

Testing the Contextual Transferability of Jilin's Local-Culture Aesthetic Curriculum Model to Indonesian Early-Childhood Teacher Education

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ABSTRACT

Local-culture aesthetic curriculum models are promoted as a route to culturally grounded teacher preparation. However, little is known about whether such models are judged workable once moved across national borders, and few studies ask whether curriculum, learning, practice and evaluation are appraised as separable considerations or as one orientation. This exploratory study examined how Indonesian preservice early-childhood teachers perceive the contextual transferability of a model developed for vocational preschool-teacher education in Jilin, China, on the explicit condition that its cultural content is re-authored with Indonesian material. Forty preservice teachers completed a twenty-item reflective instrument covering four antecedents—local-cultural enculturation, education–practice integration, curriculum compatibility, and learning compatibility—and one outcome, perceived contextual transferability; four open-ended prompts provided interpretive context, and the data were analyzed using partial least squares structural equation modeling with 5,000 bootstrap subsamples. Reliability and convergent validity were satisfactory ($\alpha = 0.875\text{--}0.912$; CR = $0.915\text{--}0.938$; AVE = $0.730\text{--}0.791$), although two pairs of near-identical indicators mean these values are partly attributable to item redundancy. Discriminant validity was not established: heterotrait–monotrait ratios of $0.968\text{--}1.030$ and inner variance inflation factors of $6.128\text{--}8.613$ indicate that respondents separated neither the four dimensions from one another nor the outcome from its antecedents. Education–practice integration was the only path with a 95% bootstrap confidence interval excluding zero ($\beta = 0.427$; CI [0.082, 0.793]) and is reported as a conditional association rather than an effect. The study therefore documents perceived acceptability rather than implemented curriculum outcomes, and supports a holistic reading in which cultural content, language, resources and institutional partnership are redesigned together. Instrument redesign with non-redundant indicators and larger multisite validation are required before making any dimension-specific claim.

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1. INTRODUCTION

Culture and the arts are increasingly treated as constitutive dimensions of educational quality rather than as optional enrichment. UNESCO's Road Map for Arts Education [1] and the subsequent Seoul Agenda [2] established the international rationale for learning about, through, and within the arts, and the 2024 Framework for Culture and Arts Education [3] renewed that commitment by foregrounding lifelong learning, cultural diversity, heritage and collaboration across formal and non-formal settings. The orientation carries particular weight in early childhood, a phase in which meaning is assembled through play, image, movement, sound, narrative and sustained relationships with families and communities [4]–[6]. Where the arts are reduced to decoration, this developmental logic is lost.

In this framing, local culture supplies more than thematic ornament, since it carries historically situated knowledge, social values, and established ways of interpreting the world. Funds-of-knowledge scholarship has shown that household and community knowledge can function as a substantive curricular resource rather than as background information about learners [7], culturally relevant and responsive pedagogies connect academic learning to learners' identities and social conditions [8]–[10], and culturally sustaining pedagogy insists that schooling sustain cultural pluralism rather than merely accommodate difference [11]. Teacher preparation is the hinge on which these claims turn [12]–[14]. For preservice early-childhood teachers, the implications are concrete: arts experiences are abundant in preschool settings yet frequently remain reproductive and teacher-directed when educators lack the curricular preparation to facilitate exploration [15], [16], while project work with heritage shows how storytelling, museum encounters and material construction render heritage meaningful to very young children [17].

The Chinese case adds an institutional and policy dimension. Preschool education there has been shaped successively by Chinese, Soviet and Western traditions, and a distance remains between policy aspiration and everyday practice [18]; quality improvement, teacher development and models with Chinese characteristics are identified as priorities toward 2035 [19], within a preservice sector historically linked to vocational pathways [20]. The Jilin model was designed for that setting through a dual-drive structure: one drive organizes local-cultural enculturation as a progression from cognition to experience and then to creation; the other links curriculum development, practical verification, and feedback optimization into a continuous improvement loop. Four implementation dimensions—curriculum, learning, practice, and evaluation—bind local resources such as Changbai Mountain culture, Manchu folk arts, and snow-and-ice culture to preschool teacher preparation, and Table 2 records how each element enters the present study. The architecture resonates with a growing Indonesian literature on ethnopedagogy and local wisdom in early-childhood education [21]–[25].

