



DIGITAL TRANSFORMATION OF WAYANG BEBER THROUGH CANVA-BASED INTERACTIVE MULTIMEDIA AS A CURRICULUM MANAGEMENT APPROACH FOR ADAPTIVE LEARNING

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ABSTRACT

Digital transformation in education requires curriculum management to respond to technological developments while maintaining the relevance of local cultural values. This study aims to develop and examine the feasibility, practicality, and effectiveness of Canva-based interactive multimedia that transforms Wayang Beber into a digital learning resource for adaptive learning at the madrasah ibtidaiyah level. This research employed a Research and Development (R&D) approach using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation. The analysis stage examined curriculum requirements, student characteristics, teacher needs, learning conditions, and the integration of local cultural content. The multimedia was developed using Canva by integrating Wayang Beber with text, illustrations, animations, audio narratives, videos, interactive activities, and evaluations. Data were collected through observation, interviews, documentation, expert validation, student response questionnaires, and learning tests. The findings showed that the developed multimedia achieved a high feasibility level, with an average expert validation score of 92.5%. Student responses were also highly positive, with scores of 96% for attractiveness, 92% for ease of understanding, 95% for enjoyment, 94% for improving local cultural knowledge, and 93% for learning enthusiasm. In addition, student learning outcomes improved, as indicated by an increase in the average score from 68 to 88, learning completeness from 65% to 92%, and student learning activity from 60% to 90%. These findings indicate that the digital transformation of Wayang Beber through Canva-based interactive multimedia can support curriculum implementation by integrating digital technology, local wisdom, and student-centered adaptive learning. The study contributes to curriculum management by providing a culturally responsive digital learning resource that enhances learning relevance, engagement, and the preservation of local cultural heritage.

Keywords: digital transformation; Wayang Beber; Canva; interactive multimedia; curriculum management; adaptive learning; local wisdom

INTRODUCTION

The development of digital technology has brought significant changes to various aspects of life, including education (Panggabean et al., 2025). Digital transformation in education is no longer limited to the use of technology as a learning tool but has become an important component of educational management, particularly in curriculum planning, implementation, and evaluation. In the era of Society 5.0, educational institutions are required to develop learning systems that are responsive to technological developments while remaining relevant to students' needs and the social and cultural context in which learning takes place (Melani & Prahastiwi, 2025) From a curriculum management



perspective, digital transformation provides opportunities for schools and madrasahs to design learning experiences that are flexible, contextual, interactive, and student-centered. The integration of digital media into curriculum implementation can therefore support teachers in adapting learning content, methods, and learning resources to the diverse characteristics, abilities, and learning needs of students (Aryani Widhiyastuti et al., 2025). In basic education, the development and management of interactive multimedia can become an important strategy for strengthening student engagement, motivation, creativity, and meaningful learning experiences (Prahastiwi et al., 2025). Thus, digital transformation needs to be understood not merely as technological innovation, but also as part of curriculum management aimed at improving the relevance, flexibility, and quality of learning.

At the same time, curriculum management in the digital era needs to maintain a balance between technological advancement and the preservation of local cultural values. The flow of globalization and rapid technological development has created challenges for the sustainability of local cultural heritage, particularly among younger generations who are increasingly exposed to global digital culture (Pohan, 2023). One of the Indonesian cultural heritages that requires greater integration into contemporary educational practices is Wayang Beber (Aorta & Prahastiwi, 2025). Wayang Beber is one of Indonesia's traditional performing arts that conveys stories through a sequence of illustrated panels or sheets, containing historical, moral, social, and philosophical values (Tias et al., 2025). These values provide significant potential as contextual learning resources that can be integrated into the curriculum at the elementary and madrasah ibtidaiyah levels (Nadhiroh & Ahmadi, 2024). However, the conventional presentation of Wayang Beber tends to be less compatible with the characteristics of today's digital-generation learners, resulting in limited student interest and engagement with this cultural heritage (Margana, 2021). Therefore, curriculum management needs to respond to this challenge by integrating local cultural content with digital learning innovations. The digital transformation of Wayang Beber through interactive multimedia can serve as a strategic approach to preserve cultural heritage while simultaneously enriching curriculum content and creating adaptive learning experiences that are relevant to the diverse needs of students.

