

Wayang Puppets and Listening to Folk tales: Efforts to Improve Elementary Student's Literacy

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Abstract

The background for this study is rooted in the observed challenges in developing robust literacy skills in young learners, coupled with the rich cultural heritage of Indonesia that offers unique and engaging learning opportunities. This literature study investigates the potential of integrating traditional Indonesian wayang performances and the act of listening to folk tales as pedagogical tools to enhance literacy among elementary school students. The primary objective was to explore how these traditional art forms can be systematically incorporated into the elementary school curriculum to foster reading comprehension, vocabulary acquisition, and critical thinking. As a literature review, the research method involved a comprehensive synthesis of existing scholarly articles, educational reports, and cultural studies pertaining to traditional storytelling, drama, and their impact on cognitive development and literacy. The findings suggest that both wayang and folk tales provide immersive narrative experiences that stimulate imagination, improve listening skills, and introduce a wide range of vocabulary and cultural concepts relevant to the curriculum. Furthermore, engaging with these art forms can cultivate a positive attitude towards reading and learning. In conclusion, the study advocates for the strategic integration of wayang and folk tales into elementary education as an effective and culturally sensitive approach to significantly improve students' literacy levels.

Keywords: Wayang, folk tales, literacy improvement, cultural heritage, elementary school student

Abstrak

Studi literatur ini menginvestigasi potensi pengintegrasian pertunjukan wayang tradisional Indonesia dan kegiatan mendengarkan dongeng sebagai alat pedagogis untuk meningkatkan literasi pada siswa sekolah dasar. Latar belakang studi ini berakar pada tantangan yang diamati dalam mengembangkan keterampilan literasi yang kuat pada siswa sekolah dasar, dikombinasikan dengan kekayaan warisan budaya Indonesia dengan menerapkan pembelajaran yang unik dan menarik. Tujuan utama adalah untuk mengeksplorasi bagaimana bentuk-bentuk seni tradisional ini dapat secara sistematis dimasukkan ke dalam kurikulum sekolah dasar untuk menumbuhkan pemahaman membaca, pemerolehan kosakata, dan pemikiran kritis. Sebagai tinjauan literatur, metode penelitian melibatkan sintesis komprehensif dari artikel ilmiah yang ada, laporan pendidikan, dan studi budaya yang berkaitan dengan mendengarkan tradisional, drama, dan dampaknya terhadap perkembangan kognitif dan literasi. Temuan menunjukkan bahwa baik wayang maupun dongeng memberikan pengalaman naratif imersif yang merangsang imajinasi, meningkatkan keterampilan mendengarkan, dan memperkenalkan berbagai kosakata serta konsep budaya yang relevan dengan kurikulum. Oleh karena itu, keterlibatan dengan bentuk-bentuk seni ini dapat menumbuhkan sikap positif siswa terhadap membaca dan belajar. Sebagai kesimpulan, studi ini menganjurkan integrasi strategis wayang dan dongeng ke dalam pendidikan dasar sebagai pendekatan yang efektif dan peka budaya untuk secara signifikan meningkatkan tingkat literasi siswa.

Kata kunci: Wayang, cerita rakyat, peningkatan literasi, warisan budaya, siswa sekolah dasar

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INTRODUCTION

Literacy is one of the fundamental competencies that is very important in the educational process, especially at the elementary school level (Muliastri, 2020). Literacy skills are not only related to reading and writing skills but also encompass listening, speaking, and critical thinking skills. In the current global context, literacy skills are a primary prerequisite for accessing knowledge, reflective thinking, and active participation in social life (Masitoh, 2018). However, various statistics indicate that Indonesian students' literacy skills still face serious challenges. According to the 2018 Programme for International Student Assessment (PISA) report, the average reading score of Indonesian students ranked 74th out of 79 participating countries, with 70 percent of students not reaching the minimum reading proficiency level (OECD, 2019). This indicates that the majority of students still have difficulty in understanding, interpreting, and evaluating texts correctly. This condition is reinforced by the findings of the National Assessment (AN) conducted by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2021). This indicates that many elementary school students do not demonstrate reading skills, especially listening and comprehension skills. This phenomenon is an important issue because literacy education plays a crucial role in contributing to students' success in every subject, as well as providing a foundation for building character and critical thinking skills from an early age. Literacy skills, especially listening skills, are very important for improving the competencies of elementary school students (SD). Numerous studies across the country and around the world show that these abilities are still low. According to the Progress in International Reading Literacy Study (PIRLS, 2021) report, many fourth-grade students in various countries struggle to understand written and oral texts. This is exacerbated by learning loss due to the COVID-19 pandemic, which has significantly impacted the listening and reading abilities of early childhood students (UNESCO, 2023).