The evidentiary status of that architecture should be stated at the outset, because it bounds every claim made below. The model has been articulated as a design proposal, and the present authors have not found any published empirical validation of its effects on teacher competence or children's learning. What is examined here is therefore the projected

transferability of a proposed model structure, not the relocation of a model whose effectiveness has already been established in its setting of origin.

Curricular models do not travel as finished packages. Educational transfer is mediated by institutional arrangements, resources, teacher capability, language, community expectation and the cultural meaning attached to content [26], [27]. A culturally responsive model must therefore retain its organizing principles while reconstructing its cultural materials locally: Indonesian implementation would substitute locally meaningful games, stories, music, dance, crafts, values, and community practices [28]. The distinction that follows is between the structure of a model, which may travel, and its cultural substrate, which must be rebuilt.

Contextual transferability is accordingly defined here as the degree to which the organizing structure of a curriculum model developed in one cultural and institutional setting is judged, by those who would eventually enact it, to remain workable and worth adopting in another setting once its culture-specific content has been replaced by locally meaningful material. The construct is structural, prospective and holistic: what is projected is architecture rather than cultural objects, the judgment precedes enactment, and it concerns the model as a working whole. Table 1 separates it from four adjacent notions with which it is easily conflated, drawing on the implementation-outcome taxonomy that treats acceptability, appropriateness and feasibility as distinct [29]. Because respondents appraised a written description rather than an enacted program, the measure reflects contextual transferability, which lies closer to acceptability than to demonstrated portability—a proximity revisited in Section 3.5.

Table 1. Contextual transferability distinguished from adjacent constructs

Construct	What is judged, and when	Relation to contextual transferability
Contextual transferability	Whether the organizing structure of an imported model remains workable once its cultural content is re-authored; judged before enactment	The construct of interest in this study
Curriculum compatibility	Whether individual model components fit the architecture of an existing program; judged before enactment	A component-level input to the judgment, and narrower in scope
Cultural adaptation	The substitution of culture-specific content with locally meaningful material; before and during enactment	An operation performed on the model rather than a judgment about it
Acceptability and feasibility	Whether the innovation is agreeable to intended users, and whether it can be carried out with available resources [29]	Acceptability overlaps with perceived transferability but lacks the structural reference; feasibility is established only by trial
Implementation readiness	The capability, resources and institutional will present immediately before enactment	A state of the organization rather than a property of the model

The four antecedents were specified as separate constructs because each refers to a different object of judgment: content (X1), institutional linkage (X2), curricular architecture (X3) and instructional mode (X4). Separability was expected because institutions routinely differ across these dimensions—a program may be rich in cultural content yet weak in

partnership, or pedagogically ambitious yet architecturally rigid—so a respondent could, in principle, endorse one dimension while doubting another. Figure 1 presents the resulting framework. Whether that expectation survives contact with the data is itself one of the questions the study asks, and Section 3.2 reports that it did not.

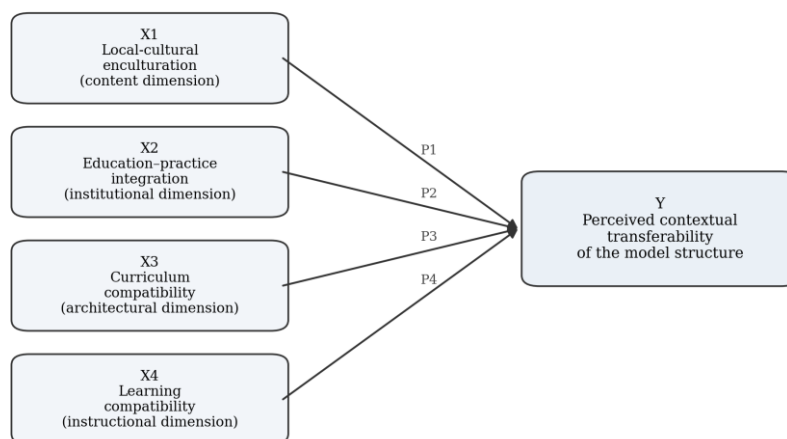


Figure 1. Conceptual framework of the study

Note. P1–P4 denote the proposed associations between the four antecedents and perceived contextual transferability. The framework is prospective and perceptual: it models judgments about a described model structure rather than outcomes of an enacted curriculum.