On the other hand, the flow of globalization and technological developments also bring challenges to the preservation of local culture (Pohan, 2023). Many traditional Indonesian cultural heritage are starting to be less known by the younger generation, one of which is Wayang Beber (Aorta & Prahastiwi, 2025). Wayang Beber is one of the oldest traditional performing arts in Indonesia that presents stories through sheets of pictures that are laid out sequentially (Tias et al., 2025). The historical, moral, and philosophical values contained in Wayang Beber have great potential to be integrated into learning in elementary schools as a cultural-based educational media (Nadhiroh & Ahmadi, 2024). However, the conventional method of presenting Wayang Beber causes students' interest in the culture to tend to be low (Margana, 2021).

The digital transformation of Wayang Beber is a strategic step to bridge cultural preservation with the needs of modern learning. One form of innovation that can be done is through the development of interactive multimedia based on Canva (Ningsih et al., 2023).



Canva is an easy-to-use, flexible, and digital design platform that supports the integration of text, images, audio, video, and animation in a single learning medium. Canva's advantages allow teachers to create learning media that is engaging, communicative, and appropriate to the characteristics of elementary school learners (Siregar et al., 2024; Sitawatia, 2024). In addition, the use of Canva also supports adaptive learning because the materials can be adapted to the needs, learning styles, and abilities of the students.

Adaptive learning is a learning approach that puts the individual needs of students at the center of the learning process (Ratih & Utami, 2020). This approach allows students to gain a more personalized learning experience through the use of varied media and strategies (Maulindani et al., 2025). In its implementation, Canva-based interactive multimedia can help teachers present material visually, audio, and kinesthetic so that it is easier to understand for students with different learning characteristics. The integration of local cultural elements such as Wayang Beber in interactive multimedia can also strengthen character education, increase cultural literacy, and foster a sense of love for the nation's cultural heritage from an early age (Haris, 2025).

Based on the results of initial observations at MI Nurul Iman, it was found that the learning process is still dominated by the use of lecture methods and conventional media so that student involvement in learning is not optimal (Suryono et al., 2017). In addition, the use of digital technology in learning is still limited, while the introduction of local culture such as Wayang Beber has not been optimally integrated in teaching and learning activities (Rahmawati & Pamungkas, 2026; Saputra & Wiryanto, 2023). This condition causes students to be less interested in culture-based learning materials and tend to be more interested in modern interactive digital media (Margana, 2014, 2021). Therefore, learning innovations that are able to integrate digital technology with local cultural content are needed so that learning becomes more interesting, meaningful, and relevant to the time (Aorta, 2024; Tias et al., 2025)s.

Several previous studies have shown that the use of interactive multimedia in learning has a positive influence on improving the quality of student learning. Research conducted by Rahmawati (2022) shows that the use of digital-based interactive multimedia is able to increase the motivation and learning outcomes of elementary school students because the material is presented visually and communicatively (Rahmawati & Pamungkas, 2026). Another study by Prasetyo and Nugroho (2021) explained that the use of the Canva platform in learning can increase student creativity and make it easier for teachers to develop interesting and adaptive learning media (Resdika & Prasetya, 2026). Canva is considered effective because it has visual design features that are easy to use and supports the integration of various multimedia elements in a single learning view (Dary et al., 2025).

The uniqueness of this research lies in the integration of the digital transformation of local culture of Wayang Beber with Canva-based interactive multimedia in supporting adaptive learning at Madrasah Ibtidaiyah (Anggia, 2023; Sukmawati & Wahjusaputri, 2024). This research not only focuses on the development of digital learning media, but also raises traditional cultural values as a learning resource that is relevant to the characteristics of the current digital generation. In addition, the use of Canva as a multimedia development



platform makes it easy to integrate visual, audio, animation, and interactivity elements so that learning becomes more engaging, flexible, and tailored to students' individual needs.

