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Multicultural education through Pancasila-based visual learning media: A research and development study

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Abstract: This study aims to develop educational media grounded in Pancasila values to enhance multicultural education in higher education. In a diverse society like Indonesia, education that promotes democracy, justice, and inclusivity is becoming increasingly vital. Employing a Research and Development (R&D) methodology based on the Borg & Gall model, this study includes stages of design, development, expert validation, limited user testing, and dissemination. The resulting product comprises five thematic educational media tools, each representing a dimension of multicultural education grounded in one or more principles of Pancasila. Validation was conducted by two civic education experts and five students who had previously taken a Multicultural Education course. Findings indicate that all media were deemed appropriate, with an average evaluation score exceeding 80. Expert feedback highlighted the need for improvements in visual aesthetics, image clarity, and the integration of the curriculum. The study demonstrates that Pancasila-based educational media not only enhance students' cognitive understanding but also foster critical awareness and inclusive attitudes in civic life. The developed media show strong potential for integration into both Civic Education and Multicultural Education courses at the tertiary level.

Keywords: educational media, Pancasila values, multicultural education, R&D development, and citizenship education.

Introduction

In the context of Indonesia's plural and multicultural society, education has a strategic role in building awareness of diversity, internalising national values, and fostering tolerant and inclusive attitudes in the younger generation. Multicultural education not only serves to introduce diversity, but also to strengthen commitment to the values of democracy, social justice and respect for human rights. These values align with the nation's ideology, which serves as the foundation of the state and the source of national values.

The ideas encompassed in multicultural education aim to promote social justice, equity, and cultural diversity within the educational system. Principles of multicultural education are crucial. The goal of multicultural education is to advance social justice and fairness by reorganising the educational system to embrace culturally diverse and equitable practices (Aydin, 2013; Aydin & Cinkaya, 2018; Sleeter & Montecinos, 2005). As part of this process, children are provided with information on the history, culture, and achievements of other cultural communities. This helps students develop an awareness and respect for the various cultures that exist in the world (Cha et al., 2017).

The ideas of multicultural education include the incorporation of a culturally sensitive curriculum, the use of equitable assessment techniques, and the establishment of organisational structures that encourage interaction across racial and ethnic boundaries (Sleeter & Montecinos, 2005). Additionally, it emphasises the significance of a transformational curriculum, equitable pedagogy, the eradication of bias, and the establishment of an empowered school culture and social structure (Acar Çiftçi & Gürol, 2015; Halupa, 2015).

The implementation of multicultural education has the potential to enhance educational equality for students from diverse cultural backgrounds, resulting in favourable effects on their learning outcomes (Barakoska, 2013; Howard-Hamilton et al., 2023). It is intended to enhance students' cross-cultural competence, awareness, and citizenship skills, thereby contributing to their capacity to thrive in a culturally diverse society (Grudnoff et al., 2017). The approach aims to enhance the educational and social opportunities for cultural and linguistic minorities, with the ultimate goal of improving student academic attainment and achievement (Gordon et al., 2021).

Nevertheless, there are numerous obstacles to overcome when implementing multicultural education, particularly in meeting the diverse needs of students from various cultural backgrounds (Bennett, 2001; Green & Edwards-Underwood, 2015). When it comes to delivering successful instruction in multicultural classrooms, teachers face several important challenges, including the complexity of recognising the diversity of their pupils and accommodating a variety of learning styles (Rice & Pollack, 2014). The obstacles that are present in multicultural classrooms go beyond racial and linguistic disparities; they also include religious differences, gender equality, students with impairments, and other issues. As a result, instructors are required to continually improve their intercultural knowledge and their ability to manage students.