Existing scholarship has largely examined culture-based teaching within a single national setting, and most discussions treat curriculum, pedagogy, practicum, and assessment as separate recommendations rather than examining their simultaneous contribution to one judgment. This study's novelty lies in that combination: an imported model structure, an Indonesian preservice readership, and a design in which four dimensions are appraised jointly. Its objective is to examine how those teachers perceive the contextual transferability of the Jilin model after cultural re-authoring. Four questions guide the analysis: (1) Are the constructs measured with acceptable reliability and convergent validity? (2) Which dimensions are associated with perceived transferability? (3) Do those dimensions operate as distinct judgments or converge into a broader orientation? (4) Which adaptations do respondents consider indispensable? The contribution is a methodologically cautious account of cross-context curriculum projection together with a diagnostic of the measurement problems such projection encounters. The study remains exploratory throughout, and its results provide a basis for revising both the model and the instrument.

2. METHOD

2.1. Design, participants and recruitment

The study used an exploratory cross-sectional survey design combining a closed-ended reflective instrument with four open-ended prompts, since the model has not yet been enacted in Indonesia and the study examines how prospective enactors read its structure. Forty complete responses were obtained from Indonesian students preparing for work in early-childhood education. Purposive eligibility restricted participation to students

positioned to evaluate curriculum, learning, and practice within preservice early-childhood teacher education. The questionnaire was self-administered, participation was voluntary and anonymous, and respondents were informed of the study's purpose before responding.

Data were collected at a single point in time and from a single source; the analysis is therefore associational throughout and no causal interpretation is offered. Demographic and institutional attributes were deliberately not retained: the instrument was administered anonymously to reduce the likelihood that students would feel identifiable to their teachers while appraising a curriculum model, and no names, addresses, ages or institutional identifiers were stored. That decision protected candor but precluded subgroup comparison by cohort, institution, or prior experience; the trade-off is not costless, and subsequent administrations will collect a minimal, non-identifying demographic block.

2.2. Instrument and measurement specification

The questionnaire opened with a concise description of the Jilin model and instructed respondents to appraise its organizing principles on the explicit condition that Jilin-specific cultural content would first be replaced with relevant Indonesian local culture; respondents were thus asked to evaluate a structure, not endorse imported cultural objects. Twenty reflective indicators were rated on a five-point Likert scale (1 = strongly disagree; 5 = strongly agree), followed by four open-ended prompts on suitable Indonesian substitutions, elements judged easiest to apply, aspects requiring adaptation, and anticipated obstacles. Table 2 sets out the constructs, their origin in the Jilin model, and their operationalization.

Table 2. Constructs, their origin in the Jilin model, and their operationalization

Construct	Component of the Jilin model	Conceptual definition	Items	Principal source
X1: Local-cultural enculturation	First drive: cognition → experience → creation	Perceived relevance of the enculturation sequence for Indonesian preservice teachers	X1.1–X1.4	Funds of knowledge; culturally relevant pedagogy [7]–[10]
X2: Education–practice integration	Second drive (development → field verification → feedback) and the practice dimension	Perceived alignment of curriculum, field verification, practitioner feedback, and institutional collaboration	X2.1–X2.4	Partnership-oriented teacher preparation [12], [16]
X3: Curriculum compatibility	Curriculum and evaluation dimensions	Perceived fit of local culture with core, practical, and interdisciplinary components	X3.1–X3.4	Curricular architecture of the model
X4: Learning compatibility	Learning dimension	Perceived fit of case-based, project-based, experiential and reflective modes	X4.1–X4.4	Instructional modes of the model
Y: Perceived contextual transferability	The model as a whole, with Changbai Mountain, Manchu, and snow-and-ice resources replaced by Indonesian material	Perceived applicability of the model structure after cultural and institutional adaptation	Y1–Y4	Definition in Section 1; implementation outcomes [29]

Note. All indicators were reflective and rated on a five-point Likert scale. The model is a design proposal for vocational preschool-teacher education; the authors had no published empirical validation of its outcomes. Full item wording is provided as supplementary material.