The grand theory underlying this research is the theory of constructivism developed by Jean Piaget and Lev Vygotsky. The theory of constructivism explains that knowledge is actively built by learners through learning experiences, social interactions, and direct involvement in the learning process (Krismawati, 2018). In the context of this study, Canva-based interactive multimedia is used as a means to help students build understanding independently through visual, audio, and interactive learning experiences that are appropriate to the characteristics of elementary school learners (Susiawati & , Angko Wildan, 2020). The integration of Wayang Beber as a local cultural media also supports contextual learning so that students can connect the material with the social and cultural environment that is close to their lives (Sukmawati & Wahjusaputri, 2024).

This research is important because it offers a digital transformation model of Wayang Beber through Canva-based interactive multimedia as an adaptive learning solution in madrasah ibtidaiyah . This innovation is not only oriented towards improving the quality of learning, but also on efforts to preserve local culture through an educational technology approach. Thus, this research is expected to make a theoretical contribution to the development of digital culture-based learning media as well as a practical contribution for teachers in creating innovative and adaptive learning in elementary schools. Based on this description, this study aims to analyze the digital transformation of Wayang Beber through Canva-based interactive multimedia in supporting adaptive learning at MI Nurul Iman, as well as examine the effectiveness of its use in increasing student engagement and understanding of local culture-based learning materials.

Methods

This research employed a Research and Development (R&D) approach using the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Creswell, 2016). The R&D approach was selected because this study was designed not only to examine the implementation of learning but also to develop a valid, practical, and effective Canva-based interactive multimedia product. In this study, the ADDIE model was positioned within a curriculum management perspective, particularly in the analysis, planning, implementation, and evaluation of learning resources that integrate local cultural content and respond to students' diverse learning needs.



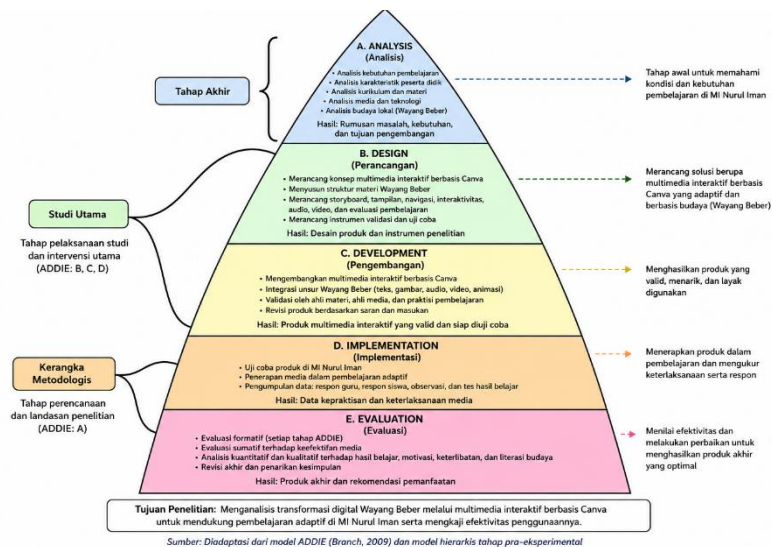


Figure 1. Conceptual Framework of the ADDIE-Based Development Process for the Canva-Based Interactive Visual Module Integrated with Wayang Beber Media.

Source: Proposed by Author (2025)

The research was conducted at MI Nurul Iman during the even semester of the 2025/2026 academic year. The research site was selected based on initial observations indicating that the integration of digital technology and local cultural content into learning remained limited. In addition, learning activities were still predominantly supported by conventional media, while Wayang Beber had not been optimally utilized as a contextual learning resource. These conditions indicated the need for curriculum-based learning innovation that integrates local cultural heritage with digital technology and adaptive learning principles.

Research Subjects

The research subjects consisted of students and classroom teachers at MI Nurul Iman. The development process also involved expert validators to assess the quality of the developed multimedia. The validators included media experts and subject matter experts, while curriculum or learning experts were involved where available to assess the alignment of the developed multimedia with curriculum objectives, learning content, and students' learning needs. The participants were selected purposively based on their direct involvement and relevance to the development and implementation of the learning media.

Research Procedure

The research procedure followed the five stages of the ADDIE model.