Multicultural education is considered a tool that can prepare future citizens with the information, skills, and attitudes necessary to thrive in a culturally diverse society. This can contribute to the establishment of a new type of social unity for a democratic society (Okoye-Johnson, 2011). The elimination of oppression and injustice, the promotion of social justice, fairness, and equality, and the development of a more inclusive and equitable society are all significantly aided by this principle (Barakoska, 2013). The method can cultivate cross-cultural competency and awareness among students, contributing to the formation of a citizenry that is more socially responsible and globally aware.

In practice, multicultural education in Indonesia often remains normative and lacks contextual and applicable pedagogical tools. This condition negatively impacts

students' emotional engagement and their ability to critically reflect on issues of diversity within their social environments. As emphasised by Nieto (2000), effective multicultural education must be grounded in students' lived experiences, engaging not only their cognitive domains but also their affective and social dimensions. Although some implementations of multicultural education have demonstrated limited depth and relevance, there are promising practices where students actively participate in reflective and emotionally resonant learning experiences through diverse instructional methods and resources. Therefore, multicultural education can indeed be meaningful and transformative when it is adapted to the unique needs and contexts of learners.

Responding to these pedagogical challenges, this study aims to develop thematic educational media grounded in Pancasila values to enhance the implementation of multicultural education. The media is designed not merely as a conduit for delivering knowledge but as an interactive platform that allows students to engage directly with the dynamics of cultural diversity, critically examine contemporary social issues, and cultivate national consciousness. The research aims to produce educational media that is pedagogically sound, contextually relevant, and effective in transmitting multicultural values in an integrative manner with the foundational principles of Pancasila.

The ultimate objective of this study is to foster a more inclusive and tolerant society by promoting mutual respect and intercultural understanding among students from diverse backgrounds. Through the integration of Pancasila values into educational media, students are expected not only to acquire knowledge about multiculturalism but also to internalise the ethos of "*Bhinneka Tunggal Ika*" (Unity in Diversity) as a lived civic virtue. This innovative pedagogical approach aims to empower students to become proactive agents in building a harmonious and cohesive national society.

This research was conducted in the Civic Education Study Program (Program Studi Pendidikan Pancasila dan Kewarganegaraan/PPKn), Universitas Ahmad Dahlan (UAD), Yogyakarta. The selection of this research site is grounded in its relevance to the study's objectives, as it provides a realistic educational setting for the design, application, and evaluation of multicultural educational media. By involving undergraduate students as participants in the development and validation phases, the study ensures the contextualisation and applicability of the media within actual learning environments, thereby contributing to the broader discourse on transformative civic education in Indonesian higher education.

Method

This research uses a Research and Development (R&D) approach with a development model that adapts the stages from Borg and Gall (2003), including (1) preliminary study, (2) initial design, (3) initial product development, (4) expert validation, (5) limited trials, and (6) dissemination of results. The preliminary study involves identifying the problem and conducting a literature review, while the initial design stage focuses on creating a theoretical framework for the research. Each stage in the model is crucial for ensuring the systematic development and validation of the research product.

The research subjects consisted of five students who had completed the Multicultural Education course in the Citizenship Education study programme and two experts in the field of Citizenship Education, namely lecturers from Yogyakarta State University, who served as validators of content and media feasibility.

The research was conducted on campus and involved students who were purposively selected based on their engagement with relevant material. The developed products consist of five thematic educational media, each representing an important aspect of multicultural education based on the principles of Pancasila:

1. Media 1: The Top of Diversity (*Nilai persatuan dan kebinekaan*).
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2. Media 2: Democracy Diorama (*Sikap demokratis*),
3. Media 3: Diversity Lane (*Keadilan hukum dan inklusivita*).
4. Media 4: Box Explosion (*Kearifan lokal*).
5. Media 5: Unity in Diversity (*Hak individu dan tanggung jawab sosial*).