Items were newly written rather than adapted, since no published instrument measures the perceived transferability of an aesthetic curriculum model across national settings; Table 2 records the theoretical source of each block, and the complete instrument is available as supplementary material. The development procedure is reported in full because it bears on the results. Item wording was reviewed internally against the construct definitions and the questionnaire was revised once before administration, but no expert content-validation panel was convened, no pilot administration was conducted, and no cognitive interviewing of the kind recommended for detecting comprehension failures [30,31] was undertaken. One consequence became visible only at the analysis stage: the revision left two pairs of indicators close enough in wording to be read as near-duplicates. They were retained rather than deleted after data collection, since removing items based on their statistical behavior would have produced a model fitted to this sample; their presence is treated below as a plausible partial explanation of both the high internal-consistency estimates and the absence of discriminant evidence.

All constructs were modeled reflectively, with each block written as a set of interchangeable manifestations of one underlying appraisal. The decision is contestable for two of them. Education–practice integration could be read as composite, since coursework alignment, field verification, practitioner feedback and institutional collaboration arguably constitute the construct jointly rather than manifesting it in parallel, and curriculum compatibility invites a similar reading; where a construct is defined by its facets rather than expressed in them, composite specification is appropriate [32]. The reflective specification is retained for consistency with the way the items were written, but the alternative is registered as a candidate respecification to be resolved conceptually before the next administration rather than chosen on model fit.

2.3. Analysis and ethical considerations

Descriptive statistics first summarised construct-level responses; item-level statistics are not reported. Estimation was then conducted in SmartPLS 4 using the PLS algorithm with nonparametric bootstrapping over 5,000 subsamples [33]. The variance-based approach was selected because the study is exploratory and prediction-oriented, although small-sample estimation does not remove the need to scrutinize measurement quality and collinearity [34]. The measurement model was evaluated through indicator loadings, Cronbach's alpha, ρ_A , composite reliability, and average variance extracted; discriminant evidence through the heterotrait–monotrait ratio against both the 0.85 and the 0.90 criterion [36]; and the structural model through inner variance inflation factors, path coefficients, percentile bootstrap intervals, effect sizes, R^2 , and the standardized root mean square residual. Open-ended responses were coded inductively into themes used to interpret, rather than validate, the structural findings; no claim of saturation is made for four brief prompts.

The sample size requires an explicit statement of what it does and does not license. Following the inverse square root heuristic, forty observations support detecting standardized path coefficients of approximately 0.39 and above under conventional power assumptions [35]. That heuristic addresses one question only — the smallest structural

coefficient the design can recover — and does not establish that forty observations suffice for evaluating a measurement model of five latent variables and twenty indicators, for estimating discriminant relations among them, or for supporting conclusions about any individual path. Coefficient magnitude, interval width, and effect size are therefore reported jointly, and a larger independent sample is required before any structural coefficient is interpreted substantively. Participation was voluntary and anonymous, respondents could withdraw by closing the questionnaire without submitting, and results are reported only in aggregate.

3. RESULTS AND DISCUSSION

3.1. Descriptive patterns and the reflective measurement model

Because identifying attributes were not retained, the respondent profile can be characterized only by the eligibility criterion: all forty participants were Indonesian students in preservice preparation for early-childhood education. No comparison by institution, cohort or prior teaching experience was possible, which is a limitation of this wave of data collection rather than a defensible feature of the design.