The issue of low literacy is closely related to the learning approach, which tends to be conventional and less aligned with the lives and cultures of the students. Many teachers still rely on monotonous lectures or practical methods, and do not connect learning with real-life experiences or the cultural background of students. In fact, one of the principles of effective education is to place teaching materials within the context of students' lives so that learning becomes more meaningful and relevant (Gay, 2018). In this context, culturally responsive teaching becomes very important to implement. Culturally responsive teaching is a pedagogical approach that emphasizes the importance of recognizing, appreciating, and integrating students' cultures into the learning process (Suryaningsih et al., 2023).

Wayang is a traditional Indonesian performing art, recognized as a world cultural heritage by UNESCO (Rismayanti, 2025). Wayang not only serves as entertainment but also functions as a tool to teach moral and cultural values through its stories. Wayang, a familiar medium with high aesthetic and narrative value, can enhance students' emotional and cognitive engagement in listening activities. Wayang not only has stories and characters, but also contains moral, social, and historical messages that can enrich students' listening experiences. Wayang performances, which are visual-auditory in nature, and folktales rich in imagination and cultural values, are very suitable for the developmental characteristics of elementary school-aged children (Setyowati et al., 2024). Listening to wayang and storytelling activities not only helps students understand oral messages but also aids them in thinking critically, empathizing, and strengthening long-term memory. Traditional Indonesian folktales, transmitted orally from generation to generation, also possess rich and profound narrative elements. A study conducted by (Masri et al., 2022) found that folktales are very helpful for elementary school children in listening and critical thinking. Additionally, it is assessed that puppet shows have the ability to enhance students' understanding of story structure and expand their vocabulary due to the literary language used in the stories (Lovenia, 2024).

According to international research by (Maddumage, 2023), performing arts such as drama and oral narration can significantly enhance school-aged children's vocabulary comprehension and critical thinking skills. They emphasize that engaging storytelling experiences allow students to develop cognitive abilities more naturally. The research highlights that engaging storytelling experiences enable students to develop cognitive abilities more naturally. Furthermore, (Hibbin, 2016) found that storytelling activities in the classroom not only help students listen better but also build their empathy and confidence in speaking.

The study conducted by (Nurani et al., 2018) found that incorporating fairy tales into Indonesian language learning can significantly improve students' listening and writing skills. Moreover, this study shows that when learning materials are packaged in the form of interesting stories or narratives, students are more engaged and more motivated to learn. This is in line with the principle of culturally responsive learning, where narratives and local folklore are used as a means to enhance literacy skills. Unfortunately, traditional performing arts are still limited in their use within the elementary school curriculum despite having great potential to be used as a learning medium (Ibda, 2017). Wayang and storytelling are often only used in extracurricular activities or commemorative events. Wayang and storytelling have never been fully utilized in classroom learning. However, this type of art can become a very useful pedagogical tool if systematically integrated into the curriculum. To achieve national educational goals, teachers and policymakers must think strategically when creating learning programs that utilize local arts and culture (Lyesmaya, 2025). Therefore, this research is very important to study how traditional Indonesian arts, such as wayang performances and storytelling activities, can be effectively used to enhance literacy learning in elementary schools. The main focus of this research is to examine how these two forms of art can serve as pedagogical tools to enhance students' listening skills, expand their vocabulary, and develop their critical thinking abilities in a culturally responsive manner.

Thus, the main issue raised in this research is the lack of literacy skills among elementary school students and the ineffective use of traditional arts as a learning medium. In the context of culturally relevant learning, this research specifically discusses how puppet shows and storytelling activities can be used to enhance students' listening skills, expand their vocabulary, and improve their critical thinking. Based on this, the aim of this research is to study how traditional arts contribute to the improvement of elementary school students' literacy and to develop integrative strategies that allow local cultural arts to be systematically incorporated into the curriculum effectively and culturally sensitively.