The instruments used include a media feasibility assessment questionnaire, completed by both students and experts, which assesses aspects such as design, presentation, and practical use. The scale ranges from 1 (very unsuitable) to 5 (very suitable) for experts and uses numerical scores for students. Qualitative notes and suggestions from expert validators were also collected to support the quantitative data. The data collected from the questionnaires and expert feedback will be analysed to determine the effectiveness of each medium in promoting values of inclusivity, local wisdom, individual rights, and social responsibility. This analysis will provide valuable insights for the further development and improvement of media tools that promote these important values among students.

Data were analysed descriptively and quantitatively to determine the average feasibility scores of each medium, as well as qualitatively to interpret the input from experts and students. Validity is strengthened through source triangulation and member checking, which involves comparing the results and interpretation of the data against the findings. This comprehensive approach ensures a robust evaluation of the effectiveness of each media platform in promoting the desired values. By incorporating multiple perspectives and data analysis techniques, this study aims to provide a thorough understanding of how different media can be utilised to instil important values in students.

Results and Discussion

Result

The research data strongly support the five main topics in multicultural education and strengthen the argument that the developed diversity education media is not only informative, but also transformative. This media is designed to shape students as agents of change who think critically, appreciate diversity, and apply Pancasila values concretely in the life of a multicultural nation and state.

In Research and Development (R&D) research, the "Develop" activity is a crucial stage following the "Design" process. This stage focuses on developing the initial product based on the design that has been formulated.

- 1) Pancasila values as a reinforcement for multicultural education

Puncak Keberagaman is an educational game in the form of snakes and ladders that aims to introduce, instil, and strengthen the values of Pancasila in an interactive and fun way. The game is designed for grade 7 students as a creative learning tool in understanding diversity and the noble values of Pancasila.



- 2) Democratic attitude as a form of multicultural education pattern

Miniature Diorama Demokrasi is an educational medium in the form of a three-dimensional miniature that illustrates the scenario of democratic life on a small and real

Figure 1. Multicultural Snake Ladder

scale. This media is designed to represent socio-political situations commonly encountered in the practice of democracy in society, such as the election process, citizen deliberations, peaceful demonstrations, mini parliament sessions, and citizen participation activities in development.

Figure 2. Miniature Diorama Educational Media



3) Multicultural education as a pillar of fair and inclusive law enforcement

Lajur Kebhinekaan is an educational game designed to instil values of tolerance, unity, and respect for Indonesia's cultural diversity. In this game, players will explore a lane containing challenges and questions about ethnic, religious, racial and intergroup (SARA) diversity in Indonesia.

Figure 3. Diversity Column Educational Media



4) Local wisdom-based multicultural education

Box Explosion Nusantara serves as an effective multicultural education tool by integrating local wisdom and cultural diversity. Through this game, students can learn about various customs in Indonesia interactively, such as traditional houses, traditional dances and regional food, thus increasing understanding and tolerance of differences. This method can also minimise conflict by building mutual respect among students. Thus, *Box Explosion* supports the goal of multicultural education in creating an inclusive and harmonious society.

Figure 4. Explosion Box Educational Media



5) Enforcement of individual rights and social obligations as a pattern of multicultural education

The Unity in Diversity game for Grade 9 can be used as a method to introduce and reinforce the understanding of the importance of diversity in Indonesian society.

Figure 5. Educational Media
Unity in Diversity



After developing the educational media, the researchers conducted an assessment trial with assessors randomly selected, namely 5 students who had taken the Multicultural Education course in the previous semester, and obtained the following table of average assessment results.

Table 1. Average Student Rating

Media	Development (Avg)	Presentation (Avg)	Practices (Avg)	Mean
Media 1	85	80,2	85	83,4
Media 2	88	75,2	80	81,07
Media 3	90	81,4	87	86,13
Media 4	90	82	87,2	86,4
Media 5	90	78,6	85	84,53

Apart from students, the feasibility assessment was also given by two Civic Education experts from Yogyakarta State University, namely Dr Iqbal Arpanudin and Muhammad Fikri Alvinca, M.Pd. The assessment was conducted using a Likert scale-based questionnaire (1 = very inappropriate to 5 = very appropriate). As a result, all media were deemed suitable for use in learning, although some notes for improvement were noted. For example, Media 1 and Media 4 are suggested not to use Times New Roman font, Media 2 is suggested to add markers in each part of the model, and Media 3 needs visual improvement to make it easier for users to understand.