1. Analysis

The analysis stage was conducted to identify learning needs, curriculum requirements, student characteristics, teacher needs, and opportunities for integrating Wayang Beber into learning. Curriculum analysis was conducted by examining the learning objectives, relevant learning materials, and the possibility of integrating local cultural values into the curriculum. Student analysis focused on students' learning characteristics,



learning needs, levels of engagement, and their familiarity with digital learning media. Teacher analysis was conducted through observations and interviews to identify teachers' experiences, difficulties, and needs in developing and implementing digital learning media. This stage served as the basis for determining the learning content, cultural elements of Wayang Beber, multimedia components, and adaptive learning activities to be incorporated into the developed product.

2. Design

The design stage involved planning the structure and content of the Canva-based interactive multimedia based on the results of the curriculum and needs analysis. The design included the mapping of curriculum objectives to learning materials, the selection and adaptation of Wayang Beber content, the development of learning activities, and the design of interactive evaluation activities. The multimedia was designed to integrate text, illustrations, animation, audio, video, and interactive activities. The learning activities were organized to provide flexibility in accessing and understanding learning materials according to students' different characteristics and learning needs. Thus, the design stage connected curriculum objectives, local cultural content, digital media, and adaptive learning.

3. Development

At the development stage, the researcher produced the Canva-based interactive multimedia according to the predetermined design. The product integrated Wayang Beber visual elements and cultural values with learning materials and interactive activities. The developed product was then subjected to expert validation to assess its quality and suitability. The validation covered several aspects, including content accuracy, curriculum alignment, learning objectives, language, visual design, interactivity, technical quality, and suitability for the characteristics of madrasah ibtidaiyah students. Suggestions and comments from the validators were used to revise and improve the product before implementation.

4. Implementation

The revised multimedia product was implemented in the learning process at MI Nurul Iman. The implementation stage was intended to examine the practicality and effectiveness of the product and to observe its suitability for curriculum implementation and adaptive learning. During implementation, observations were conducted to examine student engagement, participation, interaction with the multimedia, and learning activities. Teacher and student responses were also collected to determine the practicality and usability of the developed multimedia. The implementation process also provided information regarding the extent to which the multimedia could support the delivery of curriculum content through local cultural resources.

5. Evaluation

The evaluation stage was conducted continuously throughout the development process and at the end of implementation. Formative evaluation was used to identify weaknesses and make revisions at each development stage, while summative evaluation was used to assess the quality and effectiveness of the final product. The evaluation focused on product feasibility, practicality, curriculum alignment, student engagement, and



students' understanding of the learning materials. Student response questionnaires, teacher responses, observations, and learning test results were used to obtain evidence regarding the effectiveness of the developed multimedia in supporting adaptive learning.

Data Collection Techniques and Research Instruments

Data were collected through observation, interviews, documentation, expert validation, questionnaires, and learning tests. Observation was used to examine learning conditions, curriculum implementation, student engagement, and the use of learning media. Interviews with teachers were conducted to identify curriculum implementation, learning needs, difficulties in integrating local cultural content, and teachers' needs for digital learning media. Documentation was used to obtain supporting information, including curriculum documents, learning materials, lesson plans or other relevant learning documents, as well as documentation of the implementation process. Expert validation sheets were used to assess the feasibility of the developed multimedia from the perspectives of content, curriculum alignment, learning design, visual presentation, language, interactivity, and technical quality. Student and teacher response questionnaires were used to determine the practicality and usability of the developed multimedia. Learning tests were used to assess students' understanding of the learning materials after the implementation of the developed multimedia.

Data Analysis

The research generated qualitative and quantitative data. Qualitative data obtained from observations, interviews, documentation, and expert suggestions were analyzed descriptively through data reduction, data presentation, and conclusion drawing. The qualitative findings were used to identify learning needs, curriculum requirements, implementation challenges, and areas requiring product improvement. Quantitative data obtained from expert validation, teacher and student response questionnaires, and learning tests were analyzed descriptively using percentages and mean scores. Expert validation results were used to determine the feasibility of the multimedia, while teacher and student responses were used to determine its practicality. Learning test results were analyzed to determine the effectiveness of the multimedia in supporting students' understanding of the learning materials. The overall analysis was used to determine the feasibility, practicality, effectiveness, and curriculum alignment of the Canva-based interactive multimedia as a digital transformation of Wayang Beber for adaptive learning at MI Nurul Iman.