All construct means exceeded 3.95 on the five-point scale, indicating a broadly favorable appraisal of the model's organizing principles, with local-cultural enculturation highest and education–practice integration lowest, though still positive. Dispersion was moderate, and the full response range was used for four of the five constructs, so the favorable central tendency did not arise from a uniformly agreeing sample. All standardized outer loadings exceeded the 0.70 benchmark, ranging from 0.765 to 0.914, and internal consistency was high throughout. Table 3 reports descriptive statistics, each loading, and the reliability coefficients.

Table 3. Descriptive statistics and reflective measurement model (N = 40)

Construct	M (SD)	Individual outer loadings	α	ρ_A	CR	AVE
X1: Local-cultural enculturation	4.063 (0.839)	0.830; 0.866; 0.860; 0.888	0.884	0.884	0.920	0.742
X2: Education–practice integration	3.956 (0.840)	0.834; 0.914; 0.828; 0.857	0.881	0.884	0.918	0.738
X3: Curriculum compatibility	4.025 (0.904)	0.884; 0.898; 0.898; 0.876	0.912	0.913	0.938	0.791
X4: Learning compatibility	4.025 (0.778)	0.870; 0.887; 0.890; 0.765	0.875	0.882	0.915	0.730
Y: Perceived contextual transferability	4.025 (0.839)	0.826; 0.885; 0.901; 0.873	0.894	0.897	0.927	0.760

Note. Loadings are listed in indicator order within each block. α = Cronbach's alpha; CR = composite reliability; AVE = average variance extracted. Reference values: loadings ≥ 0.708 , α and CR ≥ 0.70 , AVE ≥ 0.50 . Read high internal consistency alongside the indicator redundancy disclosed in Section 2.2.

These values should not be read as unqualified evidence of measurement quality. Internal-consistency coefficients rise mechanically when items repeat one another, and the instrument contains two pairs of near-duplicate indicators (Section 2.2), so coefficients in this range are consistent both with a well-constructed scale and with an over-specified one; the diagnostics below favor the second reading. Convergent validity is supported, with the

redundancy caveat attaching to the reliability estimates rather than to the average variance extracted. Endorsement at this level establishes that respondents found the principles agreeable once cultural substitution was assumed, not that the four antecedent dimensions functioned as separable judgments.

3.2. Discriminant evidence and construct overlap

Discriminant evidence was not obtained. All ten heterotrait–monotrait ratios fell between 0.968 and 1.030, exceeding both the conservative threshold of 0.85 and the permissive threshold of 0.90, with three at or above unity. Inner variance inflation factors ranged from 6.128 to 8.613, far above the ordinarily recommended value of 3.3 for variance-based models and above even the lenient ceiling of 5. Table 4 assembles these diagnostics alongside the structural estimates, since the two must be read together.

Table 4. Discriminant and structural diagnostics

Predictor	HTMT with Y	HTMT range with other predictors	Inner VIF	β	95% CI	f^2
X1	1.017	1.009–1.030	8.613	0.313	[−0.209, 0.765]	0.088
X2	1.025	1.004–1.030	7.718	0.427	[0.082, 0.793]	0.184
X3	0.982	0.978–1.011	7.464	0.186	[−0.082, 0.510]	0.036
X4	0.968	0.978–1.020	6.128	0.039	[−0.228, 0.443]	0.002

A ratio at or above 1.00 carries a plain meaning: the average correlation between indicators of two different constructs is as large as the average correlation among indicators of the same construct. At these magnitudes, the constructs are not empirically separable at all, and strong reliability coefficients must not be read as evidence that X1 through X4 capture cleanly distinguishable perceptions. The earlier claim that a Fornell–Larcker comparison had been cross-checked has been withdrawn, since the corresponding matrix was not reported and the criterion is now understood to be insensitive to precisely this pattern; the heterotrait–monotrait ratio together with confidence-interval procedures is the recommended basis for the judgment [36], [37], and no criterion in current use would return discriminant evidence here.