To strengthen the quality and relevance of the developed media, researchers conducted dissemination activities in two stages. The initial stage was conducted through media presentations to Ahmad Dahlan University, Pancasila, and Citizenship Education lecturers. The results of the discussion provided constructive input, especially in integrating the media into Multicultural Education courses. The final stage of dissemination is carried out through scientific publications on the results of media development, as a form of contribution to the development of contextual, innovative and inclusive Civics learning.

Based on the results answered by 2 experts in a questionnaire with several questions about the feasibility of the educational media developed, the following data were obtained:

Table 2. Media Feasibility

Media	General Eligibility	Expert Notes
Media 1	✓ Eligible	Use fonts other than Times New Roman
Media 2	✓ Eligible	Add a name/mark in each place on the model
Media 3	✓ Eligible	Unclear picture, one expert does not understand the form of media
Media 4	✓ Eligible	Do not use Times New Roman fonts
Media 5	✓ Layak	No significant suggestions, declared "feasible"

The researcher conducted a dissemination process of the educational media products developed through a research-based process, divided into two stages:

1. The initial dissemination phase gathered feedback from lecturers in the Department of Pancasila and Civic Education at Universitas Ahmad Dahlan, which served as a basis for further development—particularly in the *Multicultural Education* course.
2. The final dissemination phase involved the publication of the developed products.

Discussion

Multicultural education primarily seeks to foster an inclusive and responsive learning environment that accommodates cultural, ethnic, religious, and value-based diversity. In the Indonesian context, Pancasila values serve as a strong foundation in shaping this approach. James Banks (2008) asserts that effective multicultural education must be transformative and grounded in local experiences. Meanwhile, Tilaar (2004) emphasises that education in Indonesia must reflect diversity as the nation's strength.

The integration of Pancasila values with multicultural education indicates that learning is not merely the transfer of knowledge but also a process of internalising values to foster democratic, just, tolerant, and socially active citizens.

In the development stage, as proposed by Borg & Gall (2003), the primary focus lies in designing and producing initial products based on the conceptual framework. Five educational media were developed in this study, each representing one of the key dimensions of Pancasila-based multicultural education. Each medium incorporates a distinct visual identity, value themes, and relevance to students' social lives.

Media 1: Peak of Diversity

This media presents a map of Indonesia's socio-cultural diversity through miniature models and symbolic characters. The key emphasis is on the value of unity in diversity (Third Principle of Pancasila). Students rated the media with an average score of 83.4, with expert suggestions for improvement in typography.

Theoretically, it reflects Nieto's (2010) framework of surface culture awareness and deep culture sensitivity, encouraging students to both recognise diversity and understand the accompanying social dynamics.

Media 2: Miniature Diorama of Democracy

This diorama promotes democratic values and civic participation, aligned with the Fourth Principle of Pancasila. It highlights how students can understand representative democratic processes. The average score given by students was 81.07, with expert feedback suggesting the addition of labels or location identifiers to strengthen the intended message. This aligns with Dewey's (1916) concept of democratic education, where students are encouraged to experience and practice democratic values through tangible learning tools.

Media 3: Track of Diversity

This media conveys the message of social justice and the significance of diversity as a pillar of inclusive law. Visually, it presents a "track of diversity" that represents various social groups. With an average rating of 86.13, this media effectively communicates values symbolically. Its relevance to Habermas' (1996) theory of deliberative democracy is evident, as it emphasises that just laws emerge from public discourse in an equal and inclusive space. It educates students that justice extends beyond written law and must also value diversity.