1. Curriculum and Learning Needs Analysis

The analysis stage was conducted as the initial step in the curriculum management process to identify learning needs, curriculum requirements, student characteristics, and opportunities for integrating Wayang Beber into learning. The analysis was based on classroom observations and interviews with classroom teachers at MI Nurul Iman. The findings showed that learning activities were still predominantly teacher-centered and relied on conventional instructional methods. Teachers mainly used lectures, textbooks, and whiteboards, while the utilization of digital learning technology remained limited.



Students demonstrated greater interest in interactive visual and audiovisual learning resources, particularly materials containing illustrations, animations, videos, and interactive activities.

From the curriculum perspective, the analysis indicated that local cultural content had not been systematically integrated into learning materials or explicitly connected with learning objectives. Wayang Beber had not been optimally utilized as a contextual learning resource. This condition indicated a gap between the availability of local cultural resources and their utilization in curriculum implementation. Therefore, the development of interactive multimedia was directed toward integrating Wayang Beber with curriculum content while providing learning experiences that were more relevant to students' characteristics and learning needs.

Table 1. Curriculum and Learning Needs Analysis

Analysis Aspect	Findings
Learning approach	Predominantly lecture-based
Learning media	Textbooks and whiteboards
Digital technology utilization	Still limited
Student learning preference	Interactive visual and audiovisual media
Local cultural integration	Not yet optimally integrated
Curriculum integration of Wayang Beber	Not systematically connected to learning objectives

Source: Synthesized by Author (2026)

The results demonstrate that the curriculum management problem was not merely the lack of digital media, but also the limited integration of local cultural resources into curriculum implementation. Consequently, Wayang Beber was positioned as a contextual learning resource and transformed into an interactive digital format to support curriculum implementation and adaptive learning.

2. Curriculum-Based Design of Canva Interactive Multimedia

Based on the results of the curriculum and learning needs analysis, the researcher designed an interactive multimedia product using Canva. The design process began with the selection of relevant learning content and the integration of Wayang Beber as a local cultural learning resource. The multimedia combined learning materials with text, illustrations, animation, audio narration, learning videos, and interactive evaluation activities. The product was designed to facilitate students' understanding of learning concepts while connecting academic content with their local cultural environment. The design also incorporated reflective questions and interactive activities to activate students' prior knowledge and encourage connections between learning concepts and local cultural experiences. From a curriculum management perspective, this design process represents the planning stage in which curriculum objectives, learning content, cultural resources, digital learning media, and student needs were brought together into an integrated learning resource.



3. Expert Validation of the Developed Multimedia

The developed multimedia was validated by media experts and subject matter experts before implementation. The validation assessed the suitability of the learning materials, integration of local culture, language, and conformity with students' characteristics.

Table 2. Material Expert Validation Results

Assessment Aspect	Percentage	Category
Material suitability	93%	Highly Worth It
Integration of local culture	95%	Highly Worth It
Language	90%	Highly Worth It
Conformity with student characteristics	92%	Highly Worth It
Average	92.5%	Highly Worth It

Source: Synthesized by Author (2026)

The average validation score of 92.5% indicates that the developed multimedia was highly feasible for use. The highest score was obtained for the integration of local culture (95%), indicating that Wayang Beber was successfully incorporated into the learning content. The conformity with student characteristics reached 92%, demonstrating that the developed resource was considered appropriate for the characteristics of madrasah ibtidaiyah learners. These findings indicate that the digital transformation of Wayang Beber maintained the cultural content while adapting its presentation to the requirements of digital learning and students' characteristics.

4. Implementation of the Multimedia in Curriculum-Based Learning

The validated multimedia was implemented in learning activities at MI Nurul Iman. During implementation, students demonstrated increased activity, enthusiasm, and engagement in the learning process. The implementation provided an opportunity to examine how the developed digital learning resource functioned when integrated into classroom learning.