METHOD

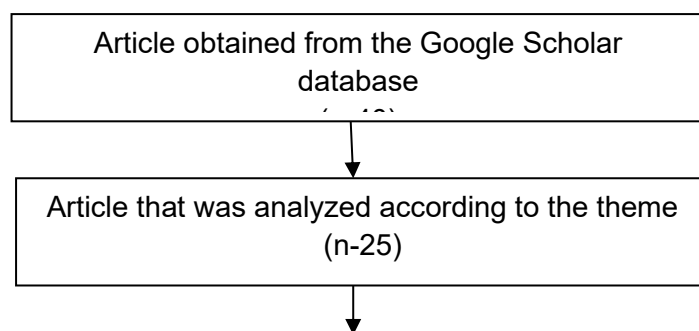
This research uses the Systematic Literature Review (SLR) approach as the main method to identify, evaluate, and critically synthesize various scientific literature relevant to the topic of improving elementary school students' literacy by combining traditional arts, such as puppet shows, and storytelling activities. The SLR approach was chosen because it allows researchers to conduct a systematic and structured review of empirical evidence relevant to the subject (Paul et al., 2021). Additionally, this approach is considered effective in addressing the complexity of the phenomenon of low listening literacy among elementary school students, which involves cognitive, social, and cultural aspects (Hadi & Afandi, 2021). The main focus of this research is the question, "How can shadow puppet media and storytelling activities contribute to the improvement of listening literacy, vocabulary expansion, and the development of critical thinking skills among elementary school students in a culturally responsive learning context?"

SLR is used in a systematic way consisting of the stages of identification, selection, and synthesis. The first stage is literature identification, which is conducted through reference searches in the Google Scholar academic database. "Wayang in

education," "story and listening comprehension," "culturally responsive education," "basic literacy improvement," and "folktales in primary education" are the keywords used in the search. In addition, the educational context in Indonesia and around the world was also drawn from policy reports such as the PISA report (OECD, 2019), PIRLS (2021), and the National Assessment by the Ministry of Education and Culture (2021). After establishing the standards for inclusion and exclusion, the second step is to select the literature. Publications released in the last ten years (2015–2025) must come from international and national sources, focus on primary education, relate to listening literacy or culture-based learning, and emphasize basic literacy. However, literature that has not undergone the peer review process, is not relevant to the context of elementary school learning, or discusses theory in general without conducting empirical analysis will not be reviewed. The initial selection yielded around 40 sources, which were then divided into 30 main sources for analysis.

The third stage is analysis and synthesis, which is conducted using a thematic approach. The selected literature is analyzed to identify patterns, relationships, and key findings related to the study topic. The main themes that emerge include: the effectiveness of performing arts in enhancing listening comprehension (Hibbin, 2016; Maddumage, 2023), the role of storytelling in the cognitive and affective development of students (Masri et al., 2022; Nurani et al., 2018), and the contribution of culturally responsive teaching approaches in literacy education (Gay, 2018; Suryaningsih et al., 2023). The research also utilizes the conceptual framework of Vygotsky (1978), which emphasizes the importance of social and cultural interactions in children's cognitive development, as well as Piaget's constructivist approach (1973) in understanding the thinking processes of elementary school-aged children. In the synthesis process, grouping and merging of findings from the literature are conducted to address the problem formulation and support the research objectives. This process is also used to identify gaps or shortcomings in previous research, such as the limited systematic implementation of puppetry and storytelling in elementary school curricula despite their high pedagogical potential (Ibda, 2017; Lyesmaya, 2025). In addition, this study highlights the importance of local media in supporting inclusive, contextual, and sustainable literacy education in accordance with the recommendations of UNESCO (2023) and OECD (2022).

This research uses the SLR method to build a strong conceptual and practical foundation for creating local culture-based literacy learning strategies. In addition, this research presents a summary of the relevant literature. This method allows researchers to produce conclusions that are reliable and evidence-based. This method can be used as a reference when developing a new curriculum or innovations in literacy learning in elementary schools. One of the advantages of the SLR method in this research is its ability to integrate various scientific perspectives across disciplines (cultural, linguistic, and pedagogical) that complement each other. This method also supports the importance of incorporating folktales and puppetry into culturally responsive literacy education. Here is the flowchart at the Systematic Literature Review stage (n: number of articles).



There are 7 articles to be analyzed and interpreted. (n-30)

Figure 1. Flowchart at the Systematic Literature Review stage

RESULTS AND DISCUSSION

Based on the seven journal article sources that have been determined to meet the criteria, the research results are as follows in Table 1.