Media 4: Explosion Box - Multiculturalism Based on Local Wisdom

This interactive media uses a pop-up explosion box to showcase local wisdom from various Indonesian regions. It invites students to visually and physically explore cultural elements. With an average score of 86.4, it ranks among the most effective in design,

implementation, and aesthetics. Its connection to Contextual Teaching and Learning (CTL) by Johnson (2002) is highly relevant, as students link new information to their own local cultural experiences, making the learning process more meaningful and participatory.

Media 5: Unity in Diversity

This media emphasises the balance between individual rights and social responsibilities, in line with the Second and Fifth Principles of Pancasila. It portrays a miniature community in which people of diverse backgrounds cooperate. With an average rating of 84.53, it was deemed feasible without major expert revisions. This approach reflects Rousseau's social contract theory, which underlines the importance of mutual respect for rights and duties to create a harmonious society. In multicultural education, such a balance is essential for achieving social harmony

Expert feedback and theoretical alignment assessment from two experts concluded that all five media are viable for use, with the following recommendations:

1. Visual meaning: Some media require improved image clarity and labelling.
2. Typography aesthetics: Suggesting more modern and engaging fonts to enhance visual appeal.

These critiques align with Mayer's (2009) principles of Multimedia Learning, which emphasise the need for educational media to present content in a clear, organised, and cognitively appropriate manner.

The development process adopted in this study mirrors Mezirow's (1991) Transformative Learning Theory. Students are not merely passive recipients of information; rather, they are encouraged to reflect on their existing values, identify diversity around them, and foster democratic, just, and socially responsible attitudes. Through active engagement with concrete media, students encounter "disorienting dilemmas"—situations that challenge their prior beliefs, prompting them to develop more open and critical perspectives.

These five media products not only met the criteria for technical and aesthetic feasibility but also deeply internalised Pancasila values within a multicultural educational approach. They serve as concrete instruments for enabling students to experience diversity, reflect on values, and build a critical understanding of an inclusive and democratic society. Grounded in the theories of Banks, Habermas, Dewey, Mezirow, and Mayer, this educational media demonstrates that pedagogically sound design can be an effective tool for promoting character education, fostering citizenship, and driving social transformation.

While assessment was conducted by students who had previously taken the Multicultural Education course, their involvement was limited to the final testing stage. In learner-centred design (Smith & Ragan, 2005), it is strongly recommended that end users be involved from the early design stages through formative evaluation. This ensures that the media truly reflects user needs, learning contexts, and usage habits.

Most developed media are manual, visual, and object-based (e.g., dioramas, boards, and explosion boxes). While these strengthen contextual and kinesthetic learning, they lack integration with digital technologies such as QR codes, Augmented Reality (AR), or Learning Management Systems (LMS), which could enhance their reach and usability in online or hybrid learning settings.

Expert notes also highlight that some media used inconsistent fonts (e.g., Times New Roman, considered too formal and unappealing for educational purposes), and unclear visuals that hinder understanding. This indicates that aspects of user experience (UX) and visual communication require further optimisation.

Although Media 4 adopts a local wisdom-based multicultural approach, it lacks clear details on which local cultures or values are represented and how they are meaningfully

depicted. This may result in superficial symbolic representation without deep cultural understanding.

Conclusion

This study created five instructional media to enhance multicultural education linked with Pancasila ideals, with the objective of promoting inclusion, tolerance, and social responsibility. The media discussed fundamental values such as unity in variety, democracy, social justice, local knowledge, and the equilibrium between individual rights and social duty. Students and experts affirmed the efficacy of communicating these ideals, while recommending enhancements in graphics and typography.

The study emphasised the necessity of tailoring educational resources to align with students' needs and experiences, hence fostering engagement on cognitive and emotional dimensions. Although the medium proved beneficial, there exists an opportunity for future refinement, especially through digital integration such as QR codes or Augmented Reality (AR). This research advances inclusive and transformational educational methods in Indonesia, fostering a more peaceful and cohesive community.

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