City Education Office, and elementary school teachers who were willing to be respondents and research members who contributed to this research.

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