Table 1. Results of the analyzed article

Researcher Dan Year Research	Journal	Conclusion
Muthohharoh dkk (2021)	Pengaruh Penggunaan Media Wayang Kardus terhadap Kemampuan Bercerita Peserta Didik di Sekolah Dasar	The listening skills of second-grade students at UPT SDN 106 Gresik can be improved by using cardboard puppets. Before the use of cardboard puppets as a medium, the storytelling ability of the students was generally low, with an average score of 67.82 and only 54.5% of the students reaching the Minimum Completeness Criteria (KKM). However, after the use of cardboard puppets, there was a significant improvement: the average score increased to 83.59 and 95.5% of the students achieved the KKM. The results of the statistical test showed that the use of cardboard puppets had a positive impact on the students' storytelling ability.
Mila & Anafiah (2021)	Pengaruh Penggunaan Media Wayang Terhadap Keterampilan Menyimak Cerita Siswa Kelas V di Sd 1 Petir Piyungan Bantul.	Fifth-grade students in class VA at SD 1 Petir, who were taught using wayang media, showed a very high tendency to pay attention, with an average score of 78.80. Fifth-grade students in class VB, who were taught using hand puppets, also showed a very high tendency to pay attention, with an average score of 73.72. With a t-value of 2.612 and a p-value of 0.013, a significant difference was found between the two groups. These results indicate that the use of wayang media is better and more effective than hand puppet media in improving students' listening skills.
Febriany et al (2023)	The Effect of Using Puppet Media on The Ability To Listen	The use of puppetry in learning produces better learning outcomes than picture media. In the experimental class, the average score increased from 50.31 on

		To Class Negeri Lengkong	Stories li 3	In Sd	the pretest to 83.75 on the posttest; in the control class that used picture media, the average score increased from 44 to 78, with an N-Gain value of 0.64, which falls into the moderate category. Thus, it can be concluded that, compared to picture media, puppet media is more effective in improving students' learning outcomes.
Khusniah (2024)	dkk	Impresioner Media Wayang dalam Keterampilan Menyimak Siswa Sekolah Dasar.			According to this research, the use of wayang media with various types and topics can enhance students' listening attitudes during the learning process. When wayang media is used in learning, students appear more enthusiastic, active, and skilled in listening. Wayang and other culture-based media can help create a meaningful learning atmosphere. Because not all teachers have the ability or desire to use learning media optimally, the application of learning media, including wayang, must be adjusted to the goals, indicators, and development of students so that it can be applied sustainably and effectively in the classroom.
Bangun dkk (2024)		Pengaruh Penerapan Media Pembelajaran Wayang Kertas terhadap Hasil Belajar Peserta Didik pada Aspek Kognitif.			Learning media play an important role in supporting the educational process at various levels, especially in conveying information and enhancing students' understanding. The effectiveness of this media is influenced by its alignment with students' needs and abilities, as well as the availability of supporting learning facilities and infrastructure.
Kamaliyah (2024)	dkk	Penggunaan Media Wayang Kartun Untuk Meningkatkan Keterampilan Menyimak Cerita Pada Mata Pelajaran Bahasa Indonesia Kelas Iv Di Sd Takhassus Al-Qur'an Tahun Pelajaran 2023/2024.			Cartoon puppet media has proven effective in improving the ability of fourth-grade students to listen to Indonesian language material. This media has the ability to attract students' interest, encourage them to learn, and create a fun and interactive learning experience. Although there are some obstacles, support from various parties can help optimize the use of this media to improve the quality of education. The results of this research make a significant contribution to the creation of new learning media. Additionally, these results can be used by educators and policymakers to develop relevant learning strategies in the digital era.
Salma & Wiranti (2025)		The Effect of Paper Puppet Media on			The use of paper puppets improves the ability to listen to fairy tales. This is evidenced by a t-value of 13.547, which is

Listening Skills for Fairy Tales in Indonesian Language Learning in Grade III Elementary School.	greater than the t-table value of 1.69726, and an increase in the students' average score from 59 on the pretest to 82 on the posttest, or by 55.2%. These findings indicate that paper puppets are an effective learning tool that helps students optimally understand the elements of listening to stories.
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Based on the literature review conducted by the researcher, it was generally found that the use of puppet media, whether cardboard puppets, paper puppets, or cartoon puppets, has a significant impact on the listening and storytelling abilities of elementary school students. Seven journal articles that were analyzed overall state that puppet media enhances both affective and cognitive learning outcomes. For example, Muthohharoh et al. (2021) noted an increase in the average student scores from 67.82 to 83.59 after learning using cardboard puppets, while Salma & Wiranti (2025) reported an increase of 55.2% with the use of paper puppets. The results of the statistical tests in those studies also show significance values that reinforce the positive impact of using puppet media on storytelling listening skills. Meanwhile, the research by Febriany et al. (2023) proved that wayang media is more effective compared to picture media, with an N-Gain value of 0.71 (high category) in the experimental class. Support from the findings of Khusniah et al. (2024) and Kamaliyah et al. (2024) also shows that learning with local culture-based media such as wayang makes students more active, enthusiastic, and emotionally engaged in the listening process, while simultaneously reinforcing cultural values. However, there are several challenges that still hinder the use of this puppet media in the field. For example, teachers do not have the ability to design or use the media optimally. As a result, wayang media as a learning aid must be strategically integrated into the curriculum by considering the objectives, indicators, and student development. Overall, the findings from various studies support the theory of culturally responsive pedagogy (Gay, 2018).