Two features deserve emphasis. First, the difficulty is not confined to the predictors: the outcome also failed the criterion against each antecedent, with ratios between 0.968 and 1.025, so what is at stake is the conceptual separation between contextual transferability and the conditions supposed to produce it. Second, all twenty indicators came from the same respondents at one sitting within a single instrument, so common method variance is a plausible contributor to the uniformly high correlations [38], with no procedural remedy built into the design.

3.3. Structural estimates and explanatory power

The structural model accounted for 87.1% of the variance in perceived contextual transferability ($R^2 = 0.871$; adjusted $R^2 = 0.857$), and the standardized root mean square residual was 0.064. Education–practice integration produced the largest coefficient and the only 95% bootstrap interval excluding zero ($\beta = 0.427$, $t = 2.287$, $p = 0.022$, CI [0.082,

0.793]), with the largest effect size in the model ($f^2 = 0.184$). The remaining three coefficients had intervals spanning zero. Figure 2 displays the estimated model.

Neither R^2 nor the residual index can be read as evidence of explanatory strength. A coefficient of determination obtained where predictors and outcome are not empirically distinguishable reflects shared rather than separable variance — in the limiting case a construct is regressed on near-copies of itself — so the value is reported for completeness and carries no interpretive weight. The coefficients are described throughout as associations, since the design is observational and effect vocabulary would misdescribe what has been estimated.

Three qualifications limit how far the education–practice association can be pressed. Its interval runs from 0.082 to 0.793, so the data are compatible with an association of almost any practical magnitude; its inner variance inflation factor of 7.718 means the coefficient is estimated on the small portion of variance in X2 not shared with the other predictors and is unstable across resamples; and a sample of forty can recover only coefficients of roughly 0.39 and above, so the distinctiveness of X2 is partly a property of the sample size. It is best described as the most stable association in an unstable model. The weaker estimates for X1, X3 and X4 must correspondingly not be read as evidence that cultural enculturation, curriculum design or learning method are unimportant: their bivariate correlations with perceived transferability were uniformly high, and what diminished was their unique contribution once all four entered the equation together.

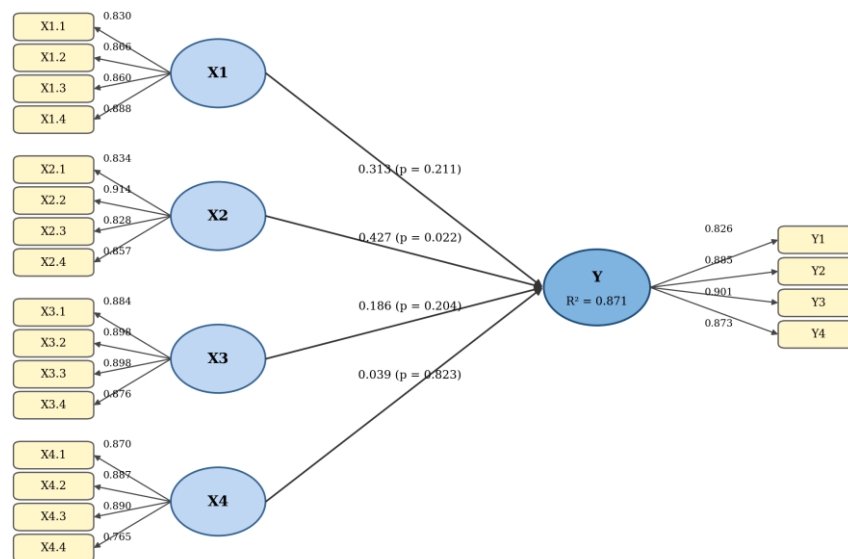


Figure 2. Estimated measurement and structural model

Note. Values on indicator arrows are standardized outer loadings; values on structural arrows are standardized path coefficients with two-tailed bootstrap probabilities in parentheses, based on 5,000 subsamples. The probabilities are given for completeness; interpretation rests on interval width, effect size and the collinearity diagnostics in Table 4.