Table 3. Student Response Results

Indicator	Percentage
Interesting media used	96%
Easy-to-understand material	92%
Learning is more fun	95%
Increase in local cultural knowledge	94%
Increase in learning enthusiasm	93%

Source: Synthesized by Author (2026)

All indicators obtained percentages above 90%. The highest score was found for media attractiveness (96%), followed by enjoyment of learning (95%) and increased local cultural knowledge (94%). These findings demonstrate that the integration of Wayang Beber into interactive digital multimedia was positively received by students and contributed to a more engaging learning experience. From a curriculum management



perspective, the findings indicate that curriculum content can be delivered through culturally relevant digital learning resources without separating local cultural values from the learning process. The multimedia provided an alternative learning resource that enabled curriculum content to be presented in a more interactive and contextual manner.

5. Changes in Student Learning Outcomes

The effectiveness of the developed multimedia was also examined through a comparison of student learning outcomes before and after implementation.

Table 4. Comparison of Student Learning Outcomes

Aspect	Before	After
Average score	68	88
Learning completeness	65%	92%
Student activity	60%	90%

Source: Synthesized by Author (2026)

The average student score increased from 68 to 88, representing a 20-point improvement. Learning completeness increased from 65% to 92%, while student activity increased from 60% to 90%. The improvement in these indicators demonstrates that the developed multimedia supported students' understanding and participation during learning. The combination of visual presentation, interactive activities, and Wayang Beber as a culturally relevant learning resource provided students with opportunities to connect learning content with experiences that were closer to their social and cultural environment.

6. Digital Transformation of Wayang Beber as a Curriculum Management Approach

The overall findings demonstrate that the transformation of Wayang Beber into Canva-based interactive multimedia involved more than converting traditional cultural content into digital form. The development process began with identifying curriculum and student needs, followed by the selection and organization of learning content, integration of local cultural resources, development of digital learning materials, implementation, and evaluation.

The findings therefore indicate a curriculum management process consisting of four interconnected elements: curriculum and needs analysis, curriculum-based learning resource planning, implementation of integrated digital learning resources, and evaluation of learning outcomes and student responses. Through this process, Wayang Beber was positioned not merely as cultural content but as a contextual learning resource integrated into curriculum implementation.

The resulting multimedia combined Wayang Beber with text, illustrations, animation, audio, video, and interactive evaluation activities. The findings further show that the product achieved high feasibility, positive student responses, and improvements in learning outcomes. Thus, the digital transformation of Wayang Beber can function as a curriculum management approach for developing culturally relevant and adaptive learning resources at the madrasah ibtidaiyah level.

CONCLUSION



This study demonstrates that the digital transformation of Wayang Beber through Canva-based interactive multimedia can serve as a meaningful approach to curriculum management for adaptive learning at the madrasah ibtidaiyah level. The development process using the ADDIE model integrated curriculum needs, student characteristics, local cultural content, and digital learning resources into the planning and implementation of learning. This approach enabled Wayang Beber to be transformed from a traditional cultural heritage into an interactive learning resource that is more relevant to the characteristics and learning needs of contemporary students. The developed multimedia demonstrated a high level of feasibility based on expert validation, with an average score of 92.5%. Student responses also indicated strong acceptance of the multimedia, particularly in terms of attractiveness (96%), ease of understanding (92%), enjoyment (95%), acquisition of local cultural knowledge (94%), and learning enthusiasm (93%). Furthermore, the implementation showed positive changes in learning outcomes, with the average student score increasing from 68 to 88, learning completeness increasing from 65% to 92%, and student learning activity increasing from 60% to 90%.

These findings indicate that integrating local cultural heritage into digital multimedia can support curriculum implementation by making learning more contextual, interactive, and adaptive to student characteristics. From a curriculum management perspective, the integration of Wayang Beber into Canva-based multimedia provides a practical strategy for connecting curriculum objectives, learning content, digital innovation, and local wisdom. Therefore, digital transformation should not be viewed merely as the adoption of technology, but as part of curriculum planning, implementation, and evaluation to improve the relevance and quality of learning while preserving local cultural values. Overall, the study contributes to the development of culturally responsive and digitally supported curriculum management. The Canva-based interactive multimedia developed in this study provides an alternative learning resource that simultaneously supports digital learning innovation and the preservation of Wayang Beber as local cultural heritage.

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