This reinforces the idea that narrative and cultural-based learning media have the ability to bridge the emotions and intelligence of students. On the other hand, factors such as teacher readiness, infrastructure support, and the courage to try new things also influence the success of wayang media. Therefore, although wayang media is empirically effective, it must be integrated into the curriculum along with teacher instruction and supportive policies to enable sustainable and optimal use.

Here is a graph displaying the comparison of average pretest and posttest scores based on seven reviewed articles. This graph shows that all media used in learning, especially puppet media and its derivatives, significantly improve the learning outcomes of elementary school students. This proves the effectiveness of culture-based media in enhancing listening skills and story comprehension.

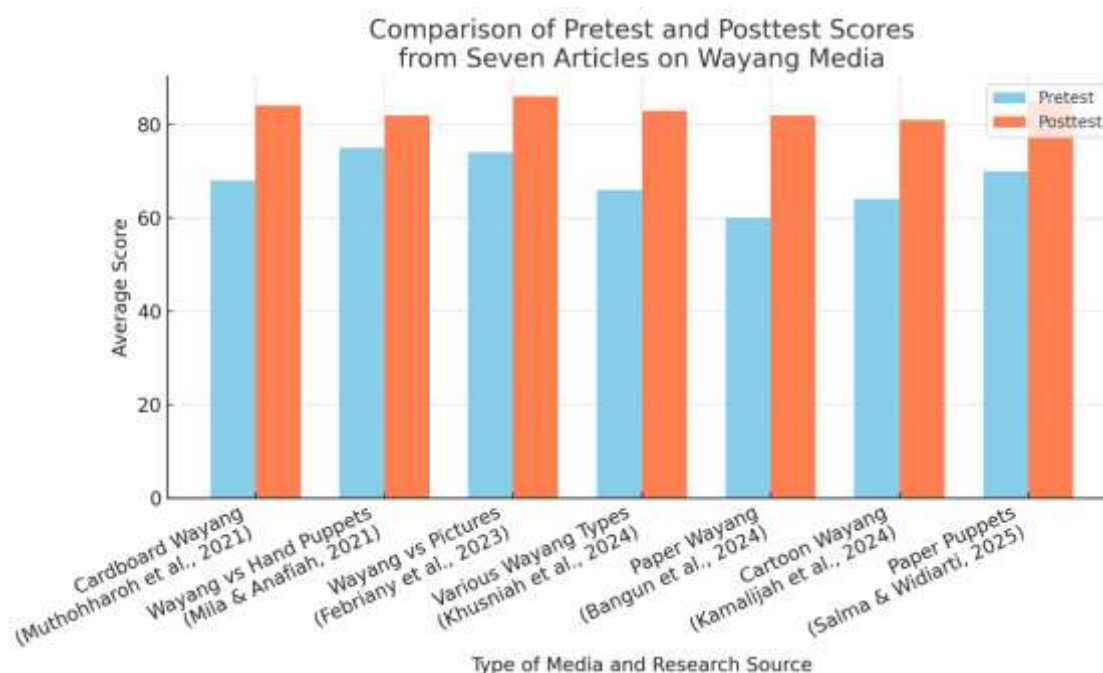


Figure 1. Comparison of pretest and posttest scores from the seven analyzed articles

CONCLUSION

Based on the findings of a study from seven journal articles, it can be concluded that the use of wayang media, whether paper puppets, cartoon wayang, or cardboard wayang, can significantly improve the literacy skills of elementary school students, especially in terms of listening and storytelling. All the studies show that learning with puppet-based media improves students' learning outcomes both cognitively and affectively. In line with the principles of culturally responsive teaching that emphasize the importance of the connection between teaching materials and students' culture, this media has proven to be engaging, increase motivation, and facilitate students' emotional involvement in learning.

However, the use of this media highly depends on prepared teachers, the availability of infrastructure, and school policies that support contextual learning. Therefore, to be sustainable and effective, the use of wayang media must be supported by teacher training and integration into the curriculum. To produce relevant and meaningful literacy learning innovations in the modern era, further research is needed that examines the development of digital media based on local culture and interdisciplinary collaborative studies.

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