Substantively, the prominence of education–practice integration indicates that respondents' willingness to endorse an imported model was most visibly associated with

whether it could connect university coursework with practice in Indonesian settings, with practitioner feedback, and with institutional collaboration. This aligns with the argument that culturally responsive teacher education requires more than added cultural content, since preservice teachers need structured opportunities to investigate communities, test materials with children and revise designs in dialogue with those who know the setting [10], [12], [16], [17].

3.4. What transfer meant to respondents

The open responses clarified what transfer meant to participants. No respondent proposed importing Jilin's cultural objects; they named traditional games such as congklak and engklek, folklore and wayang, local songs and dance, batik and other crafts, traditional houses and food, and communal values such as gotong royong, and judged play, storytelling, music and movement, direct experience, and simple collaborative projects the easiest routes to implementation. Four constraints recurred: Indonesia's cultural and linguistic diversity, unequal facilities across institutions, variation in teachers' artistic expertise, and the need to simplify activities for very young children—concerns consistent with culturally sustaining pedagogy, which rejects the proposition that one dominant cultural representation can stand for heterogeneous communities.

Mapped onto the measured constructs, substitutions correspond to X1, preferred activity formats to X4, concerns about facilities, cost, class size and teacher capability to X2, and the sparse remarks about where local culture would sit in a program to X3. The four adaptation demands they express are not interchangeable: cultural adaptation concerns which repertoires are chosen and who may authorize them; pedagogical adaptation, their conversion into activity; institutional feasibility, materials, staffing, and partnership capacity; and developmental appropriateness, simpler rules and language, shorter duration, and lower motor demand. A program may achieve cultural adaptation yet fail on developmental appropriateness by importing an adult craft practice unchanged, or satisfy both and fail on feasibility because no partner can supply the expertise. Statements bearing on the outcome itself were, tellingly, conditions rather than verdicts: respondents did not say the model would transfer, but that it would transfer if content were replaced, language simplified, resources provided and partners engaged — a conditional grammar consistent with the finding that the outcome is not cleanly separable from its antecedents.

3.5. Why the dimensions converged, and why the outcome did not stand apart

Two readings of the convergence are available, and the present data cannot arbitrate between them. The first is substantive: students appraising an unfamiliar model may genuinely not distinguish cultural cognition, curricular integration, project-based learning, and practical collaboration, registering instead one positive orientation and expressing it four times over; in that case, the four scales are lower-order components of a broader contextual-readiness construct. The second is methodological: two pairs of near-duplicate indicators, a single instrument administered at one sitting, and item stems written by one team from a shared vocabulary suffice to generate uniformly high correlations whether or not respondents hold an undifferentiated view.

Both readings converge on the outcome's failure to separate from its antecedents, which is the more consequential problem. If items asking whether local culture fits a curriculum are answered in the same way as items asking whether the model would transfer, the two sets may be posing the same question in different words, so that compatibility approaches a definition of transferability rather than a condition of it. This is a conceptual circularity in the instrument, not merely statistical overlap, and respecification alone cannot repair it: the outcome requires indicators that are not paraphrases of its antecedents—willingness to adopt, expected difficulty of adoption, grounds for declining. Higher-order modeling is one candidate solution but should not be adopted by default: it offers parsimony when lower-order components represent a sustainable multidimensional concept [39-41], yet it would also absorb a measurement problem into a more elaborate structure and conceal it. Rebuilding the constructs so that they refer to observably different objects is the more demanding and, on present evidence, the more defensible path. Either respecification must be tested on fresh data; applied post hoc here it would fit the anomaly rather than explain it.

3.6. Implications and limitations

Theoretically, the findings unsettle an additive account in which four independent dimensions separately produce transferability; in this sample they behaved as one tightly integrated configuration of contextual readiness. For early-childhood teacher education, the study documents what preservice teachers themselves treat as the precondition of culturally grounded aesthetic work: not cultural content, which they supplied readily, but the institutional machinery that lets content be tested with children and revised with practitioners. Their conditional framing of transferability further suggests that programs might teach adaptation as a professional skill—auditing local resources, negotiating with communities, calibrating activity to developmental level—rather than delivering a fixed syllabus.

Practically, the recommendations that follow are design propositions for future trials rather than prescriptions, since no participant had enacted the model. An institution intending to adapt it would begin not with curriculum documents but with two inventories: an audit of local cultural resources and a map of available partnerships. Teams could then align resources with course outcomes, design age-appropriate projects, arrange field verification, and build feedback mechanisms involving practitioners alongside holders of cultural knowledge, assessing process as well as product. For policy, the decisive lever lies outside the curriculum document: supporting collaboration between programs, early-childhood centers, cultural communities, and local government is a more direct instrument than content mandates, and resource-uneven settings require low-cost alternatives.

Several limitations bound these conclusions and are stated without mitigation. Forty respondents support exploratory analysis only and are too few for confident evaluation of a five-construct measurement model; demographic attributes were not retained, precluding subgroup comparison; and the data are self-reported appraisals of a written stimulus, measuring perceived applicability rather than implementation. Two pairs of indicators retained near-identical wording, all five constructs failed the discriminant criteria while

exhibiting high collinearity, and the data are single-source and single-occasion with no procedural remedy against common method variance. No expert panel, pilot, or cognitive interviewing preceded data collection, and the reflective specification of X2 and X3 remains unresolved. Replication should therefore rebuild the instrument with non-redundant indicators developed through expert content validation, cognitive interviewing [42] and pilot administration; give the outcome indicators that measure an adoption judgment; sample multiple sites at a size adequate for measurement-model evaluation; compare first-order, higher-order and redesigned specifications on fresh data; and proceed to curriculum trials assessing adapted materials longitudinally with preservice teachers and the children they teach.

4. CONCLUSION

This study examined how Indonesian preservice early-childhood teachers appraise the contextual transferability of a local-culture aesthetic curriculum model developed in Jilin, on the condition that its cultural content would be locally re-authored. Respondents appraised its organizing principles favorably; the reflective indicators showed satisfactory reliability and convergent validity; and education–practice integration was the only path whose bootstrap interval excluded zero—reported as a conditional association estimated under severe predictor overlap rather than as a driver of transferability. The principal finding, however, is the measurement one. Discriminant validity failed for every pair of constructs, including each pair linking the outcome to its antecedents, and inner variance inflation factors between 6.128 and 8.613 confirm that the four dimensions cannot be presented as independent contributors. Two explanations remain open, and the present data cannot decide between them: the dimensions may be lower-order components of a genuine higher-order contextual-readiness construct, or the overlap may reflect redundant indicators and single-occasion self-report. The methodological implication is the same under either reading — the four-factor measurement model requires substantial redesign and independent validation before any dimension-specific claim is advanced — and the explained variance carries no weight in that judgment.

The study establishes perceived contextual acceptability rather than actual transferability or effectiveness. Read at that level, the evidence supports a holistic proposition: respondents perceived the model as more transferable when cultural content, language, resources, institutional partnership and feedback were described as being redesigned together as one locally grounded system rather than assembled as separate components. The accompanying recommendation—that Indonesian adaptation replace Jilin-specific resources with regionally meaningful games, stories, arts, crafts, values, and community knowledge while addressing linguistic diversity, developmental appropriateness, teacher capacity, and unequal facilities—is a proposition awaiting implementation-based testing, not a validated prescription. The decisive next step is to move from perceived transferability to tested implementation, in which preservice teachers enact adapted materials, and the children they teach observe and assess them.

5. ACKNOWLEDGMENTS

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6. AUTHOR CONTRIBUTIONS

Yu Yang: conceptualization, investigation, data curation, and drafting of the original manuscript. Mochamad Nursalim: supervision, conceptual review, and validation. Amrozi Khamidi: methodology review, supervision, and critical revision of the manuscript. All authors have read and approved the final version.

7. CONFLICT OF INTEREST

The authors declare that they have no conflict of interest.

8. DATA AVAILABILITY

De-identified data supporting the findings of this study may be obtained from the corresponding author upon reasonable request, subject to institutional and ethical considerations. The complete research instrument and the full heterotrait–monotrait matrix are provided as supplementary material.

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